



Hogan Preparatory Academy

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.

- Provide daily seminar classes every grade level in which students will enhance their social awareness, including collaboration, communication, critical thinking and listening skills using a variety of instructional resources. Students will develop meta-cognitive and soft skills to enable students to think critically, analyze information, communicate, collaborate, and problem-solve.

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

Hogan Prep will promote the literacy in all core content areas with an emphasis of both reading and writing. This will include the effective use of the workshop model learning and provide the necessary tools to enhance instruction, including Kagan strategies. Teachers will have professional development on Kagan strategies and ASCD Instruction That Sticks.

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

Present open-ended and real-world problems to encourage students to generate original or innovative solutions. English and math classes are double blocked including the AP and Pre-AP programs. Ongoing evaluation of technology applications and student achievement, based on the overall educational goals, helps to ensure that the instructional strategies are appropriate, adaptable, and useful..

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 and programs will allow teachers to differentiate

After school tutoring will be offered M-Th.

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. Provide wrap around service delivery to student population through network of social workers and counselors..

Teachers will have sustained assistance in their efforts to integrate instructional strategies (Kagan) for cognitive engagement into daily practice and the use of personalized interventions to address individual learning needs. Teachers will also have embedded opportunities for professional learning and collaborating with colleagues to overcome the barrier of time, in weekly scheduled department meetings, team meetings, and school wide professional development.

Recruiting and retaining effective teachers, particularly in high need subjects

Professional Development, Trauma Sensitive Training, Mindfulness Training, Summer Book Study, Book Study During School Year, Conferences and workshops geared toward subject matter, mentoring.