

Jefferson County School District

# JEFFERSON SCHOOLS K-12



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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One school, one team, making a difference.

### Provide the school's vision statement

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Our vision is to provide a positive, safe and motivating environment for children to learn. We believe that all children should enjoy their learning, achieve their potential, and become independent life-long learners.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

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

#### Leadership Team Member #1

##### Employee's Name

Yoland Smith-Davis

ysmith-davis@jeffersonschools.net

##### Position Title

Principal of Jefferson County Schools, K-12

##### Job Duties and Responsibilities

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Plans and prepares the SIP. Additionally, monitors the SIP and ensuring that it is implemented with fidelity.

#### Leadership Team Member #2

##### Employee's Name

Kristin Wilson

kwilson@jeffersonschools.net

**Position Title**

Assistant Principal of Jefferson County Schools, K-12

**Job Duties and Responsibilities**

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The A.P. assists with planning and preparing the SIP document and implementation. Additionally, the A.P. assists in monitoring the SIP and ensures that it is implemented with fidelity.

**Leadership Team Member #3**

**Employee's Name**

Allyn Howard

ahoward@jeffersonschools.net

**Position Title**

Assistant Principal of Jefferson County Schools

**Job Duties and Responsibilities**

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The A.P. assists with planning and preparing the SIP document and implementation. Additionally, the A.P. assists in monitoring the SIP and ensures that it is implemented with fidelity.

**2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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The school hosts a school advisory council meeting every month. These meetings include all required stakeholders, and they assist in giving input into the SIP to help the school reach its mission and vision. These meetings are also open to the entire community. The leadership convened several times to collaborate on how to respond to the narrative questions and to compose the targeted plans for school improvement.

### 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The school administrators will monitor the implementation and impact on student achievement by ensuring that walkthroughs through classrooms are done, lessons are up to the correct grade level rigor and are following the approved lesson plans. The Leadership team assist with lesson planning, instructional supports, and identifying students in need further assistance for mastery of the standards and/or benchmarks. Additionally, the school administration and educators will follow the data to make any needed adjustments as the school year progresses. Teams will plan in common planning to ensure that all grade levels are uniform (including utilizing the uniform grading categories), and that each student is getting the education needed to succeed academically.

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION PK-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: C 2023-24: B 2022-23: C 2021-22: D 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	47	56	63	53	50	59	54	44	48	474
Absent 10% or more school days	19	24	27	21	23	25	27	18	23	207
One or more suspensions	1	8	4	4	13	13	23	16	23	105
Course failure in English Language Arts (ELA)	4	5	5	2	6	0	0	0	0	22
Course failure in Math	4	3	4	0	5	1	1	0	4	22
Level 1 on statewide ELA assessment	4	11	23	9	11	21	20	13	17	129
Level 1 on statewide Math assessment	4	12	13	11	11	16	19	13	20	119
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	4	0	0	50	0	0	23	24	102
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	6	2	6	9	16	19	13	20	96

#### Current Year 2025-26

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	6	15	14	9	28	15	22	20	26	155

**Current Year 2025-26**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	6	12	0	0	1	1	0	4	28
Students retained two or more times	0	0	0	0	0	0	3	1	2	6

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	29	30	27	26	27	11	15	12	34	211
One or more suspensions	6	7	6	13	17	4	14	19	33	119
Course failure in English Language Arts (ELA)	4	8	7	11	4			2	22	58
Course failure in Math	3	5	7	6	3	1		1	8	34
Level 1 on statewide ELA assessment	7	23	16	13	36	20	19	20	33	187
Level 1 on statewide Math assessment	14	20	21	9	30	12	12	18	26	162
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	58	66	52	55						231
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	33	38	24	31	34	15	23	20	50	268

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1	6	1	2				16	29
Students retained two or more times					4	1	1	1	12	19

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	32	50	41	47	170
Absent 10% or more school days	13	33	23	29	98
One or more suspensions	16	27	19	21	83
Course failure in English Language Arts (ELA)	0	18	4	0	22
Course failure in Math	0	9	4	6	19
Level 1 on statewide ELA assessment	12	13	10	11	46
Level 1 on statewide Algebra assessment	7	13	11	18	49

### Current Year (2025-26)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	13	29	18	27	87

### Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	21	18	23	13	75
One or more suspensions	13	14	9	10	46
Course failure in English Language Arts (ELA)	13	16	4		33
Course failure in Math	6	7	3		16
Level 1 on statewide ELA assessment	13	16	11	10	50
Level 1 on statewide Algebra assessment	15	25	14	6	60

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	22	29	18	13	82

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	10	6	4	4	24
Students retained two or more times	6	3	1		10

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	40	40	61	33	32	58	28	27	53
Grade 3 ELA Achievement	44	44	62	37	37	59	25	25	56
ELA Learning Gains	53	52	61	47	46	59			
ELA Lowest 25th Percentile	42	43	55	58	56	54			
Math Achievement*	39	38	62	41	41	59	26	26	55
Math Learning Gains	45	45	60	64	62	61			
Math Lowest 25th Percentile	46	48	53	57	61	56			
Science Achievement	41	41	57	40	38	54	22	21	52
Social Studies Achievement*	46	46	74	56	56	72	43	42	68
Graduation Rate	84	77	72	97	72	71			74
Middle School Acceleration	67	67	75	97	96	71	64	60	70
College and Career Acceleration	85	80	56	88	88	54			53
Progress of ELLs in Achieving English Language Proficiency (ELP)			61	26	26	59	18	23	55

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	632
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	84%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
53%	57%	33%	37%	29%		44%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	1	
English Language Learners	39%	Yes	1	
Black/African American Students	49%	No		
Hispanic Students	46%	No		
Multiracial Students	70%	No		
White Students	61%	No		
Economically Disadvantaged Students	53%	No		

### D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	40%	44%	53%	42%	39%	45%	46%	41%	46%	67%	84%	85%	
Students With Disabilities	28%	9%	47%	44%	30%	40%	35%	31%	36%				
English Language Learners	27%		44%	26%	40%	57%	54%	23%					
Black/African American Students	33%	35%	46%	42%	30%	40%	43%	37%	40%	75%	84%	81%	
Hispanic Students	42%		53%	29%	47%	53%	57%	38%	45%				
Multiracial Students	67%				73%								
White Students	56%		70%		51%	54%		63%	70%				
Economically Disadvantaged Students	39%	45%	52%	45%	38%	44%	49%	40%	44%	73%	81%	88%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	33%	37%	47%	58%	41%	64%	57%	40%	56%	97%	97%	88%	26%
Students With Disabilities	14%		43%	55%	17%	56%	57%	17%		100%			
English Language Learners	26%		54%	56%	47%	74%	70%	23%					26%
Black/African American Students	28%	29%	44%	59%	36%	61%	55%	28%	48%	98%	95%	80%	
Hispanic Students	35%		58%	65%	52%	71%	64%	52%	40%	100%			26%
White Students	45%		45%		52%	62%		60%	83%	93%			
Economically Disadvantaged Students	31%	37%	47%	55%	40%	60%	57%	36%	50%	98%	100%	83%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	28%	25%			26%			22%	43%	64%			18%
Students With Disabilities	9%				4%			5%					
English Language Learners	7%				28%			14%					23%
Black/African American Students	25%	20%			19%			17%	35%				
Hispanic Students	22%				30%			19%					24%
White Students	42%				46%			39%	64%				
Economically Disadvantaged Students	26%	31%			20%			14%	41%				

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

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

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

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	51%	46%	5%	58%	-7%
ELA	3	47%	47%	0%	57%	-10%
ELA	4	44%	44%	0%	56%	-12%
ELA	5	29%	28%	1%	56%	-27%
ELA	6	29%	28%	1%	60%	-31%
ELA	7	37%	36%	1%	57%	-20%
ELA	8	46%	43%	3%	55%	-9%
ELA	9	40%	36%	4%	56%	-16%
Math	3	60%	60%	0%	63%	-3%
Math	4	52%	52%	0%	62%	-10%
Math	5	33%	32%	1%	57%	-24%
Math	6	29%	28%	1%	60%	-31%
Math	7	37%	36%	1%	50%	-13%
Math	8	41%	38%	3%	57%	-16%
Science	5	16%	15%	1%	55%	-39%
Science	8	31%	29%	2%	49%	-18%
Civics		51%	36%	15%	71%	-20%
Biology		68%	60%	8%	71%	-3%
Algebra		25%	21%	4%	54%	-29%
Geometry		31%	27%	4%	54%	-23%
History		44%	38%	6%	71%	-27%

**2024-25 WINTER**

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra		27%	27%	0%	16%	11%
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

**2024-25 FALL**

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
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Algebra		13%	17%	-4%	18%	-5%
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

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Overall, the most significant improvement was observed in ELA achievement levels, with notable gains in 10th-grade student proficiency on the FAST assessment. During the 2024–2025 school year, English I and II were taught by a different instructor, who received ongoing support from our secondary literacy coach. Together, they worked to integrate evidence-based instructional strategies aligned with the science of reading. Additionally, we implemented a supplemental curriculum, Beable, a Career-Connected Literacy™ platform designed to close literacy gaps. Beable leverages advanced technology and methodologies—including differentiation, individualization, and personalization—to deliver a customized literacy pathway for each student.

##### **Lowest Performance**

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

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Overall, science achievement levels declined by 10 points compared to the previous year. Fifth-grade science proficiency was the lowest, with 16% of students scoring proficient, in contrast to the state average of 55%. One contributing factor to the lower performance appears to be challenges related to student engagement and behavior. Data indicates an indirect correlation between an increase in discipline referrals and a decline in academic performance among fifth-grade students.

##### **Greatest Decline**

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

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The most notable decline was observed in our Geometry EOC scores, which decreased by 30 percentage points in student proficiency compared to the 2023–2024 school year. In 2023–2024, 61% of Geometry students demonstrated proficiency, exceeding the state average of 52%. However, in 2024–2025, proficiency dropped to 31%, while the state average rose slightly to 54%. One contributing factor to this decline may be the increase in student enrollment in the course, which may have impacted instructional pacing and support.

##### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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The data component with the greatest gap compared to the state average was fifth-grade NGSS science proficiency, showing a 36-percentage-point difference. Our school reported a proficiency rate of 19%, while the state average stood at 55%. Again, this performance gap appears to be influenced by challenges related to student engagement and classroom behavior. An indirect correlation was observed between an increase in fifth-grade discipline referrals and a decline in academic outcomes.

### **EWS Areas of Concern**

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

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Student Attendance

### **Highest Priorities**

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

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1. ELA – 7th grade
2. Science – 5th grade
3. Math – 7th grade
4. ELA – 6th grade
5. Increasing student attendance

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

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

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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After reviewing the data, Grade 6 FAST ELA Reading scores showed a decline in student performance from 46% in Spring 2024 to 29% proficiency in Spring 2025. These rising **seventh grade students** will need additional support to close the achievement gap.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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By the end of the 2025-2026 school year, current **7th grade students'** (2024-2025 6th grade) ELA proficiency will increase from 37% to 50%.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Seventh grade ELA will be monitored for the desired outcome through the following, but are not limited to:

- Progress monitoring assessments through STAR and Savvas MyPerspectives standards assessments
- Teacher-led data chats with students tracking performance
- Weekly data chats with teachers
- Monitoring weekly lesson plans

Ongoing monthly monitoring will impact student achievement outcomes. The school will expect incremental growth reflected in progress monitoring assessments.

#### Person responsible for monitoring outcome

Administrative team

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

M/J Intensive Reading Course using Beable curriculum.

**Rationale:**

Beable provides a K-12 digital platform for literacy recovery, with a promising ESSA evidence level. Beable customizes content to the student's reading level, interests, and career goals. It is in English and Spanish with translation support to over 100+ languages. Beable is a multi-dimensional system that integrates literacy acceleration, intervention response, English language acquisition, core content mastery, and test preparation.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

M/J Intensive Reading Course using Lexia PowerUp curriculum.

**Rationale:**

Lexia PowerUp Literacy is well-suited for Tier 3 reading interventions because it diagnoses and addresses foundational skill gaps while providing scaffolded, adaptive instruction tailored to each student's needs. It is rated promising as a tiered intervention through ESSA evidence. It supports teachers with real-time data and targeted intervention resources, helping them deliver focused, intensive support. The program also engages older students through age-appropriate content that respects their maturity, fostering motivation and confidence. Backed by high-quality evidence of effectiveness, PowerUp offers a research-based solution for struggling readers in grades 6–12.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Program fidelity of Beable.

**Person Monitoring:**

ELA Department Chair, Assistant principal of Curriculum, and Principal

**By When/Frequency:**

BiMonthly

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

Seventh grade intensive reading teacher is using the Tier 2 – Bealbe and Tier 3 – Lexia PowerUp programs are used with fidelity. ELA Department Chair and administrators will review PM1, PM2,

Beable, and Lexia data to ensure student growth. It will also be monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews.

### **Action Step #2**

Program fidelity of Lexia PowerUp.

#### **Person Monitoring:**

ELA Department Chair, Assistant principal of Curriculum, and Principal

#### **By When/Frequency:**

BiMonthly

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

Seventh grade intensive reading teacher is using the Tier 2 – Bealbe and Tier 3 – Lexia PowerUp programs are used with fidelity. ELA Department Chair and administrators will review PM1, PM2, Beable, and Lexia data to ensure student growth. It will also be monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews.

## **Area of Focus #2**

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

### **Instructional Practice specifically relating to Science**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Based on the 2024–2025 Grade 5 NGSS science proficiency levels, Jefferson County Schools has identified **fifth-grade science** as our second area of focus.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

After reviewing the data, Grade 5 NGSS science scores showed a large percentage gap between district and state scores. Jefferson County Schools' 5th grade NGSS percent proficiency level was 16%, while the state averaged 55%.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Seventh grade ELA will be monitored for the desired outcome through the following, but are not limited to:

- Progress monitoring assessments through Progress Learning standards assessments
- Teacher-led data chats with students tracking performance
- Weekly data chats with teachers

- Monitoring weekly lesson plans

Ongoing monthly monitoring will impact student achievement outcomes. The school will expect incremental growth reflected in progress monitoring assessments.

**Person responsible for monitoring outcome**

Administrative Team

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Departmentalizing 5th grade team and conducting small groups

**Rationale:**

Departmentalizing 5th grade in Florida schools can significantly improve NGSSS Science Assessment scores because it allows for more focused, expert instruction in science—a subject that is heavily tested but often underemphasized in elementary classrooms. In self-contained classrooms, science often takes a backseat to reading and math. Departmentalization ensures that science receives consistent instructional time, increasing exposure to content that directly aligns with NGSSS standards.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Use Progress Learning program for progress monitoring.

**Rationale:**

Teachers will review student data to make informed decisions on their instruction moving forward. Data reviews will be conducted quarterly to adjust instruction and goals based on FAST. Fifth grade team leader and administrators will review Progress Learning assessment data to ensure student growth. It will also be monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Elementary scheduling

**Person Monitoring:**  
Adminstrative Team

**By When/Frequency:**  
Summer before 2025-2026 school year

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

The student services team will block schedule the fifth grade team to ensure they are departmentalized based on the following: ELA/Social Studies, Math, and Science. The administrative team will review schedules before the beginning of the school year.

### **Action Step #2**

Progress Monitoring

**Person Monitoring:**  
Fifth grade team lead and adminstrative team

**By When/Frequency:**  
3x per year

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

Teachers will review student data to make informed decisions on their instruction moving forward. Data reviews will be conducted quarterly to adjust instruction and goals based on FAST. Fifth grade team leader and administrators will review Progress Learning assessment data to ensure student growth. It will also be monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews.

### **Area of Focus #3**

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

### **Instructional Practice specifically relating to Math**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Based on the 2024–2025 Grade 6 FAST Math proficiency levels, Jefferson County Schools has identified **seventh-grade Math** as our third area of focus.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

By the end of the 2025-2026 school year, current 7th grade students' (2024-2025 6th grade) Math proficiency will increase from 37% to 50%.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Seventh grade Math will be monitored for the desired outcome through the following, but are not

limited to:

- Progress monitoring assessments through Savvas standards assessments and FAST PM1/PM2
- Teacher-led data chats with students tracking performance
- Weekly data chats with teachers
- Monitoring weekly lesson plans

Ongoing monthly monitoring will impact student achievement outcomes. The school will expect incremental growth reflected in progress monitoring assessments.

### **Person responsible for monitoring outcome**

Administrative Team

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

FDOE provided Instructional Guides (BigMs and BigMs with Tiered instruction) and small group instruction with corrective feedback

### **Rationale:**

The FLDOE Instructional Guides, specifically the Big Ideas (BigMs) and BigMs with Tiered Instruction, are valuable tools for middle school math classrooms because they provide clear, research-aligned guidance to help teachers deliver standards-based, differentiated instruction. They offer strategies and sample tasks for reteaching, enrichment, and intervention based on student needs.

### **Tier of Evidence-based Intervention:**

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

### **Action Step #1**

Secondary math teachers will incorporate the use of Florida's BigM's and BigM's with Tiered Instruction guidelines in their instruction.

### **Person Monitoring:**

Math Department Chair and Administrative Team

### **By When/Frequency:**

Weekly

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

Lesson plans will be submitted weekly to administrative team and will be reviewed to ensure strategies of the BigM documents are incorporated. It will also be monitored by the school level

administration team through bimonthly classroom walkthroughs.

### **Action Step #2**

Small Group Instruction with Corrective Feedback will be incorporated in all 6-12 math classrooms.

#### **Person Monitoring:**

Administrative Team

#### **By When/Frequency:**

Bimonthly

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

Lesson plans will be submitted weekly to Mrs. Wilson and will be reviewed to ensure strategies of small group instruction and corrective feedback are incorporated. It will also be monitored by the school level administration team through bimonthly classroom walkthroughs.

### **Area of Focus #4**

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

### **Instructional Practice specifically relating to ELA**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024–2025 Grade 5 FAST ELA Reading proficiency levels, Jefferson County Schools has identified **sixth-grade English** as our first area of focus. Grade 6 FAST ELA Reading scores dropped from 46% proficient to 29% proficient. These rising sixth grade students will need additional support to close the achievement gap.

#### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025-2026 school year, current 6th grade students' (2024-2025 5th grade) ELA proficiency will increase from 37% to 50%.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Sixth grade ELA will be monitored for the desired outcome through the following, but are not limited to:

- Progress monitoring assessments through STAR and Savvas MyPerspectives standards assessments
- Teacher-led data chats with students tracking performance
- Weekly data chats with teachers
- Monitoring weekly lesson plans

Ongoing monthly monitoring will impact student achievement outcomes. The school will expect incremental growth reflected in progress monitoring assessments.

### **Person responsible for monitoring outcome**

#### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

M/J Intensive Reading Course with use of Beable.

#### **Rationale:**

Beable provides a K-12 digital platform for literacy recovery, with a promising ESSA evidence level. Beable customizes content to the student's reading level, interests, and career goals. It is in English and Spanish with translation support to over 100+ languages. Beable is a multi-dimensional system that integrates literacy acceleration, intervention response, English language acquisition, core content mastery, and test preparation.

#### **Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

M/J Intensive Reading Course using Lexia PowerUp curriculum.

#### **Rationale:**

Lexia PowerUp Literacy is well-suited for Tier 3 reading interventions because it diagnoses and addresses foundational skill gaps while providing scaffolded, adaptive instruction tailored to each student's needs. It is rated promising as a tiered intervention through ESSA evidence. It supports teachers with real-time data and targeted intervention resources, helping them deliver focused, intensive support. The program also engages older students through age-appropriate content that respects their maturity, fostering motivation and confidence. Backed by high-quality evidence of effectiveness, PowerUp offers a research-based solution for struggling readers in grades 6–12.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

Program fidelity of Beable and Lexia PowerUp.

**Person Monitoring:**

ELA Department Chair and Administrative Team

**By When/Frequency:**

BiMonthly

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

Sixth grade intensive reading teacher is using the Tier 2 – Bealbe and Tier 3 – Lexia PowerUp programs are used with fidelity. ELA Department Chair and administrators will review PM1, PM2, Beable, and Lexia data to ensure student growth. It will also be monitored by the school level administration team through weekly classroom walkthroughs and lesson plan reviews.

## IV. Positive Learning Environment

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### Area of Focus #1

Student Attendance

#### Area of Focus Description and Rationale

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

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Increase K-12 student attendance by 10% Improving student attendance is essential for academic success, as consistent participation in school allows students to fully engage with instruction, build strong relationships, and avoid learning gaps. Chronic absenteeism is linked to lower achievement and reduced long-term outcomes, while regular attendance supports higher test scores, graduation rates, and overall school performance. By promoting a culture that values daily attendance, we create a more equitable and supportive learning environment where all students can thrive.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

According to 2024-2025, 44% of students in grades K-8 and 58% of students in grades 9-12 were absent 10% or more school days.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Our attendance clerk will monitor daily attendance via FOCUS attendance reports.

#### Person responsible for monitoring outcome

Attendance clerk and Administrative Team

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

For the 2025-2026 school year, PBIS for attendance will be incorporated on our K-12 campus.

**Rationale:**

PBIS is a multi-tiered, effective support system to increase positive behavior. PBIS behavior management involves teaching students how to meet expectations, proactively preventing problem behaviors, using meaningful incentives to encourage positive actions, and applying consequences that align with the underlying reasons for a student's behavior.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Daily phone call home for absent students.

**Person Monitoring:**

Attendance Clerk and Administrative Team

**By When/Frequency:**

Daily

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

If students are reported unexcused absent, the attendance clerk and/or administrative team will call home to check on student and reasoning for absence. The school employee will reiterate the importance of school attendance and its correlation with academic success.

**Action Step #2**

Notify guardians of absent student via letter.

**Person Monitoring:**

Attendance clerk and Administrative team

**By When/Frequency:**

As needed

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

A letter will be mailed to student's home after seven consecutive days absent.

**Action Step #3**

PBIS Attendance Incentives

**Person Monitoring:**

Administrative teams and teachers

**By When/Frequency:**

Bimonthly

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

Monthly PBIS incentives parties will reward students with 85% attendance rate and no referrals.

**Action Step #4**

Referral to MTSS team

**Person Monitoring:**

Teachers and attendance clerk

**By When/Frequency:**

Daily

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

Students showing chronic absenteeism, will be referred to the MTSS team.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

---

No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

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## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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No Answer Entered

#### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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With our district we will discuss prioritizing funding and providing additional supports to address identified needs.

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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### **Hiring Bilingual Paraprofessionals to Support ELL Students**

According to the 2024–25 Accountability Components by Subgroups report, English Language Learners (ELLs) demonstrated the lowest overall achievement in both ELA and science. In response, a bilingual ELL paraprofessional will be hired and in place prior to the start of the school year to provide targeted instructional support. Additionally, the district's ELL Coordinator will facilitate ESOL training for all teachers during pre-planning week to strengthen instructional strategies and ensure compliance with language acquisition standards.

### **Increasing Support and Staffing for Students with Disabilities in Math and Social Studies**

The same report identifies students with disabilities as one of the lowest-performing subgroups in ELA, particularly in third grade, and the lowest in both math and social studies. To address these academic gaps, the ESE staffing specialist will enhance instructional support during the math and social studies instructional blocks, ensuring that students receive the differentiated assistance necessary to improve achievement.

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00