

Escambia County School District

Jackie Harris Preparatory Academy



2021-22 Ungraded Schoolwide
Improvement Plan

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Jackie Harris Preparatory Academy

8190 PENSACOLA BLVD, Pensacola, FL 32534

www.escambiaschools.org

Demographics

Principal: Celestine Lewis

Start Date for this Principal: 6/21/2010

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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 student reach his for 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 student 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."

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

JHPA provides students with a quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The school fosters academic success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lewis, Celestine	Executive Director	Oversee the Compliance of all District/State Guidelines while fostering a positive school culture for students, parents/families and staff; ensures that the staff have the necessary tools and resources to assis students in reaching the school's academic goals; enforce safety; maintain discipline; assess teaching methods, monitor student achievement, encourages parental and community 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 curriculum and implement standards set by the school district, state, and/or federal regulations. Also conduct walk-throughs and give feedback to teachers on engagement with students and implementation of the curriculum.
Dixon, Patricia	Director	Responsible for making sure the day to day operations of the school complies to guidelines by staying abreast of the curriculum, and Florida State standards while utilizing data from student performances to converse with teachers on best practices. Oversee the Compliance of all District/State Guidelines while fostering a positive school culture for students, parents/families and staff; ensures that the staff have the necessary tools and resources to assis students in reaching the school's academic goals; enforce safety; maintain discipline; assess teaching methods, monitor student achievement, encourages parental and community 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 curriculum and implement standards set by the school district, state, and/or federal regulations. Also, also serve as direct cocntact for support personel.
Curry, Mamie		Instructional Leader who is responsible for ensuring that teachers are using the standards and data to inform their instruction in the classroom as well as working with teachers in planning, modeling lessons, interpreting data and gathering relevant resources. Serves as ELA Chair. Performs duties within grade level according to Florida State Standards to ensure that each student receive instructions on how to be proficientg 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 parenrs, and work closely witgh school administration and other staff.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.**Demographic Information**

Principal start date

Monday 6/21/2010, Celestine Lewis

Number of teachers with professional teaching certificates?

7

Number of teachers with temporary teaching certificates?

5

Total number of teacher positions allocated to the school.

12

Total number of students enrolled at the school.

202

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data**Early Warning Systems****2021-22****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	34	35	33	20	30	0	0	0	0	0	0	0	202
Attendance below 90 percent	8	22	21	20	8	14	0	0	0	0	0	0	0	93
One or more suspensions	0	0	1	1	1	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	1	3	11	1	2	0	0	0	0	0	0	0	18
Course failure in Math	0	1	1	13	1	4	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	8	20	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	14	22	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	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	1	3	11	1	4	0	0	0	0	0	0	0	20

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	1	1	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	
Number of students enrolled	34	36	33	27	33	26	0	0	0	0	0	0	0	189
Attendance below 90 percent	3	8	7	3	15	3	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	2	2	1	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	15	0	0	0	0	0	0	0	18

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	1	1	2	0	0	0	0	0	0	0	0	4

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	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	1	0	1	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					53%	57%		49%	56%
ELA Learning Gains					55%	58%		46%	55%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile					52%	53%		40%	48%
Math Achievement					57%	63%		55%	62%
Math Learning Gains					60%	62%		57%	59%
Math Lowest 25th Percentile					52%	51%		48%	47%
Science Achievement					54%	53%		55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	56%	-25%	58%	-27%
Cohort Comparison						
04	2021					
	2019	25%	52%	-27%	58%	-33%
Cohort Comparison		-31%				
05	2021					
	2019	27%	51%	-24%	56%	-29%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	13%	55%	-42%	62%	-49%
Cohort Comparison						
04	2021					
	2019	25%	58%	-33%	64%	-39%
Cohort Comparison		-13%				
05	2021					
	2019	28%	55%	-27%	60%	-32%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	15%	55%	-40%	53%	-38%
Cohort Comparison						

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
BLK	13	9		1	5		5				
FRL	14	10			10						
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							
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	36
Total Components for the Federal Index	5
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
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 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	7
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	7
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

The progress monitoring tools in place for low performing ESSA subgroups at our school included STAR360 Assessments Data, I-Ready, Classroom Performance Data, and MYON. Students who are below the benchmark are placed in the Multi-Tiered System of Support (MTSS) Program and have a progress monitoring plan created for them for interventions. STAR360 Assessments are given at the beginning of the school year and then quarterly to monitor their progress. Data is evaluated accordingly by teachers and administration.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Most of our students were off campus learners (Virtual thru Google Classroom) for the first half of the school year due to Covid-19, and parents chose to keep students at home even though in person schooling was offered and highly recommended in the 2nd Semester based on Star 360 Data.

Students who received in person instruction improved in reading. These students not only received in person instruction from the teacher but also received in person tutoring from Sylvan Learning Tutoring Co.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area in the greatest need of improvement is Reading. The component that is most problematic is the lack of mastery of foundational reading skills such as comprehension, phonemic awareness, phonics, fluency and vocabulary. The basis for this conclusion is diagnostic and progress monitoring data from STAR360 and I-Ready Assessments.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerge across grade levels subgroups, and core content areas are the lack of mastery of foundational reading comprehension skills, high absenteeism, and consistency and quality of interventions.

What strategies need to be implemented in order to accelerate learning?

Strategies needed to be implemented in order to accelerate learning are creating a parent plan that explains how they can help their student at home to improve reading and math skills as well as encouraging daily school attendance. Also researched based reading interventions to address foundational reading skills will accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will support teachers and leaders are HMH Into Reading Curriculum Training and how to interpret the data from STAR360 and I-Ready to help

provide appropriate and quality interventions for our students. Administration will also encourage teachers to take advantage of District offered PD.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Classroom teachers will identify students who scored below 40% proficiency in ELA on STAR/FSA data and provide data based interventions.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To increase student engagement to increase student achievement through critical thinking strategies.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be through assessments provided by iReady and data analysis of STAR360. Teachers and Admin will hold monthly Data Meetings to assess and discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Patricia Dixon (pdixon1@jhpacademy.org)

Provide opportunities for extended discussion of text meaning and interpretation.

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Utilizing writing for a variety of purposes including conveying scientific information, making a scientific argument, enhancing understanding of scientific reading, or to share a scientific experience (Writing practice guide)

Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing.

According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on student achievement.

According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearinghouse, connecting and integrating abstract and concrete representations shows positive impact on student achievement.

According to the Teaching Secondary Students to Write Effectively from What Works ClearingHouse, utilizing writing for a variety of purposes shows positive impact on student achievement.

According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will conduct classroom walks on a weekly basis during the block to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible

Celestine Lewis (clewis@jhpacademy.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. N/A

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

JHPA students achievement in Math fell below the 41% quartile in 3rd, 4th and 5th grades for the sub groups: Economically Disadvantaged (36%), Students with Disabilities (12%), African American/Black (36%) according to FSA data.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

JHPA will establish a goal to show individual student gains in each grade level.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will be through assessments provided by iReady and data analysis of STAR360. Teachers and Admin will hold monthly Data Meetings to assess and discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Celestine Lewis (clewis@jhpacademy.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

A. Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

B. Regularly include timed activities as one way to build fluency in mathematics.

a. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades by What Works Clearinghouse, this approach specifically addresses the needs of students who are struggling.

b. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades by What Works Clearinghouse, Timed activity can engage students by providing feedback in real time, including goals for improvement, and steadily increasing item difficulty. Timed activities can be structured similarly during intervention, regardless of whether the focus is on automaticity with basic arithmetic facts or building fluency in other mathematical subtasks.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*Focus on Professional Development offered by ECSD Math Department.

*Provide resources for intervention and reteaching during small group instruction to increase learning gains for our lower quartile students based on FSA/STAR/iReady data.

*Increase student engagement to increase student achievement through critical thinking strategies in areas of numbers, operations and algebraic thinking.

Person Responsible

Celestine Lewis (clewis@jhpacademy.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA

N/A

subgroups not meeting the 41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Jacqueline Harris Preparatory Academy's approach to building a positive school culture and environment is reflective in our school with the creation of a written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The

PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents

and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP that will thus provide a supportive and fulfilling learning environment that meets the physical, social, emotional and educational needs of all JHPA students.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders include the following:

District Superintendent & School Board Members

Executive Director, Principal & Administrators

Instructional & Non-Instructional Staff

Community Members

Their role in promoting a positive culture and environment at the school include building trust, offering support and creating a space that encourages a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.

Students & Families:

Their role in promoting a positive culture and environment at the school include family and student involvement in reiterating classroom and learning expectations. Sharing ideas about what creates a learning environment that is supportive.

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