



---

# Hogan Preparatory Academy Elementary School

School-Wide Plan  
2022 - 2023



## School Background or Narrative

Hogan Preparatory High School was initially started in 1942 under the title Bishop Hogan, named after John Joseph Hogan, the first Bishop of the Diocese of Kansas City, Missouri. Bishop Hogan was a private catholic school located in the heart of Kansas City. In 1999, Bishop Hogan became a public charter school and was renamed Hogan Preparatory Academy.

Hogan believes young people are one of the most valuable resources in a society. They are vessels of potential who have the power to shape and mold a community in the most positive ways. Education is one of the most important tools to help them to reach that potential. Every young person regardless of race, ethnicity, socioeconomic class deserves access to a quality education. Hogan is dedicated to serving populations that have been historically under-served by educational institutions. A lack of access to quality education options have created challenging circumstances for most of the families served by Hogan. We believe it is our obligation to break this cycle of educational neglect. The creation of a new educational experience has to be driven by a more relevant approach. This approach has to be connected to the specific needs of each student and their community. It must incorporate real world learning opportunities. An education system designed in this manner will not only produce proficient test scores, it will more importantly produce successful citizens prepared to improve their communities and society as a whole.

We have students who do amazing things and have the ability to lead in many ways. Our goal is to help them pursue their passions to realize their greatest potential. We do this in partnership with students, families, and stakeholders to develop a personalized plan of study that leverages each student's unique passion and interest to achieve a high school diploma plus their distinct personal competitive advantage.

Our goal is for 100% of students to pass all of their classes and graduate with their diploma plus one or more regionally defined Market Value Assets. To do this, our goal is to have over 90% attendance and over 85% of students and teachers reporting they feel connected, capable, and confident. This is possible through an Advocacy Model where the culture and climate are focused on three areas and each of our strategies are aligned through Connection, Capability, and Confidence. We have several strategies that we will utilize to help each student and adult develop a sense of connection, develop a skill set to be capable, and develop their confidence to help lead others by creating personal plans of study.

## SIP Introduction

The School Improvement Plan (SIP) is a strategic plan to guide Hogan Preparatory Academy's improvement for the next several years. It is driven by data and designed to improve the climate and culture, student attendance, and ultimately student academic performance. The approach we have established represents a collaborative effort that includes teachers, parents, stakeholders, and students. Metrics are identified to monitor the implementation and performance of each strategy.

Based on student input, achievement data, stakeholder interviews, and a design team, the following key strategies were identified:

- **Establish a quality climate and culture for all stakeholders**
- **Focus on high academic performance for each student**
- **Ensure a high rate of attendance for staff and students**

Our approach focuses on creating a climate and culture where all stakeholders feel connected, capable and confident in their ability to obtain high personal and academic achievement. By fostering an inclusive climate and culture, both teachers and students will feel connected and therefore an increased daily attendance. Developing stakeholder skills while achieving increased daily attendance will positively impact academic achievement. The three AIMS of Climate and Culture, Academics, and Attendance are interdependent and will remain the means by which school improvement is measured.

## School-wide Program

This School-wide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

**Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.**

Departmentalized ELA, Math and Science instruction at grades 4 and 5; revision of ELA curriculum (Wonders) to align to Missouri Learning Standards; development of Science curriculum aligned to MLS; incorporate use of a computer-adaptive math application to supplement and differentiate math instruction; daily independent reading with texts on students' independent reading level; implementation of Pathways to Reading for grades

K-2 and supplement as needed for struggling readers in grades 3-5; form and support book clubs for faculty and staff focused on critical thinking and academic language development; increase science resources available to K-5 classrooms, including creation of a science lab for grades 4 and 5; continue and refine system for teacher and student goal-setting and data-tracking; use technology applications to increase the level of engagement in all curricular areas; enhance school-wide social-emotional curriculum with trauma-informed strategies and restorative discipline structures.

**Use methods and instructional strategies that strengthen the academic program in the school.**

All students will have access to general curriculum targeted at Missouri Learning Standards in all content areas. Supplemental instruction will be provided for students who perform below grade level, while still using the MLS as the guide. Strategies will be implemented building-wide to increase students' use of academic language and critical thinking skills, directly connected to MLS. Differentiated instruction, resources, and activities will address the needs of all students.

**Increase the amount of learning time**

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

**Help provide an enriched and accelerated curriculum**

Emphasis on critical thinking and academic language development will push students to deeper levels of content mastery, beyond merely process understanding.

Computer-adaptive technology applications will provide supplementary data for teachers while allowing students to continue working on needed skills on an individual level. These apps, too, will be accessible to students at home. The school-wide focus on social-emotional skills through the implementation of trauma-informed practices and a restorative structure for student discipline will result in more time in class, having a direct impact on students' participation in the academic program.

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards**

PLCs will identify students who are at risk and provide interventions in their classrooms, as well as offer support before/after school.

Instructional Coach/Literacy Coach will be in classrooms supporting teachers and providing a variety of opportunities for students.

Computer-adaptive technology applications will allow students who are below grade level to work on skills that match their levels of achievement. Students will also have opportunities for independent reading with texts on their level. Supplementary services with support specialists will offer additional instruction for students. Ongoing data collection systems will be used to consistently monitor students' data to ensure they are making progress toward meeting MLS.

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas**
  - Counseling
  - School-based mental health programs
  - Specialized instructional support services
  - Mentoring services
  - Other

Provide trauma sensitive school training for staff; implement restorative disciplinary structures.

Instructional coaching and PD will address skills development in the Hogan 5, data driven assessment and instruction, integration of literacy (reading/writing) in every classroom, and continued support around general teacher development and teaching modalities.

### **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Collaboration with Operation Breakthrough to transition Pre-K students to Kindergarten classrooms.