



School Improvement plan

School Year 2014-2015

3800 SW 108 AVENUE
MIAMI, FL. 33165
www.schoolhouseprep.com

I. SCHOOL LEADERSHIP

a. Leadership Team:

The Administration is comprised of the following:

Dr. Jiliann Tamayo De Villiers	Principal/Owner
Mr. Luis De Villiers	Dean of Students/Owner
Mrs. Cynthia Vega Martinez	Administrative Assistant

b. Leadership Team's Role:

The Principal, Dean, Administrative Assistant and Faculty meet regularly with the teachers to discuss matters of mutual interest. The Principal is actively involved in student progress and effective teaching strategies. Through open communication lines, via email or in person, and the access to each teacher's website portals, she stays abreast of what is taking place inside the classrooms, including student progress, events and activities. Through email communication and the Schoolhouse Portal website, she keeps Parents and Faculty informed and provides them easy access to express any concerns or suggestions. The Administrative Assistant is in daily contact with all teachers and students. She also oversees the daily operation of the school.

c. Professional Development and Staff Training:

Teachers are provided with numerous opportunities to participate in Professional Development and Staff Training. These courses are offered year round. Technology Workshops are also provided to the entire Faculty several times each year as well as on a need basis. Additionally, at the end of each Quarter, during day-long Faculty Meetings, the Principal provides tools, ideas and ongoing professional development that may include topics relative to enhancing lesson plans, new technologies, learning styles, differentiated instruction, understanding and analyzing data and scheduling interventions.

II. SCHOOL STATUS

a. Our Mission

Schoolhouse Preparatory is a private high school designed for students with learning differences. Our mission is to prepare students to meet their full potential as they transition into adulthood. Our school will provide post-secondary training and opportunities for students in educational, vocational, college placement, job placement and life management skills.

b. Philosophy

At Schoolhouse Preparatory, we believe:

- in the importance of preparing our students into the transition to adulthood.
- students learn in different ways and thus we must provide them with a variety of instructional approaches
- focusing on their individual learning styles.
- each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- that by providing discipline, love and encouragement and a solid academic curriculum with small classes and individualized attention, we can achieve success.
- that the self-esteem of our students can be enhanced by positive relationships and mutual respect between students and faculty.
- that in order for our students to succeed, we must provide them with a safe, nurturing and orderly environment for learning.

- teachers, parents and the community share the responsibility for opening the doors of opportunity for our students

c. Goals

Schoolhouse Preparatory's goals for every student:

- To create positive and productive members of our community regardless of their challenges.
- To ensure that every student upon graduation is enrolled in a post-secondary collegiate, vocational program or meaningful employment.

d. School Profile - Brief History and Background of the School:

Schoolhouse Preparatory was founded in 2009 by Luis and Jiliann De Villiers, a married team of educators pursuing the vision of creating a unique high school program designed for students with learning differences. The school opened with just 5 students. The philosophy and objectives of Schoolhouse reflect the heritage, vision, goals, enthusiasm, dedication, experience and energies of its founders. The school staff shares the vision that by providing discipline, love, encouragement, a solid academic curriculum with small classes and individualized attention, we can achieve success.

Luis and Jiliann De Villiers combined their expertise from Corporate America and the world of education to open the Exceptional Student Education program at Highpoint Academy in 2004 under the leadership and vision of the school's principal, Alicia Casanova. They both experienced first-hand the challenges that students with special needs face as they transition into adulthood, as well as the limited high school options that their parents have. Following their passion for making the difference in the lives of children, they fulfilled their dream of establishing a high school that meets the academic, social, and emotional needs of young adults, as well as support for their families.

Their lives have been touched by every child and parent they've met along this journey. They've shared tears of pain, and tears of celebration when simple milestones that mean so much have been achieved. The story behind each child and their family has been the inspiration for them to open Schoolhouse Preparatory. This is first high school in Dade County designed for high functioning students with learning differences that prepares students for transitioning into adulthood and the world of work as they earn both high school and college credits.

e. School improvements and strengths:

Over the past five years, Schoolhouse Preparatory has made a commitment to its students and families by making numerous improvements to the school plant and program. We've completely remodeled all the bathrooms, replaced electrical and plumbing, added a new basketball court and science lab, and improved the technology at the school.

f. School Weaknesses for next School Year:

The square footage of the school plant cannot be altered and regretfully, we do not have the classroom space needed to grow to capacity. Although we have ample outdoor areas, we're limited by the County as to what can be built on the property so regretfully, the option of building a gymnasium, Art Room or Music Room are not an option for us. We will focus on sending Teachers to even more continuing Ed courses, especially in the areas of science and math, so they can stay abreast of new trends.

g. Goals for the next three years:

1. School Security

To enhance the security of the building, we plan to add security cameras to the indoor and outdoor areas of the school plant.

2. Career Training Program

In order to enhance the career experiences of our students, we plan to increase the number of companies

who provide career training experiences to our students.

3. College Admissions

To improve our students' performance on the College Board admissions tests such as the ACT/SAT, we plan to offer after school prep courses. We also plan on organizing a school college fair an increase the amount of tours to local colleges and Vocational Schools.

4. McKay Scholarships and Financial Aid

At the present time, all of our students receive educational scholarships. These subsidize a portion of their tuition and the parents are responsible for the remaining amount. The scholarships include:

93% - McKay Scholarship

4% - Step Up For Students

2% - PLSA

1% - Seminole Tribe Educational Scholarship

It is necessary for our school to develop a contingency plan in the event that the government cuts funding to any of these scholarships.

5. Staff Development

Professional development is an important part of improving the quality education we provide our students. Our goal is to increase the amount of professional development opportunities for our staff.

h. Student Attendance Rates:

Schoolhouse Preparatory's has an attendance rate of 98%.

i. Student Mobility:

It's rare for Schoolhouse Prep students to transfer to another school and we typically have waiting lists. When a student is transferred to another school, it is mostly due that our school can no longer meet their needs. The mobility rate out of Schoolhouse Prep this past year was 2.5%.

j. Student Suspension Rates:

Last school year there was a 1.5% indoor suspension rate and 0% outdoor suspension rate. School policies, rules and procedures are enforced continuously and discipline and respect for one another is highly emphasized at all times.

k. Average Class Sizes:

The average class size is ten students per teacher.

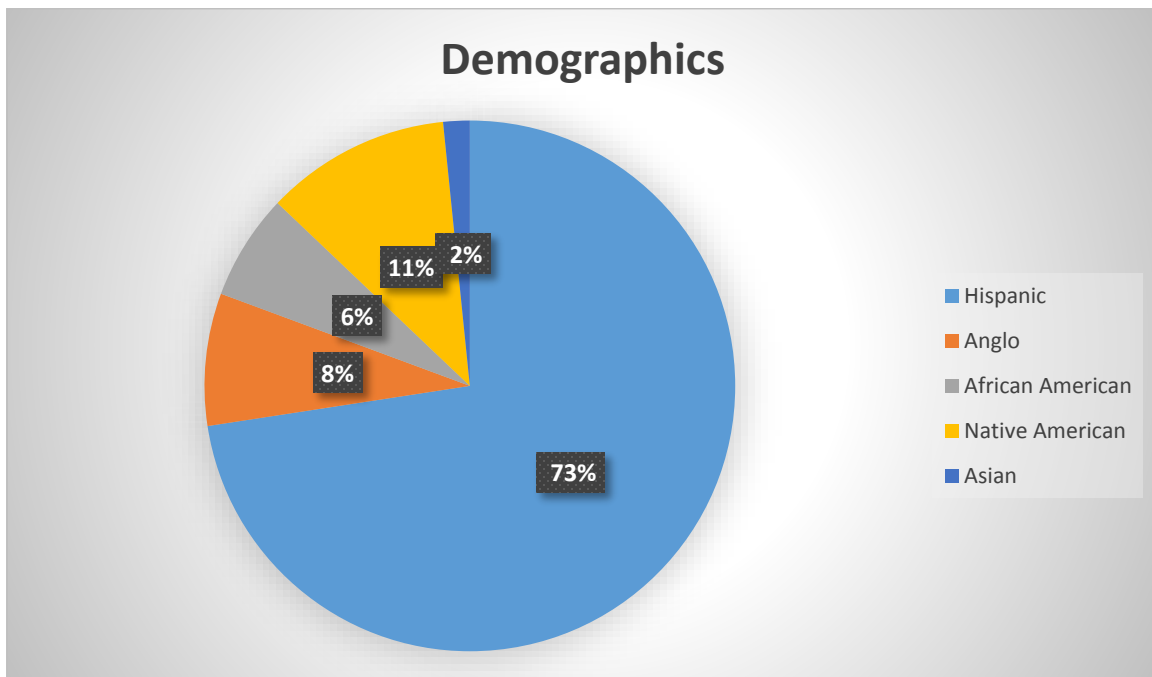
l. Academic Performance of Feeder Pattern:

The majority of Schoolhouse Prep students enroll in 9th grade and continue through their Senior year. New students typically come Highpoint Coral Way Campus or from public or charter schools in the area. New students must comply with all our admission requirements. Schoolhouse Prep's Graduates typically continue to either a 4 year college or a vocational school. All graduates from the Class of 2014 are presently enrolled at either Miami Dade College or Carlos Albizu University.

III. STUDENT ACHIEVEMENT DATA

Charts with student achievement statistics, based on Stanford Achievement Test Scores (SAT'S), PERT college entrance exams, and the PSAT's for the past three (3) school years is shared with all Faculty year round. This enables teachers to determine areas of strength and weaknesses that need to be analyzed and monitored. Results of this data allows the school to develop objectives and action plans to improve student learning.

IV. STUDENT DEMOGRAPHICS 2014-2015



V. CONTINUOUS IMPROVEMENT MODEL – DATA DESEGREGATION

What strengths and weaknesses were identified last school year, based on data by grade level, subject area, and clusters/strands?

When analyzing our three year Student Achievement Data Chart from 2011-2014, we can identify numerous areas of strengths and weaknesses but no patterns that indicate subject areas that are in need of improvement in courses offered. In 2013, most bands show improvement in the areas of Language and Math. However, it is evident that when following a specific group of students, they tend to continue to maintain similar strengths and weaknesses from year to year. Some classes are comprised of high academic achievers and some tend to be lower, especially in the core subject areas.

VI. INSTRUCTIONAL CALENDAR DEVELOPMENT

a. What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

- June-July: The SAT data is studied and analyzed. Results are discussed administratively and with each respective teacher as needed.
- September-May: Teachers assess students utilizing different assessment instruments; (quizzes, tests, written work, reports, etc.)

At the end of each 8 to 9 week Quarter, students are evaluated on their progress in all areas. Teachers average out their grades, assess their conduct, effort and attitude and determine if they've met the standards and benchmarks for the course. Interim Progress Reports are issued mid-quarter and Report Cards are issued quarterly. Progress reports are sent home bi-weekly and students who struggle academically are on daily progress charts. Teachers attend professional development sessions and are encouraged to observe one another to develop better teaching practices. "Division Meetings" are held once a month with the leadership team to exchange ideas and information. Pacing Guides for each

course are kept on the “Dropbox” for easy Administrative access.

b. Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading and Mathematics: we will continue to reinforce College Math skills at all grade levels. Reading Comprehension will also be emphasized. In 11th grade, grade priority will be given reviewing necessary skills for the college entrance exams.

c. What is the process to ensure instruction is based on individual students’ needs, as opposed to the class average?

Teachers with the highest learning gains will offer their support and provide ideas and strategies to teachers that need it. Students that did not make age-appropriate gains and/or that need additional support will be identified. Meetings with their Parents will be held to determine the best way to address their areas of weakness. Students’ academic weaknesses are identified and addressed individually, not as part of the class average.

d. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Using Common Core Standards as a basis to measure learning gains, together with applied and integrated courses, students are taught to associate subject matter with their future careers or for practical purposes that will serve to enhance their lives as adults. Teachers in each subject area cover the relevance of content to real-world scenarios. Numerous extra-curricular courses are offered at Schoolhouse Prep in order to provide students with ample opportunities of interest to them that may affect their future careers. The majority of students take these elective classes which enable them to develop a better understanding of their personal goals for the future. Additionally, career-based Instruction and career field experiences are offered throughout their high school experience.

VII. ASSESSMENTS

a. Describe ongoing formative assessments used during the school year to measure student progress in core, supplemental and intensive instruction/intervention:

Students are assessed with quizzes/tests on a regular basis in order to determine if they’ve met the benchmarks taught during the Quarter. During the school year, weekly tests and quizzes are given in each subject to ensure learning gains. Midterm exams are given in December and Final exams are administered in May of each year. PSATs are administered to Juniors and Seniors in the fall of each year and SATs are administered schoolwide in the Spring.

b. How are assessments used to identify students reaching mastery and those not reaching mastery?

At the end of each Quarter, teachers assess their students’ performance and determine if they’ve met their goals and/or if they need additional reinforcement in the form of tutoring or a more individualized learning approach.

c. Describe the process and schedule for Leadership Teams to review progress monitoring data to identify the required instructional modifications that are needed to increase student achievement.

Teachers in each division meet once a month to discuss matters of mutual concern. The Principal participates in all meetings and discussions. Teachers and Principal communicate regularly and jointly determine if there is a need for program modifications. The Principal is actively involved in the daily

instruction process by evaluating pacing guides, gradebooks, and progress reports. She also maintains ongoing discussions with teachers, students, and parents, and joining in discussions that will serve to improve learning in the classroom that will result in improved student achievement.

d. Identify the core, supplemental, and intensive instruction and interventions.

Schoolhouse Preparatory offers a college preparatory program to students with learning differences. The programs, courses of study, and instructional materials are chosen and implemented based on educational research and curricular standards. Our curriculum implements alternative textbooks that are designed for students with unique learning styles who struggle with reading, language, or a learning disability. These textbooks use larger fonts, shorter chapters, and are visually appealing. Alternative textbooks help students who are on track toward a standard high school diploma but need extra support. Our textbooks and curriculum are based on national and state standards.

All benchmarks are covered in our textbook series (see Curriculum Guide). Teacher-created assessment tools are used in evaluating student progress and numerous tools are used for supplemental instruction and interventions as needed.

e. How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Low-performing students are provided with numerous resources and special accommodations until they make the necessary gains. Teachers remain after school to provide tutoring for students who require extra support. This service is offered at no extra cost to the students. Teachers understand they are to re-teach target areas that have not been mastered by the majority of their students. If 60% of the class fails an assessment tool, for example, Teachers are encouraged to toss out the results, re-teach the material and re-assess to make sure that target area(s) are clearly understood by the majority.

f. How does the school identify staff's professional development needs to improve their instructional strategies?

Our Leadership Team evaluate teachers on a daily basis through the review of pacing guides, visits to the classroom and/or student performance as shown in the Quarterly Progress Reports. Formal observations of teachers in class are also done periodically and written reports are completed by the Principal. When areas for improvement are identified, the Principal meets with the teacher to discuss areas in need of improvement, provide support and opportunities for development and/or decide on appropriate educational strategies that need to be incorporated.