



SIIP AT A GLANCE

Herndon Middle School, 2024-2025

OUR MISSION: At Herndon Middle School, all students are entitled to feel include, valued, and respected, and all students deserve equitable access to rigorous and engaging instruction. We achieve this by building and sustaining relationships with students and families to help students build lifelong, confident, and curious learners. We believe that all students are our students, and by relying on fierce optimism and our culture of collaboration, we will ensure students can thrive academically, socially, and emotionally.

ELA

TARGETED STUDENT GROUP OUTCOME: By the end of the 24-25 school year...

- The overall pass rate for Students with Disabilities (SWD) will increase from 32% to 37%,
- Multilingual Learner (ML) pass rate will increase from 40%-45%,
- Economically disadvantaged overall pass rate will increase from 46% to 51%.

UNIVERSAL OUTCOME: By the end of the 24-25 school year, the overall Reading SOL pass rate will increase by 5% (from 61% to 66%).

STRATEGIES

- 1 Use data from Lexia PowerUp to facilitate small group learning opportunities.
- 2 Use data from Lexia PowerUp to facilitate small group learning opportunities.
- 3 Increase the use of visual, verbal, and written scaffolds and supports in whole group instruction.

ALG I

TARGETED OUTCOME: By the end of the 24-25 school year, the percentage of 8th grade Hispanic students qualifying for a verified credit in Algebra will increase from 25% to 30%.

UNIVERSAL OUTCOME: By the end of the 2024-2025 school year, the overall percentage of students qualifying for an Algebra verified credit will increase by 5% (48% to 53%) .

STRATEGIES

- 1 Increase systems of support during the school day, after school, and summer to help students achieve success in mathematics.
- 2 Increase formal collaboration between classroom teachers and ML teachers to develop the language of mathematics through the use of embedded strategies during whole group and small group instruction

SCIENCE

UNIVERSAL OUTCOME : By June 25, all students will increase the adjusted passing rate of the Science SOL by 5% (est. 18 more students) as measured by the Science SOL.

STRATEGIES

- 1 Increase content and/or pedagogy knowledge in science for all teachers (advanced, general, ML, SE)
- 2 Increase opportunities for students to develop and apply disciplinary literacy skills of reading, writing, critical thinking, and discourse.

MATH

TARGETED STUDENT GROUP OUTCOME: The Mathematics SOL pass rate for Students with Disabilities will increase by 5% (from 38% to 43%) by the end of 24-25 School year.

STRATEGIES

- 1 Consistent Implementation of IXL in all math classes
- 2 Increase formal collaboration between classroom teachers and SE teachers to develop the language of mathematics through the use of embedded strategies during whole group and small group instruction.

CHRONIC ABSENTEEISM

UNIVERSAL OUTCOME: For the 24-25 school year, students attendance will decrease from 17% to 12% by the attendance dashboard.

STRATEGIES

- 1 School will implement practices to recognize good and improved attendance to reinforce attendance and strengthen student and family engagement.
- 2 School will share multilingual attendance materials with families throughout the year to educate families regarding the importance of attendance for school success.
- 3 MTSS Schoolwide and Site Intervention teams analyze attendance along with behavior and wellness data bi-monthly to identify students in need of Tier 2 and Tier 3 interventions.

SEL & WELLNESS



UNIVERSAL OUTCOMES:

- By the end of the 24-25 school year, we will increase the student positive responses to the following SEL screener categories by 10%: Cultural Awareness & Action, Sense of Belonging, Emotional Regulation, Social Awareness, Relationship Skills, Challenging Feelings, Self-Management, and Responsible Decision Making.
- By the end of the 24-25 school year, we will decrease the number so student incidents by 10% as indicated on the EDSL student discipline data.

STRATEGIES

- 1 School staff will communicate with families to recognize and celebrate student success in academics, behavior, attendance, or other areas.
- 2 Identified time in the master schedule is used to implement required SEL practices with fidelity to improve student perceptions of belonging and SEL skills.
- 3 MTSS Schoolwide and Site Intervention teams analyze behavior/wellness data bi-monthly to evaluate implementation of Tier 1 SEL/wellness initiative and identify students in need of Tier 2 and Tier 3 interventions.