

Duval County Public Schools

A. Philip Randolph Academies



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	19
Budget to Support Goals	0

A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

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

Demographics

Principal: Mary Flynn

Start Date for this Principal: 9/22/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 is pending approval by the Duval County School Board.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 8-12</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>89%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
McKinney, Megan	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.

Demographic Information

Principal start date

Tuesday 9/22/2020, Mary Flynn

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12

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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	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0	0	0	0	0

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	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/22/2020

Prior Year - As Reported

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	
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	0

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
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	0

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	
	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
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%
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

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
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%	1
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%	0

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%	0
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%	0
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%	0
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%	1
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%	1
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%	0
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%	1
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%	0

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.

All questions need to be completed.

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

-

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.

-

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

-

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

-

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

- 11.
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: The area of focus for A. Philip Randolph Career Academies is the knowledge on standards based instruction and planning. Based on the Standards Alignment Continuum, planning is weak in regards to standards being the primary focus or planning is not occurring at all. In addition, based on the 5 Essentials Survey, teachers have not had the opportunity to plan collaboratively. The data reflected weak in the area of collaborative practice which shows the lack of planning time as well as time to collaborate to plan standards-based activities and tasks as well as delivery.

Measurable Outcome: The vast majority of our current core content teachers will engage in successful standards-based instruction planning procedures.

Person responsible for monitoring outcome: Megan McKinney (mckinneym4@duvalschools.org)

Evidence-based Strategy: Content teams will consistently be engaged in the Professional Learning Community process including recognizing and knowing the state standards.

Rationale for Evidence-based Strategy: To ensure students at APR are getting standards-aligned and grade appropriate instruction, so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

Provide overview of the 2021 SIP to APR faculty and staff with the emphasis on standards alignment planning procedures.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

School Content Area focus meetings to ensure understanding of the PLC procedures for the school year including steps 1-4 in the learning arc template.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

Walk with admin and leadership team to ensure standards walk through form school wide calibration.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

Meet as an admin and/or leadership team to discuss alignment findings weekly.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

Conduct walk throughs with content area teachers to observe other subject area classrooms to self reflect and provide constructive feedback.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

Support PLC and common planning weekly with walk through findings

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

Utilize standard walk through data to reassess and reflect on the Standards Alignment Continuum

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

Embed professional development school-wide as well as in content area meetings to review the PLC steps 1-4.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

Title I funds will be used to purchase STEM related materials such as compasses, microscopes, classroom supplies, etc.. to enhance classroom instruction and provide students with more hands on learning opportunities.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

#2. Culture & Environment specifically relating to School Safety

Area of Focus Based on the 5 Essentials, there is an obvious trust concern at APR between parents and teachers, students and teachers, and admin and teachers. In addition, both the
Description and Rationale: faculty/staff and teachers do not feel safe while on campus.

Measurable Outcome: Based on the 5 Essential Survey, A. Philip Randolph will increase 10 points in the essential of Supportive Environment.

Person responsible for monitoring outcome: Megan McKinney (mckinneym4@duvalschools.org)

Evidence-based Strategy: Improve school safety

Rationale for Evidence-based Strategy: If A. Philip Randolph has a safe learning environment, then school culture will remain positive and student achievement will continuously increase.

Action Steps to Implement

Provide overview of the 2021 SIP to APR faculty and staff with the emphasis on 5 Essential data overview and analysis.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

Create and ensure a Safe Physical Environment by including hard corners, multiple fire escape routes, multiple times during the year to practice code red and fire drill escape routes, utilize the cameras.

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

No description entered

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

No description entered

Person Responsible Megan McKinney (mckinneym4@duvalschools.org)

No description entered

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- 1) To ensure class size APR has used Title 1 funds to purchase 2 additional teachers--1 math teacher and 1 science teacher.
- 2) APR has utilized Title 1 funds to purchase dividers to assist with student organization, easels to communicate learning posters, and headphones for individual learning on virtual platforms.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Needs to be completed.

Parent Family and Engagement Plan (PFEP) Link

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