

Escambia County School District

Jackie Harris Preparatory Academy



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	16
Budget to Support Goals	0

Jackie Harris Preparatory Academy

8190 PENSACOLA BLVD, Pensacola, FL 32534

www.escambiaschools.org

Demographics

Principal: Celestine Lewis

Start Date for this Principal: 6/18/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	2012-13	2011-12	2011-12	2009-10
Grade				C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Jacqueline Harris Preparatory Academy staff and administration is to develop a partnership between the school, the families we serve, and the community in helping each student reach his or her maximum potential: socially, emotionally, and academically. Parents will be consulted for assistance in planning all programs and Title I activities.

Provide the school's vision statement.

The vision of the Jacqueline Harris Preparatory Academy staff and administration is to create a diverse school that works with families and the community to successfully educate all of its students at high levels. Along with support and cooperation of the home and community, we will develop the academic, social, emotional and physical capabilities of each student where they will "Enter to Learn and Depart to Serve."

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Lewis, Celestine	Principal	The duties of the Principal and Assistant Principal is to foster a positive school culture for students, parents/families and staff; ensures that the staff have the necessary tools and resources to assist students in reaching the school's academic goals; enforce safety; maintain discipline; assess teaching methods, monitor student achievement, encourage parental involvement, establish and or revise policies and procedures, administer and oversee the budget and make executive decisions on how to allocate funds; coordinate and develop standardized curricula and implement standards set by the school district, state, and/or federal regulations. hire and evaluate staff and oversee school facilities.
Dixon, Patricia	Assistant Principal	The duties of the Principal and Assistant Principal is to foster a positive school culture for students, parents/families and staff; ensures that the staff have the necessary tools and resources to assist students in reaching the school's academic goals; enforce safety; maintain discipline; analyze school budget and make executive decisions on how to allocate funds; coordinate curriculum; implement curriculum standards set by the school district, state, and/or federal regulations.
Allen, Joanne	Teacher, K-12	Perform duties within grade level according to Florida State Standards to ensure that each student receive instructions on how to be proficient in all content areas and monitor the progress along the way through testing. When necessary, teachers will refer students for other needed resources. Additionally, teachers will provide students with a safe and productive environment to learn; participate in staff development; manage the classroom, meet with parents, and work closely with school staff.
Curry, Mamie	Teacher, K-12	Perform duties within grade level according to Florida State Standards to ensure that each student receive instructions on how to be proficient in all content areas and monitor the progress along the way through testing. When necessary, teachers will refer students for other needed resources. Additionally, teachers will provide students with a safe and productive environment to learn; participate in staff development; manage the classroom, meet with parents, and work closely with school staff.
Hendrieth, Cormilla	Teacher, K-12	Perform duties within grade level according to Florida State Standards to ensure that each student receive instructions on how to be proficient in all content areas and monitor the progress along the way through testing. When necessary, teachers will refer students for other needed resources. Additionally, teachers will provide students with a safe and productive environment to learn; participate in staff development; manage the classroom, meet with parents, and work closely with school staff.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	50	42	44	41	29	20	0	0	0	0	0	0	0	226	
Attendance below 90 percent	5	14	14	17	10	10	0	0	0	0	0	0	0	70	
One or more suspensions	0	5	8	10	4	5	0	0	0	0	0	0	0	32	
Course failure in ELA or Math	0	2	5	8	0	0	0	0	0	0	0	0	0	15	
Level 1 on statewide assessment	0	0	0	8	14	14	0	0	0	0	0	0	0	36	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	5	12	11	12	0	0	0	0	0	0	0	44

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	2	2	1	8	0	0	0	0	0	0	0	0	0	13	
Students retained two or more times	0	1	0	1	1	1	0	0	0	0	0	0	0	4	

FTE units allocated to school (total number of teacher units)

15

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	53%	57%	0%	50%	55%
ELA Learning Gains	0%	55%	58%	0%	51%	57%
ELA Lowest 25th Percentile	0%	52%	53%	0%	43%	52%
Math Achievement	0%	57%	63%	0%	53%	61%
Math Learning Gains	0%	60%	62%	0%	53%	61%
Math Lowest 25th Percentile	0%	52%	51%	0%	45%	51%
Science Achievement	0%	54%	53%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	50 (0)	42 (0)	44 (0)	41 (0)	29 (0)	20 (0)	226 (0)
Attendance below 90 percent	5 (0)	14 (0)	14 (0)	17 (0)	10 (0)	10 (0)	70 (0)
One or more suspensions	0 (0)	5 (0)	8 (0)	10 (0)	4 (0)	5 (0)	32 (0)
Course failure in ELA or Math	0 (0)	2 (0)	5 (0)	8 (0)	0 (0)	0 (0)	15 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (0)	14 (0)	14 (0)	36 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	56%	-25%	58%	-27%
	2018	27%	52%	-25%	57%	-30%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	25%	52%	-27%	58%	-33%
	2018	31%	51%	-20%	56%	-25%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				
05	2019	27%	51%	-24%	56%	-29%
	2018	21%	44%	-23%	55%	-34%
Same Grade Comparison		6%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	13%	55%	-42%	62%	-49%
	2018	20%	54%	-34%	62%	-42%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	25%	58%	-33%	64%	-39%
	2018	17%	58%	-41%	62%	-45%
Same Grade Comparison		8%				
Cohort Comparison		5%				
05	2019	28%	55%	-27%	60%	-32%
	2018	4%	52%	-48%	61%	-57%
Same Grade Comparison		24%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	15%	55%	-40%	53%	-38%
	2018	0%	55%	-55%	55%	-55%
Same Grade Comparison		15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15			8							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	28	40	55	20	51	60	16				
FRL	24	40	50	17	48	50	20				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	255
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students with Disabilities and Science Proficiency.
(Attendance below 90%)
(Suspensions)

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

4th Grade ELA Learning Gains Declined.
3rd Grade Math Learning Gains Declined.
(Students not prepared from previous grade levels.)
(Attendance below 90%)
(Initiated a more rigorous Math Curriculum)

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.

Science
3rd Grade Math Learning Gains.
(Students not prepared from previous grade levels.)
(Attendance below 90%)
(Initiated a more rigorous Math Curriculum)

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

Math Learning gains increase from 33 to 50.
5th Grade Math Gains 24 Points
4th Grade Math Gains 8 Points
(Added SYLVAN Learning as Tutors)
(Added iReady Math)
(Added a Reading Coach)
(Added Tutors for Small Group Tutoring)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance being below 90%
Number of Level 1 Students
Number or Retained 3rd Graders

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

1. Learning Gains for Students with Disabilities.
2. Math and ELA Learning Gains for African American and Economically Disadvantage Students
3. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increase learning gains with students with disabilities
Rationale	Our school has a high index of students with disabilities.
State the measurable outcome the school plans to achieve	Increase our Learning Gains in ELA by 5% for Students with Disabilities.
Person responsible for monitoring outcome	Celestine Lewis (clewis@jhpacademy.org)
Evidence-based Strategy	Meet regularly with teachers providing small group instruction for more detailed instructions and corrective feedback. Provide intensive reading interventions. Provide professional development on accommodations for general education and Special Education Teacher.
Rationale for Evidence-based Strategy	Overall JHPA was at 38% Learning Gains in ELA compared to District at 51%.
Action Step	
Description	1. ESE Teacher will collaborate with the Gen Ed Teacher. 2. Professional Development Training provided by FDLRS. 3. Data Chats bi-monthly around Science & ELA Assessments
Person Responsible	Patricia Dixon (pdixon1@jhpacademy.org)

#2	
Title	Increase ELA gains and Science proficiency for African American and Economically Disadvantaged students
Rationale	The Science proficiency was 15% for the 2018-2019 school year. JHPA was at 38% Learning Gains in ELA compared to District at 51%.
State the measurable outcome the school plans to achieve	Science Proficiency will increase by at least 5%. Increase our Learning Gains in ELA by 5%
Person responsible for monitoring outcome	Celestine Lewis (clewis@jhpacademy.org)
Evidence-based Strategy	School-wide implementation of Science Grade Level Standard Based Frameworks and ELA Frameworks. Review Assessment Data (Star 360, iReady, 3rd Grade Portfolio, SRA Assessments, Wonders Unit Assessments) JHPA is recommending teachers to obtain Reading Endorsement.
Rationale for Evidence-based Strategy	The Science proficiency was 15% for the 2018-2019 school year. JHPA was at 38% Learning Gains in ELA compared to District at 51%.
Action Step	
Description	1.Data Chats bi-monthly around Science & ELA Assessments 2. Identifying and tracking students who scored a high level 2 in 4th grade ELA to see if progress is being made. 3. Meeting with Science Specialist for Professional Development for Teachers for ELA and Science Integration.
Person Responsible	Patricia Dixon (pdixon1@jhpacademy.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The school has added iReady for Math and ELA.
Individual Students will establish SMART Goals for ownership of their learning.
Students in grades 1st thru 5th will participate in Accelerated Reading Program.
The school has added Generation Genius schoolwide to address K-5 Science Standards.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

JHPA collaborates with parents, staff and community to create and outline goals, strategies and activities in communicating the needs of our families with a focus on building their capacity. In receiving TITLE I, Part A funds we collaborate together in developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan describes how we will carry out the programs, activities, and procedures as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b).

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

JHPA partnered with Lutheran Services the past two years to provide free counseling services during the school day to students identified by teachers/staff. After parent consent is obtained, students with social-emotional needs met with counselors twice a week. If other services were needed, students were referred to other outside agencies such as Lakeview Mental Health Services.

JHPA has several male staff members who also serve as mentors to our male students who lack male figures in their homes.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school. JHPA also has a Pre-K and Voluntary Pre-K program housed on site to assist with school readiness for students who will enter our school at the kindergarten level. In addition, JHPA offers a month long Enrichment Camp during the summer for incoming Pre-K thru 2nd grade students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

To meet the needs of students and maximize desired student outcomes, the school leadership team meets regularly to review data, create/implement strategies and interventions.

Leadership Team includes Administration, Teachers, School Psychologist, ESE Specialist, Speech Therapist, and others as needed.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through

Title I, Part C Migrant

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

Title IX- Homeless

The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The strategies that JHPA will use to advance college and career awareness for our students is to partner with community organizations and businesses to offer our students and families a workshop so that families can see that there are numerous opportunities available to them. Our school will collaborate with different industries to provide students real world opportunities such as sponsoring Career Day, service learning, and community service.