

Duval County Public Schools

San Jose PREP School



2023-24

Schoolwide Improvement Plan (SIP)

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San Jose PREP

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

At Bold City Education, we equip students with the relevant knowledge, applicable skills and a growth mindset that empowers them to be successful, productive citizens within their local and global communities. Our young people are learning today so they will lead tomorrow.

Provide the school's vision statement.

At Bold City Education, we innovate school choice. We are confident that choice helps students thrive in their secondary school experiences. Our larger vision is to create a community of learners who thrive in their post-secondary endeavors and achieve career-preparedness goals regardless of race, creed or socio-economic status.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Renaud, Lyndsey	Assistant Principal	The assistant principal evaluates and provides feedback to faculty about their instructional practices. The assistant principal works closely with the principal and leadership team to evaluate and support all students identified through data review as struggling students by developing academic and social/emotional support plans to ensure the success of all students. The assistant principal is also responsible for providing curriculum resources for all teachers, and for ensuring alignment between state standards and instructional practices. The assistant principal supports all instruction through consistent classroom observations, evaluations, and participation in weekly PLC's among staff. The principal and assistant principal both develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Drummond, Amaziah	Dean	Mr. Drummond promotes positive behavior expectations throughout the school and administers student discipline consequences in accordance with the organization's disciplinary policy. Mr. Drummond also communicates with parents regarding disciplinary matters.
Mayo, Shauna	Dean	Ms. Mayo will facilitate behavior and mental health supports for all middle school students. She will also act as the point of contact for behavioral Response to Intervention, and assist with collecting data regarding behavior. The PBIS plan will largely be supported by Ms. Mayo. All deans will also assist with student discipline and parent contact as needed.
Rogers, Robert	Other	Mr. Roger's primary responsibility will consist if testing duties. Mr. Rogers is responsible for planning, administering, and documenting each of the state and district required tests for our 6-12 students.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All members of the school leadership team, BTAT team, and curriculum and instruction team worked together to identify goals and action items for this school year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Consistent data review will happen weekly in PLC's which will allow the leadership team to track student academic progress. MTSS meetings, happening monthly, will allow us to track behavioral improvements and review RTI needs through behavior and academic referral processes. For our ELL students, we have employed teachers with ESOL certifications and bilingual paraprofessionals to assist with English language acquisition and instruction. Our lowest quartile students, identified from 2022-2023 PM3 data, will be receiving additional intervention through after school tutoring in their areas of deficit.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	68%
2022-23 Economically Disadvantaged (FRL) Rate	58%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	17	16	16	49	
One or more suspensions	0	0	0	0	0	0	4	2	3	9	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	9	5	1	15	
Course failure in Math	0	0	0	0	0	0	1	10	1	12	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	38	35	37	110	
Level 1 on statewide Math assessment	0	0	0	0	0	0	24	33	40	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	17	16	16	49	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	8	6	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	46	50	39	45	51	42		
ELA Learning Gains				39			46		
ELA Lowest 25th Percentile				29			48		
Math Achievement*	32	44	38	30	37	38	35		
Math Learning Gains				35			29		
Math Lowest 25th Percentile				44			21		
Science Achievement*	42	62	64	25	43	40	68		
Social Studies Achievement*	45	66	66	46	53	48	71		
Middle School Acceleration	66			68	52	44	87		
Graduation Rate	92	88	89	97	50	61	100		
College and Career Acceleration	97	77	65	100	63	67	93		
ELP Progress	30	37	45	48			46		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	96
Graduation Rate	92

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	600
Total Components for the Federal Index	12
Percent Tested	97
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	4
ELL	16	Yes	3	3
AMI				
ASN				
BLK	41			
HSP	48			
MUL	39	Yes	2	
PAC				
WHT	67			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	3
ELL	21	Yes	2	2
AMI				
ASN	70			
BLK	48			
HSP	45			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	32	Yes	1	
PAC				
WHT	53			
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			32			42	45	66	92	97	30
SWD	22			17			34	21			4	
ELL	6			10			6	27			5	30
AMI												
ASN												
BLK	35			21			36	24			5	
HSP	24			24			25	43		92	7	33
MUL	37			32			47				3	
PAC												
WHT	50			47			59	60	58	97	7	
FRL	32			27			34	42	69	100	8	30

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	39	39	29	30	35	44	25	46	68	97	100	48
SWD	25	33	28	16	34	44	10	16				
ELL	8	26	24	10	23	36	0	11				48
AMI												
ASN	80	60										

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	35	40	42	24	39	50	11	42		100	100	
HSP	33	41	32	23	33	42	13	33		100	100	41
MUL	31	34		25	36			33				
PAC												
WHT	45	37	13	40	35	39	40	59	84	93	100	
FRL	34	34	28	27	34	39	21	36		97	100	36

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	42	46	48	35	29	21	68	71	87	100	93	46
SWD	19	35	43	15	16	11		29				
ELL	11	36	39	14	25	23		36				46
AMI												
ASN												
BLK	46	50		24	16	10		72		100	100	
HSP	32	44	40	27	28	14		57		100	86	53
MUL	39	41		30	32			80				
PAC												
WHT	47	47	63	45	34	35		76		100	94	
FRL	35	41	42	29	28	23		61		100	87	42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	44%	44%	0%	50%	-6%
07	2023 - Spring	28%	40%	-12%	47%	-19%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	41%	-3%	47%	-9%
09	2023 - Spring	38%	42%	-4%	48%	-10%
06	2023 - Spring	26%	38%	-12%	47%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	26%	43%	-17%	54%	-28%
07	2023 - Spring	33%	40%	-7%	48%	-15%
08	2023 - Spring	23%	45%	-22%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	25%	35%	-10%	44%	-19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	52%	-27%	50%	-25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	52%	-6%	48%	-2%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	64%	-18%	63%	-17%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	63%	-18%	66%	-21%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	60%	-19%	63%	-22%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our ELL subgroup showed the lowest performance and lowest percentage of learning gains. With only 8% in ELA Achievement, and 26% growth in ELA learning gains. Our population of ELL students is near 30% of our total student population, with most of them just recently having immigrated to the United States and learning English for the first time.

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

The greatest decline was in our Black student subgroup. While they maintained their achievement levels in math at a 24%, their ELA achievement levels dropped from 46 to 35%.

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.

8th grade math had the greatest gap when compared to the state average with a gap of -32%.

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

Our SWD subgroup had the biggest jump in ELA achievement by going from 19% in 2022 to 25% in 2023. The organization of our ESE department changed slightly from year to year, with our organization hiring an ESE Director to oversee compliance and act as the LEA. This allowed our ESE teachers to focus more completely on instruction and implementing IEP's and their goals.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is an area where we struggle as a school. We have several students in each grade level that are chronically absent, which leads to low test scores and failing grades. If we can improve our attendance, we believe those other things will improve as well.

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

- Attendance
- ELL Achievement

Area of Focus
(Identified key Area of Focus that addresses the school’s highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is to maintain a positive school culture and environment through utilizing Positive Behavior Intervention Supports. Our school focuses on positive reinforcement and recognition for good character and behavior. All staff members are trained on school wide expectations during preplanning, and use the same verbiage and rewards that motivate students both intrinsically and extrinsically through tangible rewards in the school store.

Measurable Outcome:

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

All staff members distribute Bold Bucks to students throughout the school day. Students then have opportunities to go to our school store to spend their Bold Bucks on rewards. A staff member works in the school store to track how many Bold Bucks are spent by each class and grade level.

Monitoring:

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

Staff will track how many Bold Bucks are being turned in. This will allow us to know which teachers are distributing them regularly, and which staff members may need reminders on the expectations.

Person responsible for monitoring outcome:

Lyndsey Renaud (lyndsey.renaud@sanjoseschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All teachers will implement a positive reinforcement plan in their classrooms. Our Dean of Students and Mental Health/Behavior Supports will also train teachers to implement Conscious Discipline strategies throughout the day to help students identify mood and use breathing techniques to deescalate the behaviors or anxiety. Conscious Discipline is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), which promotes the adoption of scientifically established behavioral health interventions. NREPP also endorsed Conscious Discipline as effective for improving social functioning and competence.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Conscious Discipline is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), which promotes the adoption of scientifically established behavioral health interventions. NREPP also endorsed Conscious Discipline as effective for improving social functioning and competence.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Around 30% of our student population consists of ELL's. Naturally, they struggle academically while learning the English language, but should be provided additional supports while doing so. Their subgroup is our lowest performing in both ELA and Math achievement levels.

Measurable Outcome:

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

Our goal is to increase our learning gains by 5% in reading and math. We also have a goal to increase WIDA test scores for 55% of our ELL population.

Monitoring:

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

Teachers will participate in professional development and receive feedback regarding their instructional practice from our leadership team during their PLC meetings and classroom observations/walkthroughs. The leadership team will be focusing on how teachers review and analyze data, and the implementation of that data in student small groups for both reading and math. Classroom assessment data, progress monitoring data, and WIDA scores will be used to specifically review how our ELL subgroup is progressing with the content. Students who are still struggling will be invited to attend after school tutoring with our teachers twice a week where they will work on ELA skills.

Person responsible for monitoring outcome:

Lyndsey Renaud (lyndsey.renaud@sanjoseschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Grade levels will meet in their Professional Learning Community (PLC) to review student data and develop standards based formative and summative assessments. We also have several ELL paraprofessionals that will be supporting the classrooms to assist with language acquisition. Our curriculum focus will begin with vocabulary acquisition using Equipping ELL's for our students who scored less than a 3 on their most recent WIDA exam. Imagine Learning will also be used as a Tier 2 program for students to work on an adaptive learning path. Exposure to different types of text will increase reading engagement and interactions with reading, which will in turn assist in increasing reading levels. Additional books at varying levels are needed to provide access to reading that is engaging, appropriate, and accessible by our ELL's.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will follow state B.E.S.T. standards and school curriculum. They will provide small group instruction to monitor students' understanding of standards. Teachers will frontload vocabulary and provide English instruction to build the foundational skills in the area of reading to close the achievement gap.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At the beginning of the 23-24 school year, San Jose Prep did not have any active RTI plans. There is an immediate need for RTI to be completed with fidelity, so we can provide supports for our students in need.

Measurable Outcome:

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

By the end of quarter 2, Spring 2023 PM3 and Fall 2023 PM1 data will be used to identify students who may be in need of intervention. Additional data will be collected, and students with 3 data points below grade level will be placed on active RTI plans.

Monitoring:

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

RTI data will be tracked every 6 weeks for each of the students. Fidelity checks will also occur within the classrooms, to ensure that intervention is taking place that is research-based and has proven effectiveness.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Edmentum Exact Path will be used as an intervention tool for our students on RTI as well as supplemental materials in each classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who are not responding to Tier I instruction may need additional Tier 2 or Tier 3 interventions to be successful. If these interventions help to close the gap, RTI would no longer be needed. If the student needs a continuous level of support then we may need to move towards the SLD route which would continue to provide them additional services to improve their reading.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Following budget guidelines, resources are researched and submitted for approval to meet the needs of the school improvement program implementation. Once funds are available and the budget and items are approved, purchasing takes place. Items are used solely for the purpose of school improvement implementations as noted in the SIP, and discussed with both school and district leadership.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The leadership team will meet monthly to review the goals in the SIP and touch base on how we are progressing. Additionally, within PLC meetings, information will be shared with teachers as a data chat and opportunity to reflect. For parent access, the SIP is posted for public view.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Consistent communication will be our route to stronger parent-school relationships. Additionally, we have reached out to some local businesses for sponsorships that allow us to fundraise and support community engagement through family nights and spirit nights.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

We have purchased new, more rigorous curriculum that includes intervention tools to meet every child where they are academically.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

As a Title I school, we follow Title I guidelines on how we can spend that funding to better support our students. We also use the SIP and the data housed here to guide all decision making throughout the year.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

In addition to employing staff members whose focus is mental health and behavioral supports, we also provide several extra-curricular activities that allow students to gain skills outside of the traditional classroom.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students have the opportunity to participate in after school enrichments such as gardening, robotics, and running club to encourage outside interests.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students are recognized with Bold Bucks for demonstrating good behavior through our school-wide Positive Behavior Intervention System (PBIS). Through PBIS, teachers and staff are modeling and teaching school-wide behavior expectations to foster a positive learning environment, maximize instructional minutes, and reward students for demonstrating good character.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will attend professional development monthly to review things such as the science of reading, differentiated instruction, and data review.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have a close partnership with Padawan Academy, a neighboring Pre-K program that allows their students to visit our campus and experience "school" prior to attending Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No