

Duval County Public Schools

A. Philip Randolph Academies



2019-20 Schoolwide Improvement Plan

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A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

<http://www.duvalschools.org/aprtech>

Demographics

Principal: Mary Flynn

Start Date for this Principal: 8/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (51%) 2016-17: C (49%) 2015-16: C (43%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 8-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Provide all students with the tools and skills needed to realize their greatest potential by offering high quality academic and career-technical education while building and supporting the development of our students' work ethic, personal responsibility, and respect for other.

Provide the school's vision statement.

All students will graduate with an appreciation for life-long learning, prepared to enter the work force and/or pursue higher education.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Barnes, Cathy	Principal	To provide strategic direction in the procedures of the school system. To develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Kohn, Memsani	Assistant Principal	Assist the principal in interviewing and evaluating instructional and non-instructional staff. Help create school-wide goals including those related to student learning and student behavior. Enforce attendance policies, meet with parents to discuss student learning and behavior, respond to disciplinary issues, and work with teachers to develop curriculum standards, etc.
Lampkin, Eric	Dean	Responsible for the academic progress of students by promoting good attendance rates, enforcement of the Student Code of Conduct, ensuring school safety and the prevention of campus violence.
mackoul, mary	School Counselor	Advise and assist students with academic and vocational development. Evaluate students' attributes and assist them in realizing their potential. Monitor and assess academic and career preparedness. Provide assistance to all high school student, individually and in groups, regarding high school graduation and completion, analyze data to identify students or subgroups with potential graduation issues, identify and resolve barriers to graduation, and facilitate career choices/planning.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	184	118	97	59	458	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	6	3	1	14	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	0	0	2	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	9	13	8	0	30	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	53	22	18	21	114	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	1	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	11	15	7	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

30

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported

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

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	1	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	4	1	1	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	10	8	5	1	24

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	19%	47%	56%	26%	46%	53%
ELA Learning Gains	32%	48%	51%	41%	45%	49%
ELA Lowest 25th Percentile	28%	42%	42%	43%	39%	41%
Math Achievement	23%	51%	51%	57%	59%	49%
Math Learning Gains	30%	52%	48%	50%	52%	44%
Math Lowest 25th Percentile	29%	47%	45%	33%	45%	39%
Science Achievement	36%	65%	68%	48%	64%	65%
Social Studies Achievement	54%	70%	73%	43%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	8	9	10	11	12	
Number of students enrolled	0 (0)	184 (0)	118 (0)	97 (0)	59 (0)	458 (0)
Attendance below 90 percent	0 ()	4 ()	6 ()	3 ()	1 ()	14 (0)
One or more suspensions	0 (0)	1 (0)	1 (0)	0 (0)	0 (0)	2 (0)
Course failure in ELA or Math	0 (0)	9 (0)	13 (0)	8 (0)	0 (0)	30 (0)
Level 1 on statewide assessment	0 (0)	53 (0)	22 (0)	18 (0)	21 (0)	114 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						
09	2019	17%	48%	-31%	55%	-38%
	2018	21%	48%	-27%	53%	-32%
Same Grade Comparison		-4%				
Cohort Comparison		17%				
10	2019	18%	48%	-30%	53%	-35%
	2018	25%	49%	-24%	53%	-28%
Same Grade Comparison		-7%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	67%	-34%	67%	-34%
2018	45%	63%	-18%	65%	-20%
Compare		-12%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	68%	-13%	70%	-15%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	64%	-10%	68%	-14%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	15%	57%	-42%	61%	-46%
2018	26%	61%	-35%	62%	-36%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	32%	61%	-29%	57%	-25%
2018	40%	57%	-17%	56%	-16%
Compare		-8%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	22	11	24			31	21			
ELL		53	70								
BLK	21	32	26	24	34	33	31	46		95	88
HSP	15	39		28							
MUL	17	30									
WHT	9	24		15							
FRL	20	31	24	20	29	30	34	51		97	89
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	47	44	25						100	40
BLK	23	34	32	30	51	50	48	46		91	67
HSP	25	52		50	54						
WHT	32	56		33							
FRL	24	39	41	35	52	53	55	56		92	63
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	23	33				18			80	
BLK	24	40	44	60	51		44	43		90	55
HSP	35	47									
FRL	24	43	41	57	51	40	43	35		90	61

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	24
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	16
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA proficiency. New teacher. Student starting point very low (Level 1 readers). District ELA instructional materials not used with fidelity throughout the school year to enhance student academic performance.

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

Biology proficiency. Delivery of instruction did not impact student achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Algebra 1 Proficiency. Assigned a math instructor who had previous success with Algebra 1, based on data. End of year assessment did not deliver desired result.

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

Acceleration performance. Dual Enrollment and Advanced Placement courses for Juniors and Seniors.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Academic proficiency in English and Math.

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

1. Reading proficiency
2. Math gains
3. Biology proficiency
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title Reading Proficiency

Rationale 76%, school wide, Level 1/2 readers in 9th/10th grade.

State the measurable outcome the school plans to achieve FSA ELA Assessment 25% proficiency.

Person responsible for monitoring outcome Cathy Barnes (barnesc@duvalschools.org)

Evidence-based Strategy Ensure teacher led instruction is provided with fidelity.

Rationale for Evidence-based Strategy Administrative classroom observations to be done weekly to determine if ELA instructors are utilizing feedback from weekly PLC meetings. Minutes from PLC meetings, attendance rosters, and next steps.

Action Step

Description

1. Review data from Baseline testing
2. Administrative monitoring
3. Weekly PLC meetings to address data and next steps for instruction.
4. Provide after school tutoring for ELA & SAT/ACT test preparation.
- 5.

Person Responsible Cathy Barnes (barnesc@duvalschools.org)

#2	
Title	Math Gains
Rationale	23 point loss in gains from the previous year.
State the measurable outcome the school plans to achieve	39% success rate on Algebra 1 state assessment.
Person responsible for monitoring outcome	Cathy Barnes (barnesc@duvalschools.org)
Evidence-based Strategy	Ensure teacher led instruction is provided with fidelity.
Rationale for Evidence-based Strategy	New teacher assigned to this position. Weekly, administration monitoring, to determine if instructor is being successful. Administrative review of baseline testing data, mid-year scrimmage and teacher created exams.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review data from Baseline testing 2. Administrative Monitoring 3. Weekly PLC meetings to address data and next steps for instruction. 4. Provide after school tutoring for Math & SAT/ACT test preparation. 5. PERT testing for 16/17 & 17/18 Cohorts.
Person Responsible	Cathy Barnes (barnesc@duvalschools.org)
#3	
Title	Biology Proficiency
Rationale	Biology assessment showed a 22 point decline.
State the measurable outcome the school plans to achieve	50% proficiency on the Biology state assessment.
Person responsible for monitoring outcome	Cathy Barnes (barnesc@duvalschools.org)
Evidence-based Strategy	Instructor change. New Biology instructor has been assigned to these classes.
Rationale for Evidence-based Strategy	Biology students are assigned to an instructor who has proven, through data, to be successful in preparing students in the area(s) of science.
Action Step	
Description	<ol style="list-style-type: none"> 1. New instructor 2. Review of data from baseline testing. 3. Administrative monitoring 4. 5.
Person Responsible	Cathy Barnes (barnesc@duvalschools.org)
Additional Schoolwide Improvement Priorities (optional)	

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

TAT in place

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Parent Resource Room located in Jaguar Central Station provides a computer and printer, designated for parent use. Other resources are available including but not limited to SAT prep, ACT prep, information regarding Parent Portal, graduation requirements, etc. We also are connected on social media, Connections and parent call out.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

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.

Wellness Wednesday provided on every Early Release day. We are a Full Service School with a full time Mental Health Counselor.

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

Orientation dates open to all students allows underclassmen to meet upperclassmen. Grade level assemblies give information about the school day, expectations and allows students to meet the administrative team. Club day every other Wednesday in each month provides students an opportunity to meet other students who have the same interests and to meet new friends.

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.

The Design Team meets weekly to assess and evaluate the needs of Academy and Academic instructors. The Design Team works with instructors to establish a curriculum that allows students to achieve an Industry Certification, which in turn provides student with the choices of career and/or college.

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

Each Academy has an Advisory Board that consists of community business leaders that provide materials and supplies needed for student success. These individuals also provide job opportunities to students continuing in their chosen career path.

Part V: Budget

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

1	III.A.	Areas of Focus: Reading Proficiency				\$648.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2851 - A. Philip Randolph Academies	Title, I Part A		\$648.00
			<i>Notes: Tutor for SAT/ACT preparation</i>			
2	III.A.	Areas of Focus: Math Gains				\$648.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2851 - A. Philip Randolph Academies	Title, I Part A		\$648.00
			<i>Notes: Tutor for Math & ELA</i>			
3	III.A.	Areas of Focus: Biology Proficiency				\$648.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2851 - A. Philip Randolph Academies	Title, I Part A		\$648.00
			<i>Notes: Tutor for Biology</i>			
Total:						\$1,944.00