Johnson Senior High School
SY2026-27 SCIP Goals
School Continuous Improvement Plan

SY26-27 Reading SMART Goal: By June of 2027, passing rates, or the percentage of students earning A/B's for Black and Hispanic students receiving special education services in graduation-required Language Arts courses, will increase by 6% from 54% (Black) and 62% (Hispanic) in SY25/26 to 60% (Black) and 68% (Hispanic) in SY26/27.

SY26-27 Math SMART Goal: By June of 2027, the percentage of all students passing and specifically 10th grade students in graduation-required mathematics courses will increase by 5%, from 82% (All) and 77% (10th) to 87% (All) and 82% (10th).

SY26-27 Culture and Climate Goal: By June 2027, the percentage of Black students receiving special education services who receive an out-of-school suspension for disruptive behavior or defiance of authority will decrease from 70% to 60%, as measured by SPPS discipline data.

What is a School Continuous Improvement Plan?

A School Continuous Improvement Plan (SCIP)—sometimes called a School Improvement Plan (SIP)—is a strategic roadmap developed by school leadership, teachers, and community stakeholders. Its primary purpose is to identify specific areas of need within a school, set measurable educational goals, and implement targeted, evidence-based practices to improve overall school performance over time.

Rather than serving as a static report, a SCIP is an ongoing, adaptive cycle: schools assess current performance, plan interventions, execute strategies, analyze outcomes, and adjust as needed.

Key Components of a Continuous Improvement Plan

1. **Data Needs Assessment:** Evaluation of standardized test scores, attendance rates, graduation rates, classroom assessments, and climate surveys to pinpoint gaps.
2. **Measurable Goals (SMART Goals):** Clear, time-bound targets focused on student performance, equity, and school culture.
3. **Evidence-Based Action Strategies:** Targeted instructional practices, interventions, and professional development programs designed to meet those goals.
4. **Monitoring & Evaluation:** Regular checkpoints to track progress throughout the academic year and refine strategies based on real-time data.

How the SCIP Focuses on Student Learning and Achievement

- **Data-Driven Decision** Making: Instead of relying on assumptions, the plan targets specific learning gaps (such as 3rd-grade reading proficiency or 9th-grade algebra readiness) using concrete assessment data.
- **Targeted Support and Equity:** SCIPs analyze disaggregated data (by race, income, English learner status, or special education) to ensure interventions reach historically underserved students and close achievement gaps.
- **Teacher Development Aligned to Student Needs:** Professional learning for educators is directly tied to the instructional strategies chosen in the plan, ensuring teachers receive training that directly benefits their students' immediate needs.
- **Clear Accountability and Shared Vision:** By establishing transparent metrics and frequent progress monitoring, the entire school community—administrators, teachers, students, and parents—stays aligned around shared academic goals.

A **School Continuous Improvement Plan (SCIP)** relies heavily on **Key Indicators of Progress (KIPs)**—often referred to as Key Performance Indicators (KPIs) in education—to turn high-level goals into actionable, measurable outcomes.

What are Key Indicators of Progress (KIPs)?

KIPs are specific, quantifiable metrics that school leadership and educators use to evaluate whether their continuous improvement strategies are actually leading to student success. Rather than waiting until the end of the school year to see standardized test results, KIPs provide **real-time benchmarks** throughout the academic year.

KIPs are typically divided into two categories:

1. **Leading Indicators (Early Process Indicators):**
    - Measure ongoing practices and early warning signs to predict future success.
    - *Examples:* Daily attendance rates, chronic absenteeism rates, behavior/office discipline referrals, formative assessment scores, and teacher participation in professional learning communities (PLCs).
2. **Lagging Indicators (Outcome Indicators):**
    - Measure final outcomes at the end of an instructional cycle or school year.
    - *Examples:* End-of-year standardized test pass rates, graduation rates, post-secondary enrollment, and course completion rates (e.g., passing 9th-grade algebra).



How KIPs Drive Student Learning and Achievement

- **Early Intervention:** Leading KIPs act as an early-warning system. If attendance or bi-weekly quiz scores drop, educators can intervene immediately with targeted academic support or behavioral interventions before a student falls significantly behind.
- **Objective Evaluation of Strategies:** KIPs allow school teams to determine whether a specific instructional program or intervention is actually working. If progress on a KIP stalls, the team can adjust teaching strategies mid-course rather than persisting with an ineffective plan.
- **Focused Resource Allocation:** Schools can use KIP data to deploy resources—such as reading specialists, math tutors, or mental health staff—where the data shows the greatest need.
- **Shared Transparency and Focus:** Clear KIPs keep teachers, administrators, parents, and students focused on the same measurable goals, creating a shared responsibility for student achievement.