

San Jose Preparatory High School
School wide Plan 2019-2020

School Name

San Jose Preparatory High School

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Jacksonville, FL 32257

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<http://www.sanjoseprep.org>

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School Demographics and Academic History

SCHOOL DEMOGRAPHICS

SCHOOL TYPE High School	TITLE I Yes	FREE/REDUCED LUNCH RATE 100%
ALTERNATIVE/ESE CENTER No	CHARTER Yes	MINORITY RATE 51%

SCHOOL GRADES HISTORY

2014-2015	2015-2016	2016-2017	2017-2018
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Comprehensive Needs Assessment

School Academic Data from Multiple Sources:

Analysis Data Gathered From:

- FLDOE School Grade Reports
- Discovery Education Benchmark Data
- FAIR testing

Proficiency in Subject Areas (History to Current)

Subject	Goal	Actual
2017-2018 Reading/Writing	65% proficient with 60% in learning gains	39%
2017-2018 Math	65% proficient with 70% in learning gains	16%
2017-2018 Science	65% proficient with 70% in learning gains	38%
2017-2018 History	75% proficient with 60% in learning gains	100%

Subject	Goal	Actual
2016-2017 Reading/Writing	65% proficient with 60% in learning gains	36%
2016-2017 Math	65% proficient with 70% in learning gains	38%
2016-2017 Science	65% proficient with 70% in learning gains	31%
2016-2017 History	75% proficient with 60% in learning gains	52%

Subject	Goal	Actual
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2015-2016 Reading/Writing	55% proficient with 50 in learning gains	47% proficient with 63% in learning gains
2015-2016 Math	55% proficient with 60% in learning gains	38% proficient with 42% in learning gains
2015-2016 Science	55% proficient	48% proficient
2015-2016 History	55% proficient	70% proficient

Subject	Goal	Actual
2014-2015 Reading/Writing	55% proficient	39% proficient
2014-2015 Math	55% proficient	31% proficient

FAIR Test Results (first administration comparison)

Year	6 th Grade	7 th Grade	8 th Grade
2014-2015	0% Green	28% Green	11% Green
2015-2016	21% Green	29% Green	20% Green
2016-2017	27% Green	40% Green	29% Green

Green = A Green zone predicts that the student should have an 85% or higher chance of success on the End-of-Year Outcome Measure. The student is likely not at risk and will continue to benefit from strong universal instruction.

Currently, our school’s most outstanding needs are with the Math department. We have taken steps towards improving scores in these subject areas by adding additional personnel to assist students who are struggling in these areas, including adding a math intervention coach. We have also employed the use of Edgenuity in replacement of our previous online textbook learning platform APEX. Edgenuity has a much more in-depth and interactive learning environment for students.

In Math, we have added IXL. This program gives our Math students, based off the subject that they are in, an online digital progress monitoring and remediation tool, for them to hone the concepts of the given math course that they are in. This will give our Math instructors more data to have targeted RTI meetings with each student driving better differentiated instruction, in addition to NWEA data.

In the past, our greatest need was curriculum material available to students. Implementing Edgenuity has helped to remedy this problem. The curriculum implemented using Edgenuity at San Jose Academy is focused on math and reading and is aligned to satisfy the requirements of the state standards and is grounded in scientifically based research.

School Reform Strategies

All students are currently on a A/B block schedule. This will allow teachers and students more time in the classroom for in-depth and meaningful teaching.

Students in the lowest 25% achievement group are specifically targeted through teacher RTI tracking, Achieve3000 assignments, NWEA, and research remediation activities. ESOL students are also targeted through interventions and monitoring by a specified staff member.

We have also added the use of a school wide, target specific, research period. This has allowed administrators and teachers to assign students to a specific remediation course targeted upon the student's specific needs in ELA and Math.

All high school students are completing honors level or AP courses in core subjects. As San Jose is a College Preparatory High School, these accelerated curriculum courses allow students to experience the levels of course work similar to the college level. The coursework provided by Edgenuity, as well as our highly-qualified teacher's skills, have sufficiently enriched the curriculum for all students.

We plan to implement a Dean of Students as well as a Graduation Coach this year in order to provide support and interventions for high school students in order to improve attendance, achievement and graduation rates.

The implementation of a building cabinet has developed a teacher support system, which we plan to further develop this coming year. This committee, which is comprised of all department chair heads, will help develop professional development as well as supporting teachers who are experiencing issues, research and implement group morale strategies, and review RTI tracking data. Specific action plans which will help teachers reach student need goals are currently being developed and implemented by this committee. This will also include hosting Parent Academies in order to better educate parents on resources available and have them be part of the educational process.

Instruction by Highly Qualified Professional Staff

One focus is for all teachers to be certified and in-field. We currently don't have anyone who is teaching out-of-field. In keeping all teachers in their appropriate field, we hope to provide the highest quality of instruction to all students. All teachers involved in the Pre-AP and AP program will also receive College Board training.

The parent involvement plan is being improved this year to increase communication between parents and teachers. This plan allows for parents to become more informed with their students' academic progress and provides an in-depth look at school wide curriculum models.

We have designed and launched a school app available for iPhone and Android. This app allows direct and instantaneous communication to all students and parents of San Jose Academy. We use this communication tool to send weekly updates on student progress and classroom lesson.

Parents also have access to each teacher's lesson plans for the week. This way, all parents can see the quality of instruction their child is receiving. This allows all parents to have viable proof that all teachers are highly qualified and are implementing challenging and interactive lessons.

High-quality and Ongoing Professional Development

Teachers are provided with in-service training throughout the month and on teacher planning days. We are also implementing online opportunities for professional development in order to allow teachers to continue their PD learning outside of school hours. These trainings focus on Tier 1-3 intervention, ESOL strategies, ESE strategies, cross-curricular reading strategies, and parent-teacher communication. Providing our teachers with the most up-to-date research and information on teaching low achieving students has become a top goal at San Jose.

Training from CPalms and NWEA is accomplished throughout the school year as well. These two research-based mediums have allowed teachers an in-depth look at how to analyze student data, and implement new and innovative teaching strategies.

Strategies to Attract Highly Qualified Staff

The school may provide incentives for highly qualified teachers to teach in high need schools. Staff incentives will also be provided based on student achievement results.

Only teachers who are highly qualified are assigned to low achieving students as this is the policy throughout the district.

Strategies to Increase Parental Involvement

A parent involvement plan will continue in order to increase communication between parents and teachers. This plan allows for parents to become more informed with their students' academic progress and provides an in-depth look at school wide curriculum models.

The SJP (San Jose Parents group) is working towards specific events that will help to reward student academic progress. Some of these outreach activities include incentives for students with high test scores, and group learning activities for low scoring students.

With getting our parents involved, the students of San Jose understand that learning is truly involved in all aspects of their life.

Transition Strategies

As San Jose Academy is in the same building as San Jose Preparatory High School, transitional strategies are already evident. Some basic strategies that we have implemented are high-school to middle-school peer tutoring. This is most evident in ESOL students in the middle school. They are matched with a high school dual-language student for tutoring and homework assistance.

Other transition strategies include providing the eighth-grade students an opportunity to take high school level courses. This allows the upcoming eighth graders to not only interact with high school students, but to also experience the rigorous curriculum of a high school level course.

While a hallway separates the school, it is inevitable that middle school and high school students will cross paths during the school day. This hallway interaction, closely monitored by teaching staff and administration, also helps to ease the middle school students into a high school setting.

Teacher Participation in Making Assessment Decisions

The building cabinet, comprised of all department heads, meets monthly to discuss and remedy academic targets for all students. The department heads then discuss the group findings with the other members of their individual departments. This group also provides instruction to teachers and parents on how to interpret benchmark data from NWEA. Having the parents on board with understanding the importance of improvement on all standardized tests is one of the main goals for the Building Cabinet.

Teachers are encouraged to practice motivation strategies for all students who show significant improvement on their standardized tests. Disciplining students does not prove to be as effective as rewarding all students for showing any form of improvement.

Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Each teacher is required to keep a formatted data tracking sheet for each student in every core subject. This data tracking sheet shows all tiers of intervention for each student. Using this data tracking process, teachers can create effective RTI materials for all low achieving and struggling students. The students and parents participate in regular (typically monthly) data chats with the

teacher. If the student is still struggling after Tier II has been implemented (Additional time and intensity of curriculum) then Tier III strategies are structured. Possible strategies include, extra small group time with the teacher during study hall hour, standard-specific probe practice on NWEA with remedial content, high-level to low-level peer mentor matching, and constant parental communication/updates for the student.

Students also take a 'learning style' test at the beginning of the year in English class. This information is shared with all teachers and staff. The student's results allow the teacher to understand each student's individual learning style and needs. Lessons and student groupings can be formulated from this learning style understanding.

Coordination and Integration of Federal, State and Local Programs and Resources

The school has established its improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.