

**San Jose Prep**  
**School wide Plan 2021-2022**

**School Name**

San Jose Preparatory School

4072 Sunbeam Road

Jacksonville, FL 32257

904-425-1725

<http://www.sanjoseprep.org>

**Superintendent:** Ryan Rewey

**Principal/Curriculum Coordinator:** Michelle Knapp

**Charter School Governing Board Chair:** Sarah Mathis

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## School Demographics and Academic History

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### SCHOOL DEMOGRAPHICS

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

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### SCHOOL GRADES HISTORY

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<b>2014-2015</b> F	<b>2015-2016</b> C	<b>2016-2017</b> C	<b>2017-2018</b> C
<b>2018-2019</b> A	<b>2019-2020</b> N/A		

### Comprehensive Needs Assessment

School Academic Data from Multiple Sources:

Analysis Data Gathered From:

- FLDOE School Grade Reports
- iReady testing
- MAP testing

### Proficiency in Subject Areas (History to Current)

Subject	Goal	Actual
2018-2019 Reading/Writing	65% proficient with 70% learning gains	38%
2018-2019 Math	65% proficient with 70% learning gains	40%
2018-2019 Science	65% proficient with 70% learning gains	83%
2018-2019 History	75% proficient with 60% learning gains	92%

<b>Subject</b>	<b>Goal</b>	<b>Actual</b>
2017-2018 Reading/Writing	65% proficient with 70% in learning gains	
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%

<b>Subject</b>	<b>Goal</b>	<b>Actual</b>
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%

<b>Subject</b>	<b>Goal</b>	<b>Actual</b>
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

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

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. Another intervention we have implemented is iReady.

In Math, we have added Pre-AP and Springboard. This program prepares students for further rigorous studies. We also have increased our use of Edgenuity and Khan Academy to help remediate students who are struggling. 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 Prep 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 in the 2021-2022 school year will be on a hybrid schedule of block and traditional 6 period school day schedule. Students will have 3 days on a traditional 6 period schedule and 2 days on a block schedule in order to dive deeper into subject matter.

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

All high school students are completing honors level or AP courses in core subjects. As San Jose is a college preparatory 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 teachers' skills, have sufficiently enriched the curriculum for all students.

We have implemented a Dean of Students as well as a Graduation Coach in order to provide support and interventions for high school students in order to improve attendance, achievement and graduation rates. We will increase the support programs for students by increasing the roles of these two staff members as well as adding additional Student Services personnel to work with students.

We plan to increase the utilization of our building cabinet, which is comprised of all department chairs, to 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 not certified. 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 plan to add improvements to our school app available for iPhone and Android. This app allows direct and instantaneous communication to all students and parents of San Jose Prep. We use this communication tool to send weekly updates on student progress and school activities.

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 Prep houses both middle school and high school grades, transitional strategies are already evident. We have implemented a high school transition night, a Senior transition night, and at the end of the 2021-22 school year plan to add a transition to middle school workshop. Another piece of evidence of transition strategies that have been implemented is through our ESOL program. ESOL students 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.

## 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 iReady and 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 iReady/NWEA with remedial content, high-level to low-level peer mentor matching, and constant parental communication/updates for the student.

Students will also take a 'learning style' test as well as a Myers Briggs 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.