A. Philip Randolph Academies

2015-16 School Improvement Plan

A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

http://www.duvalschools.org/aprtech

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

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Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

All students at Asa Philip Randolph Academies of Technology High School will graduate with the knowledge and certified skills necessary to be successful in their post secondary educational endeavors, the military, or the workforce.

Provide the school's vision statement

A. Philip Randolph Academies of Technology is a unique high school dedicated to student achievement through rigorous academic and career preparatory programs.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process the school uses to build knowledge and understanding of our students' cultures and build relationships between teachers and students begins with teacher to student conversations. Teachers encourage and accept diversity and create safe classroom environments where students feel comfortable discussing their similarities and differences. Teachers also build relationships by taking the time to learn about the individual student's cultures through questioning and by allowing students to write about themselves. This allows teachers to make learning relevant which supports students' backgrounds and cultures. Through our mentoring programs, teachers mentor students both during and outside of school ours. The CAST evaluation has a component which addresses teacher's knowledge of students. Teachers are expected to become knowledgeable of their students and their backgrounds, while understanding and respecting their cultures and beliefs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Resolving conflict is important to creating a safe learning environment. At A. Philip Randolph, students learn effective interpersonal skills to cope in group situations. It is important for students to know how to deescalate conflict, manage it, and resolve it. Safe school planning is an ongoing, comprehensive process which involves the entire community. An Action Plan is in place to ensure that students feel safe and respected before, during, and after school. The following has been implemented:
1. Leadership and administrative support is provided for creating and sustaining a healthy school environment.
2. A site assessment of the school's physical and social environment has been conducted to determine the school's needs.
3. A set of measurable goals and objectives of designed activities that are centered on improving the school's physical and social environment has been established
4. A data collection system for assessing and monitoring the school environment is being used.
5. Policies and a plan for creating and sustaining a safe school environment that clearly define acceptable and unacceptable school conditions have been developed and enforced.
We have created an environment where students are respected by adults, and students show respect towards adults by actions and conversations. Administration, security, the school's resource officer, along with teachers, are assigned duty posts to monitor all student activities before and after school.
6. A School Safety Plan has been developed with input of faculty and staff members.

7. Safety drills are conducted monthly to ensure that faculty, staff, and student are aware of procedures during emergencies.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Discipline is an integral part of instruction and learning. The purpose of the Proactive School-Wide Discipline Plan at A. Philip Randolph is to:
PBIS - A Positive Behaviors and Interventions and Support (PBIS) plan has been developed to monitor and implement expectations for successful student behavior throughout the school.
•Establish systematic school-wide structures and procedures for teachers and students that facilitate teaching and learning.
•Encourage student behaviors that enhance the learning environment.
•Minimize student behaviors that inhibit teaching and learning interactions.
•Help students realize that they are responsible for their own actions, will be held accountable for their actions, and understand the consequences of their actions.
•Uphold the values of respecting the dignity and rights of every individual so that an atmosphere of mutual respect and trust can be established and maintained.
A district-wide code of conduct is in place and implemented to ensure minimum distractions to keep students engaged during instructional time. A school-wide discipline plan is also in place to provide step by step processes for teachers to address student behavior in the classroom. Administration reviews the code of conduct with students at the beginning of the year to in order to provide clear expectations for student behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

New to A. Philip Randolph (APR), is the Proof of Concept initiative, where a behavioral specialists has been assigned to APR full-time to provide one on one and group support to students and families through a referral process. A. Philip Randolph has three counselors who provide services to all students to meet their social-emotional needs. Counselors meet with students one on one and provide classroom visits to address the needs of students. In addition, a school social worker is also assigned and available as needed to provide services to students. School Counselors have a comprehensive school counseling program to address the academic, personal/social and career needs of all students. One way this is accomplished is through classroom guidance activities with all students.
Major functions of the Guidance program includes but are not limited to:
Post-secondary planning: facilitating the preparation and processing of college, scholarship and employment or military service opportunities.
Crisis Intervention Services: includes counseling student in crisis (i.e. suicide prevention, child abuse, pregnancy, substance abuse) and providing assessment and referral to related support services as appropriate.
Student records: preparation of academic schedules and orientation of students to school procedures and learning opportunities. Maintenance of student academic records.
A boys and girls mentoring program has been established to meet the social, academic, and behavior needs of students. On staff mentors are assigned along with community volunteers.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students who are absent five or more days are identified on a bi-weekly basis. Parents are called to address the concern. If absences continue, students are referred to the the school's social worker for follow-up. Tiers have been put in place to reduce suspensions. Students go through restorative justice to resolve conflicts among peers. In-school suspension has been put in place as another tier. A male and female mentoring program has also been established to address behaviors in order to reduce suspensions. Programs such as Curriculum Guide Assessments (CGA), Achieve 3000, Write to Learn, and DAR, will identify and address student deficiencies in ELA and mathematics. A Reading Interventionist is in place to provide support and services to level one students. Teacher and student accountable talks are conducted quarterly at which strategies are put in place to address areas of deficiencies.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Attendance below 90 percent	5	7	3	0	15
One or more suspensions	4	2	1	0	7
Course failure in ELA or Math	18	10	14	2	44
Level 1 on statewide assessment	62	64	0	0	126
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	9	**10**	**11**	
Students exhibiting two or more indicators	10	7	4	21

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Four Pillars for Excellent Instruction has been implemented to improve academic acheivemnt and to meet students' needs. They include practices in all classrooms that support the instructional focus, common planning, a coherent schedule with few interruptions, resources used strategically to support the instructional focus, all school personnel engaged in instruction, cluster meetings focused on teaching and learning, and the alignment of school vision with instructional focus. Academic Coaches provide the coaching cycle to teachers as a means to improve instruction as early warning signs are present.
We also look at student work and data in relation to the State Standards to identify students' needs, improve assignments and instruction, assess student progress, and inform professional development. Professional development is based on teachers' and students' needs.
A professional development plan that is developed with and by teachers is driven by data and aligns all activities with the instructional focus; pools all resources; includes ongoing assessment of student learning as an integral part of school life; identifies responsibilities, strategies, and time lines; and evaluates effectiveness of activities

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/201335.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school is building and sustaining partnerships with the local community through the African American Male Initiative (AAMI) and the Ladies of Randolph mentoring programs. Both groups meet monthly with parents and students in attendance. We also have the School Advisory Council (SAC), and the CTE Advisory Councils, the school builds and sustains partnerships with local community for the purpose of securing and utilizing resources to support the school and student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Lewis, Robert	Principal
Huffman, Martha	Instructional Coach
Lampkin, Eric	Dean
Smith, Sekou	Instructional Coach
Green, Megan	Assistant Principal
Wilson, Jamie	Teacher, K-12
Chadwick, Bryan	Teacher, K-12
Wade, Karen	Teacher, PreK

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team:
• Facilitates the development of the School Improvement Plan
• Monitors, assesses and amends the School Improvement Plan

• Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
• Facilitates communication within the professional learning community
• Builds the capacity of the school to address parent and staff concerns
• Builds the capacity of the school to improve in the following areas:
o High Academic Achievement
o Effective Educators
o Adequate Resources and Facilities
o Safe and Orderly Schools
o World-Class Service
o Strong Parent and Community Relations

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Monthly meetings will be held at our school to discuss students and current progress, as well as action plans. The team will review progress monitoring data and identify students who are meeting and not meeting established benchmarks. Based on the data, the team will identify professional development and resources that are needed at each level. The team will collaborate regularly to solve problems, share effective practices, evaluate implementation, and practice new processes and skills. Currently we do not work with other schools in this process, however, we do communicate with other schools for best practices and success stories.

Professional development opportunities for teachers and administrators are made available through the district as well as our own Leadership. Asa Philip Randolph School in conjunction with the DCPS Homeless Education Program work to identify and provide services to students in need. Randolph also will utilize the district's Full Service program and the school's Community in Schools (CIS) liaison to assist with student and family needs. Asa Philip Randolph School in conjunction with the JSO identifies 10 – 20 students per quarter as those who are at risk for violent behavior. The program provides mentoring sessions with the School Resource Officer (SRO). Families are encouraged to apply for Free or Reduced lunch through the DCPS lunch program. In severe cases, families are referred to the Ribault Family Resource Center. Families who have lost their homes are referred to the Ribault Family Resource Center for assistance. Students who have found themselves in a homeless situation are referred to the district Homeless Education Office as well as the Ribault Family Resource Center. Asa Philip Randolph is a fully dedicated Magnet School. It offers students opportunities to participate in six career areas: Health Science, Information Technology, Construction, Cosmetology, Fire Rescue, Criminal Justice and Public Safety. Students are afforded the opportunity to earn state recognized certifications in Cosmetology, Health, and Information Technology. Students are given the opportunity to participate in ASVAB testing to pursue military careers. Students participate in internships through their career programs. In addition students have the opportunity to participate in Co-operative Education within these programs. On Job Training (OJT) is offered to EESS students through an onsite district Job Coach.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Franz Wallace	Business/Community
Robert Lewis	Principal
Anita Spencer	Parent
Bryan Chadwick	Teacher
Lisa Goggins	Parent
Corina Cain	Parent
Megan Green	Education Support Employee
Sekou Smith	Teacher
Cayentha Pierre	Student
Andrew Bay	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee reviewed and provided feedback on the School Improvement Plan. Each member was given a copy of the plan. During the SAC meeting, the team discussed and agreed on each component of the SIP.

Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school and were involved in the development of the SIP.

Preparation of the school's annual budget and plan

The SAC committee members are provided a copy of the school's annual budget which they review and make recommendations based on the needs of the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Members utilize SAC funds to support the school's initiatives for improvement.
Incentives for students for reading, math , writing and science initiatives

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Huffman, Martha	Teacher, K-12
Lewis, Robert	Principal
Lampkin, Eric	Dean
Green, Megan	Assistant Principal
Wade, Karen	Teacher, K-12
Chadwick, Bryan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

-At least 50% of the student body will reach the 25 book campaign goal and incorporate literacy strategies across the curriculum in addition to the CTE classes.
-The team will focus on a quarterly book club that will meet after school to read and discuss a popular book that will be chosen by the students.
-Students are responsible to read a book each 9 weeks in the ELA classrooms which is part of the classroom curriculum. The purpose is to get students to dig deeper, learn new reading strategies, and begin to appreciate reading.
-Students are involved in literary circles, do group activities and discuss the book in these small group settings. -Literacy week is highly promoted through daily activities and competitions.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

PLCs are conducted by grade level content areas and school-wide, allowing opportunities for teachers and administration to develop effective strategies for continues academic improvement. A schedule has been developed of all PLCs and Common Planning by content areas to ensure that teachers are collaborating. An approved district progress monitoring form is used by teachers to demonstrate effectiveness of planning.
Teachers meet daily for common planning and weekly in PLCs. Meetings are data driven where teachers discuss strategies and best practices for meeting the needs of their students.
MINT support activities include:
-mentor observation cycles in which new teachers receive formative feedback and targeted coaching
-new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
-PDF monthly Mint learning sessions that focus on identified areas of need
-collaborative learning groups or PLCs provide additional layers of support and learning opportunities

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Description of Strategy
• Provide teachers with common planning within their disciplines
• Teachers are provided with professional development opportunities to implement district initiatives.
• Meet and greet new teachers to acclimate them to our campus
• Professional development featuring workshop model,
• FCIM, Depth of Knowledge, and lesson study
• Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary

accommodations are made.
• Bi-weekly PLC meetings by discipline for sharing of best practices and collaboration
• Weekly focused observations with specific feedback on instructional practices and next steps
Also depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based team consists of an administrator, PDF, mentor, and coach. The district MINT specialist provides support and resources for this team.
Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include subject/grade level, certification, common planning, level of expertise/area of need, additional training in Foundations of Mentoring is valued, and disposition/interpersonal skills. We work hard to pair up our mentee with a mentor that will compliment as well as challenge them.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Weekly meetings are held by the principal with teachers who have less than three years of teaching experience. An agenda is established covering the following items: Curriculum, Lesson Planning, Resources, Classroom Management Issues, Professional Development Needed, and opportunities to vent. All novice teachers are paired with available CET certified faculty that have specialties in many areas. This will ensure that all novice teachers become acclimated to Asa Phillip Randolph. Most novice teachers are new to teaching based on their certification requirements. Weekly meetings, monthly meetings, observations, completion of the MINT, and on-going workshops are provided opportunities to improve teaching best practices. Mentors and mentees are encouraged to meet together and request TDE time if necessary. New teachers are encouraged to visit other classrooms to observe what they see, discuss their findings with their mentor, and implememt new strategies into their own classroom.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers use the following district led initatives and best practices to ensure that its core instructional programs and materials are aligned to the Common Core Standards:
1. Achieve 3000
2. IReady
3. Common Planning/PLCs where we follow the curriculum guides provided for us by the county.
Teachers are doing rotations during the student work period where students get on Achieve, work on the assignment, or are part of a teacher-led group where the focus is remediation.
4. Writing Across Curriculum
5. Differentiated Instruction - Data has been used to form the DI groups and teachers create teacher led lessons as needed.
6. Teacher made assessment
7. EOC
8. iLit
9. DAR
10. Math Excel
All of these programs address the needs of students to support them in reaching and succeeding all Florida standards. We use data from some of the best practices to determine the needs of students for these different programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The following strategies have been put in place to meet the diverse needs of students by providing differentiated instruction based on data driven discussions :
-Align lesson plans, instructional delivery, and student tasks to the full demand of the standards.
-Use student data to appropriately align instruction, scaffolds and support in teacher-led small group.
- Ensure effective use of the Gradual Release Model in all classrooms.
- Ensure the pacing of each portion of the lesson is aligned to the instructional framework.
- Lesson Planning is evident and consistent among all teachers; aligned with the standards
- Utilize the DCPS Unwrapping Standards/Student Work Protocol Document During Common Planning
- Incorporate Four Column Method Problem Strategy to support Discourse and Written Mathematical Justification
- Utilize strategic planning that leads to an increase of students receiving industry certification.
- Create an Industry Certification Exam Testing Timeline
- Promote the effective use of explicit and systematic instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 7,000

ACT/SAT Prep - At least four teachers will volunteer or be paid to stay one hour a day M-Th to tutor students in reading, writing, math, and test taking strategies to prepare students to take the ACT or SAT.

Strategy Rationale

To increase the number of students who are meeting college readiness standard in reading, writing, math, and ACT/SAT

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lewis, Robert, lewisr1@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The effectiveness of this after school program will be determined by the number of students who attend and how many of them at least make the concordant score on the ACT/SAT to deem the students college ready.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

With the addition of a Graduation Coach, portfolios are being developed for all students in grades 9-12, which will entail course requirements for graduation. The Graduation Coach works specifically with juniors and seniors, and monitors cohort data for the current graduation class. Parent Orientation and Open House also provide opportunities for grade levels to meet with teachers and administration individually and collectively to discuss expectations for a successful school year. Teachers provide parents with a syllabus for their content areas and a code of conduct assembly is conducted by grade level to assist with student's gaining an understanding of expectations for student behavior.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors meet with each individual student to ensure their program of study is on track and of their level of interest has not been negatively impacted. Students are encouraged to complete a program of study so that they will acquire industry certifications. Elective classes are career focused. Parents are encouraged to participate in their student's academic planning.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students participate in internships and real world experiences through the career and technical courses. Teachers make cross-curricular connections between the CORE subject areas and the CTE courses. Advisory boards offer students opportunities for additional internships, trainings and job shadows to expose the students to future career expectations.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

1. APR provides opportunities for participation in rigorous courses through dual enrollment and advanced placement.
2. APR career academies provide opportunities to increase job skills and awareness by hands on experiences and job shadowing.
3. APR provides access to preparation courses for SAT and ACT thereby improving scores and opportunities to participate in postsecondary programs.
The school has employed a graduation coach to assist with needs of graduating students. The graduation coach's duties include:
Student Tracking:
• Maintain Access database with all senior students
• Track and find DNE students
• Provide data reports (weekly, bi-weekly, monthly?)
• Maintain college ready and graduation portfolios on all senior students
• Individual Student/ Class meetings
• Track College Ready criteria
• Track Financial Aid registrations (FAFSA)
Testing:
• Disseminate SAT/ACT testing registration and test dates
• Notify students of PERT administration dates
• Monitor PERT Test Administration by Testing Specialist Mrs. Williams
Collaborate:
• With guidance counselors about students' credits.
• With teachers on students' performance.
• With parents on student graduation requirements and Financial Aid registrations.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Strategies for improving student readiness for post secondary level based are, after school tutorials for ACT/SAT prep, and reading and math readiness strategies. Lunch and learn is offered daily for students who need additional support in reading and math. Students meet monthly for Saturday School where ACT/SAT and math and reading readiness strategies are taught. Incentives for students who are post secondary math and reading readiness are provided. The Graduation Coach meets regularly with students and provides process checks on their post secondary readiness status.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
- .

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

After looking at the data and going through an Instructional Review, we have determined that our two major goals should be student engagement and lesson plannin.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Many of our students are not involved in the learning process and show little desire to learn; therefore, they are not engaged, and we know that unengaged students will not learn. Therefore, one of our goals is to improve student engagement in all classes. To do this, we need teachers who can effectively plan and carry out those plans. This leads us to our second goal: creating strong lesson plans and implementing them with fidelity.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   After analyzing data and feedback from an Instructional Review, we will focus on increasing student performance by providing frequent opportunities for authentic student engagement across all content areas through collaborative planning in our professional learning communities to ensure consistent and effective strategies are in place.

G2.   Improve our school environment for all stakeholders by reducing chronic absenteeism and disciplinary infractions, through increasing parent involvement and a sense of safety by implementing strategies to provide positive consequences and preventive measures to avoid negative behavior from our students and positive support from our parents.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. After analyzing data and feedback from an Instructional Review, we will focus on increasing student performance by providing frequent opportunities for authentic student engagement across all content areas through collaborative planning in our professional learning communities to ensure consistent and effective strategies are in place. 1a

🔑 G071668

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	49.0
FAA Writing Proficiency	71.0
FAA Reading Proficiency	35.0
FSA Mathematics - Achievement	50.0
Bio I EOC Pass	48.0

Resources Available to Support the Goal 2

- Achieve 3000
- ILit
- Technology
- Reading Across the Curriculum
- Teacher-made tests
- Reading Coach
- Math Coach
- District coaches and specialists
- Writing across the curriculum

Targeted Barriers to Achieving the Goal 3

- Low reading scores
- Lack of access to rigorous and relevant texts
- Prerequisite information not being mastered prior to placement in the next level Math course.
- Students unable to respond to literature using statement, reason, and evidence
- Limited availability of supplies and equipment for Biology

Plan to Monitor Progress Toward G1. `8`

Principal and AP will do walk thrus and check that lessons plans for writing are being carried out with fidelity.

Person Responsible
Megan Green

Schedule
Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion
Results from extended response questions in class, FSA scrimmages, and FSA type writing practice tests.. Classroom implementation of the instructional framework that uses the 4 pillars of learning and student engagement is evident through collaborative learning and accountable discourse.

G2. Improve our school environment for all stakeholders by reducing chronic absenteeism and disciplinary infractions, through increasing parent involvement and a sense of safety by implementing strategies to provide positive consequences and preventive measures to avoid negative behavior from our students and positive support from our parents. 1a

🔍 G071669

Targets Supported 1b

Indicator	Annual Target
Attendance rate	92.0
School Climate Survey - Student	75.0
School Climate Survey - Parent	80.0
School Climate Survey - Staff	90.0
Discipline incidents	400.0

Resources Available to Support the Goal 2

- Dean of Students

- Assistant Principal

- ISSP Teacher

- School Resource officer and security guards

- Restorative Justice program

Targeted Barriers to Achieving the Goal 3

- Lack of accurate contact information for parents and/or guardians.

- Few alternative options for student discipline outside of suspension.

- Very few parents that feel they need to be or have the time to be involved in supporting the child or the school.

Plan to Monitor Progress Toward G2. 8

The results from practice ACT/SAT tests and teacher-made tests will be collected and reviewed throughout the year to determine the progress toward the goal.

Person Responsible
Robert Lewis

Schedule
Weekly, from 8/18/2015 to 5/29/2016

Evidence of Completion
The final number of on-time graduates who are "math college ready" will be used to determine if we made the goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. After analyzing data and feedback from an Instructional Review, we will focus on increasing student performance by providing frequent opportunities for authentic student engagement across all content areas through collaborative planning in our professional learning communities to ensure consistent and effective strategies are in place. 1

🔑 G071668

G1.B1 Low reading scores 2

🔑 B186838

G1.B1.S1 All core subject teachers except Math have been trained on Achieve 3000 and will use this program to help raise reading levels. 4

🔑 S198252

Strategy Rationale

A student who reads at or above grade level will have a better chance of passing an EOC.

Action Step 1 5

US History students are required to read at least two articles a month for their history teacher, as well as many more through reading, ELA, and science.

Person Responsible

Megan Green

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Data will be pulled from Achieve and the scores for the two articles will be used as grades.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data will be pulled from Achieve 3000 each month and lesson plans and use of Achieve in the rotations will be observed by administration.

Person Responsible

Megan Green

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Data results from Achieve each month. Lesson plans followed with fidelity and the Instructional Framework is observed by administration and the 4 pillars of learning are part of the framework. Students are engaged in accountable discourse.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data will be pulled from Achieve 3000 each month and lesson plans and use of Achieve in the rotations will be observed by administration.

Person Responsible

Megan Green

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Results of the pre and post CGA and the EOC. Classroom implementation of the instructional framework that uses the 4 pillars of learning and student engagement is evident through collaborative learning and accountable discourse.

G1.B3 Lack of access to rigorous and relevant texts 2

🔑 B186840

G1.B3.S1 In ELA classes and with the support of science and social studies, implement Achieve 3000 as a diagnostic program and resource for building student reading competency. 4

🔑 S198253

Strategy Rationale

Achieve 3000 is intended to establish a base reading level and provide enrichment and support to improve/increase student reading level.

Action Step 1 5

Ensure that all classes have necessary technology to effectively implement Achieve 3000 with fidelity.

Person Responsible

Martha Huffman

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Pull up student activities results weekly and used blended learning data. Pull up how lexile has changed over the months.

Person Responsible

Martha Huffman

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Blended learning data, student performance data, and student work data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B4 Prerequisite information not being mastered prior to placement in the next level Math course. `2`

🔑 B186841

G1.B4.S1 Prerequisite information not being mastered prior to placement in next level Math courses. `4`

🔑 S198254

Strategy Rationale

Teachers can provide more focused instruction/direction based on student needs.

Action Step 1 `5`

Teachers will share ideas and plan together during common planing

Person Responsible

Sekou Smith

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Differentiated Instruction in the rotations during the work period (grouping students according to weaknesses and using the 3-tier rotation)

Person Responsible

Sekou Smith

Schedule

Evidence of Completion

Walk thrus and classroom observations during the work period and review of lesson plans to look at differentiated instructions plans and how they will be carried out in the rotations.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Lesson plans will be reviewed for evidence of differentiated instruction lessons and groupings for rotations.

Person Responsible

Megan Green

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans and student success on standard-based assessments.

G1.B5 Students unable to respond to literature using statement, reason, and evidence `2`

🔑 B186842

G1.B5.S1 Students are unwilling to take risks in writing, focusing too much on the product rather than the process. `4`

🔑 S198255

Strategy Rationale

Students need demonstration lessons as well as an understanding of the writing process to become good writers.

Action Step 1 `5`

Writing will be across the curriculum and there will be consistency in the "look fors" in all core areas.

Person Responsible

Martha Huffman

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans will be reviewed for the inclusion of at least one extended response a week that must contain a statement, reason, and evidence which student will take directly from the text.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Writing will be infused into all subject areas, using a common writing writing rubric.

Person Responsible

Martha Huffman

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Samples of student writing where they have answered extended response questions, FSA Scrimmages, and sample FSA writing tests.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Lesson Plans will be reviewed across all the core areas to ensure that all teachers are providing opportunities for students to respond in writing to literature using statement, reason, and evidence.

Person Responsible

Megan Green

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Inclusion of written response assignments where students will use the 4 column strategy which includes SRE, statement, reason, and evidence.

G1.B6 Limited availability of supplies and equipment for Biology 2

🔧 B186843

G1.B6.S1 Stagger labs to allow for sharing of equipment and common lessons. 4

🔧 S198256

Strategy Rationale

Pooling of materials will compensate for lack of resources.

Action Step 1 5

Teachers will create a schedule for sharing equipment and common planning.

Person Responsible

Megan Green

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Assessment of effective implementation will be included as part of Weekly PLC meeting

Person Responsible

Megan Green

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, minutes from PLC meetings, and documented communications from district specialist.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Person Responsible

Schedule

Evidence of Completion

G2. Improve our school environment for all stakeholders by reducing chronic absenteeism and disciplinary infractions, through increasing parent involvement and a sense of safety by implementing strategies to provide positive consequences and preventive measures to avoid negative behavior from our students and positive support from our parents. `1`

G071669

G2.B1 Lack of accurate contact information for parents and/or guardians. `2`

B186845

G2.B1.S1 So many times the parent information we have is old, incomplete or not accurate. `4`

S198257

Strategy Rationale

We need to ensure contact information is accurate because parents are the first ones we need to call when there is a problem with their child.

Action Step 1 `5`

We will get updated information from parents during Open House.

Person Responsible

Eric Lampkin

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Maintained updated parent contact spreadsheet in Focus as well as an updated sheet in the main office that parents will be asked to "update" if necessary anytime that come to the school.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Provide updated information to teachers on a weekly bases through focus.

Person Responsible

Eric Lampkin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

A weekly spreadsheet of updated parent information that teachers can find in FOCUS.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

A survey will be used to show that the updated contact information has improved effectiveness of getting in touch with the parents in a timely manner.

Person Responsible

Eric Lampkin

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The weekly updated parent contact spreadsheet and evidence of improved student behavior as well as teacher contact logs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

A survey will be used to show that the updated contact information has improved effectiveness of getting in touch with the parents in a timely manner.

Person Responsible

Eric Lampkin

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The weekly updated parent contact spreadsheet and evidence of improved student behavior as well as teacher contact logs.

G2.B2 Few alternative options for student discipline outside of suspension. 2

🔑 B186846

G2.B2.S1 Apply alternate disciplinary action in place of In School Suspension such as cafeteria duty, lunch detention, or after school detention. 4

🔑 S198258

Strategy Rationale

To provide a more progressive form of discipline to avoid having students out of the academic environment.

Action Step 1 5

Implement class period detention, lunch detention, after school detention, and cafeteria duty for class 1 & 2 referrals.

Person Responsible

Eric Lampkin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence will include how effectively using the alternative disciplinary actions is working. Is it effecting a change in student behavior in a positive way?

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Records of referrals and disciplinary actions taken will be put into FOCUS.

Person Responsible

Eric Lampkin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Weekly spreadsheets will show the actions taken and if they are effectively changing student behavior.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Weekly reports of Disciplinary Actions for ISSP and OSS will be provided to the leadership team to look over and discuss results.

Person Responsible

Eric Lampkin

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Weekly reports should show a decrease in the number of students receiving ISSP and OSS.

G2.B3 Very few parents that feel they need to be or have the time to be involved in supporting the child or the school. `2`

B186847

G2.B3.S1 We have a lack of parental involvement in the lives of our students. `4`

S198259

Strategy Rationale

Parents should be our first line of support if we have a problem with their child

Action Step 1 `5`

We will provide more opportunities for parents to visit our school and become involved in the lives of their children.

Person Responsible

Robert Lewis

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign in logs for the monthly meetings that we will have for parents.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

We will have sign in sheets and provide incentives to get parents to our monthly meetings

Person Responsible

Robert Lewis

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign in sheets from meetings as well as sign in sheets for parents who volunteer during the day in our schools.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

We will give parents frequent opportunities to give feedback on ways to improve our school and our relationships with them and their child/children.

Person Responsible

Robert Lewis

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Parent and student surveys that are given each year as well as a record of positive changes that occur at APR because of more parent involvment.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

We will give parents frequent opportunities to give feedback on ways to improve our school and our relationships with them and their child/children.

Person Responsible

Robert Lewis

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Parent and student surveys that are given each year as well as a record of positive changes that occur at APR because of more parent involvment.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	US History students are required to read at least two articles a month for their history teacher, as well as many more through reading, ELA, and science.	Green, Megan	10/1/2015	Data will be pulled from Achieve and the scores for the two articles will be used as grades.	6/3/2016 monthly
G1.B3.S1.A1	Ensure that all classes have necessary technology to effectively implement Achieve 3000 with fidelity.	Huffman, Martha	8/24/2015		6/3/2016 weekly
G1.B4.S1.A1	Teachers will share ideas and plan together during common planing	Smith, Sekou		6/3/2016 biweekly	
G1.B5.S1.A1	Writing will be across the curriculum and there will be consistency in the "look fors" in all core areas.	Huffman, Martha	8/24/2015	Lesson plans will be reviewed for the inclusion of at least one extended response a week that must contain a statement, reason, and evidence which student will take directly from the text.	6/3/2016 one-time
G1.B6.S1.A1	Teachers will create a schedule for sharing equipment and common planning.	Green, Megan	8/24/2015		6/3/2016 quarterly
G2.B1.S1.A1	We will get updated information from parents during Open House.	Lampkin, Eric	8/24/2015	Maintained updated parent contact spreadsheet in Focus as well as an updated sheet in the main office that parents will be asked to "update" if necessary anytime that come to the school.	6/3/2016 monthly
G2.B2.S1.A1	Implement class period detention, lunch detention, after school detention, and cafeteria duty for class 1 & 2 referrals.	Lampkin, Eric	8/24/2015	Evidence will include how effectively using the alternative disciplinary actions is working. Is it effecting a change in student behavior in a positive way?	6/3/2016 weekly
G2.B3.S1.A1	We will provide more opportunities for parents to visit our school and become involved in the lives of their children.	Lewis, Robert	8/24/2015	Sign in logs for the monthly meetings that we will have for parents.	6/3/2016 monthly
G1.MA1	Principal and AP will do walk thrus and check that lessons plans for writing are being carried out with fidelity.	Green, Megan	10/1/2015	Results from extended response questions in class, FSA scrimmages, and FSA type writing practice tests.. Classroom implementation of the instructional framework that uses the 4 pillars of learning and student engagement is evident through collaborative learning and accountable discourse.	6/3/2016 weekly
G1.B1.S1.MA1	Data will be pulled from Achieve 3000 each month and lesson plans and use of Achieve in the rotations will be observed by administration.	Green, Megan	10/1/2015	Results of the pre and post CGA and the EOC. Classroom implementation of the instructional framework that uses the 4 pillars of learning and student engagement is evident through collaborative learning and accountable discourse.	6/3/2016 weekly
G1.B1.S1.MA1	Data will be pulled from Achieve 3000 each month and lesson plans and use of Achieve in the rotations will be observed by administration.	Green, Megan	10/1/2015	Data results from Achieve each month. Lesson plans followed with fidelity and the Instructional Framework is observed by administration and the 4 pillars of learning are part of the framework. Students are engaged in accountable discourse.	6/3/2016 monthly
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	Pull up student activities results weekly and used blended learning data. Pull up	Huffman, Martha	8/24/2015	Blended learning data, student performance data, and student work data.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	how lexile has changed over the months.				
G1.B4.S1.MA1	Lesson plans will be reviewed for evidence of differentiated instruction lessons and groupings for rotations.	Green, Megan	8/24/2015	Lesson plans and student success on standard-based assessments.	6/3/2016 weekly
G1.B4.S1.MA1	Differentiated Instruction in the rotations during the work period (grouping students according to weaknesses and using the 3-tier rotation)	Smith, Sekou	8/24/2015	Walk thrus and classroom observations during the work period and review of lesson plans to look at differentiated instructions plans and how they will be carried out in the rotations.	weekly
G1.B5.S1.MA1	Lesson Plans will be reviewed across all the core areas to ensure that all teachers are providing opportunities for students to respond in writing to literature using statement, reason, and evidence.	Green, Megan	8/24/2015	Inclusion of written response assignments where students will use the 4 column strategy which includes SRE, statement, reason, and evidence.	6/3/2016 weekly
G1.B5.S1.MA1	Writing will be infused into all subject areas, using a common writing writing rubric.	Huffman, Martha	9/1/2015	Samples of student writing where they have answered extended response questions, FSA Scrimmages, and sample FSA writing tests.	6/3/2016 weekly
G1.B6.S1.MA1	[no content entered]			one-time	
G1.B6.S1.MA1	Assessment of effective implementation will be included as part of Weekly PLC meeting	Green, Megan	8/24/2015	Lesson plans, minutes from PLC meetings, and documented communications from district specialist.	6/3/2016 weekly
G2.MA1	The results from practice ACT/SAT tests and teacher-made tests will be collected and reviewed throughout the year to determine the progress toward the goal.	Lewis, Robert	8/18/2015	The final number of on-time graduates who are "math college ready" will be used to determine if we made the goal.	5/29/2016 weekly
G2.B1.S1.MA1	A survey will be used to show that the updated contact information has improved effectiveness of getting in touch with the parents in a timely manner.	Lampkin, Eric	8/24/2015	The weekly updated parent contact spreadsheet and evidence of improved student behavior as well as teacher contact logs.	6/3/2016 biweekly
G2.B1.S1.MA1	A survey will be used to show that the updated contact information has improved effectiveness of getting in touch with the parents in a timely manner.	Lampkin, Eric	8/24/2015	The weekly updated parent contact spreadsheet and evidence of improved student behavior as well as teacher contact logs.	6/3/2016 biweekly
G2.B1.S1.MA1	Provide updated information to teachers on a weekly bases through focus.	Lampkin, Eric	8/24/2015	A weekly spreadsheet of updated parent information that teachers can find in FOCUS.	6/3/2016 weekly
G2.B2.S1.MA1	Weekly reports of Disciplinary Actions for ISSP and OSS will be provided to the leadership team to look over and discuss results.	Lampkin, Eric	8/24/2015	Weekly reports should show a decrease in the number of students receiving ISSP and OSS.	6/3/2016 weekly
G2.B2.S1.MA1	Records of referrals and disciplinary actions taken will be put into FOCUS.	Lampkin, Eric	8/24/2015	Weekly spreadsheets will show the actions taken and if they are effectively changing student behavior.	6/3/2016 weekly
G2.B3.S1.MA1	We will give parents frequent opportunities to give feedback on ways to improve our school and our relationships with them and their child/children.	Lewis, Robert	8/24/2015	Parent and student surveys that are given each year as well as a record of positive changes that occur at APR because of more parent involvment.	6/3/2016 monthly
G2.B3.S1.MA1	We will give parents frequent opportunities to give feedback on ways to improve our school and our relationships with them and their child/children.	Lewis, Robert	8/24/2015	Parent and student surveys that are given each year as well as a record of positive changes that occur at APR because of more parent involvment.	6/3/2016 monthly
G2.B3.S1.MA1	We will have sign in sheets and provide incentives to get parents to our monthly meetings	Lewis, Robert	8/24/2015	Sign in sheets from meetings as well as sign in sheets for parents who volunteer during the day in our schools.	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	US History students are required to read at least two articles a month for their history teacher, as well as many more through reading, ELA, and science.	$0.00
2	G1.B3.S1.A1	Ensure that all classes have necessary technology to effectively implement Achieve 3000 with fidelity.	$0.00
3	G1.B4.S1.A1	Teachers will share ideas and plan together during common planing	$0.00
4	G1.B5.S1.A1	Writing will be across the curriculum and there will be consistency in the "look fors" in all core areas.	$0.00
5	G1.B6.S1.A1	Teachers will create a schedule for sharing equipment and common planning.	$0.00
6	G2.B1.S1.A1	We will get updated information from parents during Open House.	$0.00
7	G2.B2.S1.A1	Implement class period detention, lunch detention, after school detention, and cafeteria duty for class 1 & 2 referrals.	$0.00
8	G2.B3.S1.A1	We will provide more opportunities for parents to visit our school and become involved in the lives of their children.	$0.00
		Total:	$0.00