A. Philip Randolph Academies

2021-22 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: 7/1/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.](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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1157 GOLFAIR BLVD, Jacksonville, FL 32209

http://www.duvalschools.org/aprtech

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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	Position Title	Job Duties and Responsibilities
McKinney, Megan	Principal	? Teacher of the Year ? Employee of the Year ? Math Admin ? Science Admin ? Construction Admin ? IT Admin ? ESE Admin ? School Grade Accountability ? ER Agendas ? Weekly Communication to Faculty ? SIP ? Leadership agenda ? Instructional agenda ? Admin agenda ? SAC ? Weekly Communication to External Stakeholders ? Oversight over all school committees ? Campus Safety/Security Plan ? Active Shooter/Code Red ? Front office staff oversight ? Class Coverage/Substitutes ? Marquee/Announcements ? Website Oversight ? Activities/Calendar Oversight ? Student Leadership ? Clubs/Organizations ? Business Partners/Volunteers ? Club Fair ? CIS ? Security ? Facilities ? Keys ? Custodians ? The SPOT Coverage ? Recruitment Team ? Leadership Team Member
Fenelon-Silva, Altina		
Williams, Jacqueline	Teacher, K-12	♦ A/C After Hours ♦ Graduation Team ♦ NHS ♦ Student Activities ♦ School Activities Calendar ♦ After School Tutoring ♦ Mr. & Miss APR ♦ GRAD Bash ♦ Leadership Team Member

Name	Position Title	Job Duties and Responsibilities
Flynn, Mary	Assistant Principal	? Principal's Designee ? ELA/Reading Admin ? History Admin ? Public Safety Admin ? Cosmetology Admin ? School Counseling Admin ? Foreign Lang Admin ? Curriculum ? FTE ? Lunch Coverage ? The SPOT Coverage ? Evals for assigned teachers ? Transitions ? Check incoming overage student academic history ? Dual Enrollment Oversight ? Bell Schedules ? Report Cards/Progress Reports ? Leadership Meetings when McKinney is absent ? Opening of School – Teacher class lists, FTE preparation, teacher checklist ? Closing of School Oversight ? Open House ? Student Lunch Assignments ? Orientation Oversight ? Title 1 ? SAC designee ? Honor Roll Luncheon ? Technology/STC Oversight ? Oversight of the Literacy Committee ? District Assessments ? State Assessments ? AP Assessments ? Testing Calendar ? Certification Assessments ? Recruitment Team ? Leadership Team Member
Colvin, Nancy	Teacher, ESE	? ESE Lead ? Lunch Coverage ? The SPOT Coverage ? Parent Call Outs ? Textbook Assistance ? LAP meetings ? IEP meetings ? 504 Assistance ? Leadership Team Member ? Intramural Coordinator

Name	Position Title	Job Duties and Responsibilities
Clayton, Deidra	School Counselor	o 11th – 12th grade o United Way o Counselor Office Oversight o Grad Coach Responsibilities o Monitor hallways during transition o District Grad Meetings o Graduation Data o PSR—Math & Reading o Oversight DVIA labs o ACT/SAT registration o Dual Enrollment Coordinator o PERT Testing o Reach Higher Initiative o Recruitment Team o SAC o School Choice Expo o Student Interns o The SPOT Coverage o Testing Assistance o BEACON o Financial Aid Night o Full Service o Crisis Mental Health o Leadership Team Member o AIT 11th & 12th o 504 11th & 12th
Maxey, George	Dean	? 9-12th grade Discipline ? Student Services Support ? Attendance/Tardy Plan ? Transportation ? Student IDs ? ISSP ? Hall Passes ? Restorative Justice ? Discipline Data ? Security ? Random Searches ? Check incoming overage student discipline ? Textbook Oversight ? AIM meetings ? PBIS Contact ? 5000 Role Models Assistant Liaison ? Campus Safety/Security Plan ? Active Shooter/Code Red ? Lunch Coverage ? The SPOT Coverage ? Student Handbook ? Recruitment Team

Name	Position Title	Job Duties and Responsibilities
		? Student Discipline Assemblies ? Leadership Team Member

Demographic Information

Principal start date
Wednesday 7/1/2020, 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.*
0

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.*
7

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
375

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	118	117	83	57	375
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	49	35	26	147
One or more suspensions	0	0	0	0	0	0	0	0	0	31	34	35	3	103
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	9	7	0	26
Course failure in Math	0	0	0	0	0	0	0	0	0	4	9	5	1	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	51	68	29	24	172
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	56	8	29	41	134
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	51	68	29	24	172

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	56	56	33	32	177

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	5	8	5	5	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 9/13/2021

2020-21 - 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	0	0	0		
Attendance below 90 percent	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		
Course failure in ELA	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		
Level 1 on 2019 statewide ELA assessment	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		

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	

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

2020-21 - 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	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	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	

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	

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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				19%	47%	56%	25%	47%	56%
ELA Learning Gains				32%	48%	51%	39%	49%	53%
ELA Lowest 25th Percentile				28%	42%	42%	42%	42%	44%
Math Achievement				23%	51%	51%	35%	51%	51%
Math Learning Gains				30%	52%	48%	52%	55%	48%
Math Lowest 25th Percentile				29%	47%	45%	50%	50%	45%
Science Achievement				36%	65%	68%	53%	61%	67%
Social Studies Achievement				54%	70%	73%	56%	67%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019					
Cohort Comparison						
09	2021					
	2019	17%	48%	-31%	55%	-38%
Cohort Comparison		0%				
10	2021					
	2019	18%	48%	-30%	53%	-35%
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	67%	-34%	67%	-34%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	68%	-13%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	15%	57%	-42%	61%	-46%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	32%	61%	-29%	57%	-25%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress Monitoring Assessments 1,2,3

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	1	2
	Economically Disadvantaged	0	5	0
	Students With Disabilities	11	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	7
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	1	2
	Economically Disadvantaged	0	5	0
	Students With Disabilities	11	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	7
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	1	5	13
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	20	0

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	13	31	40	13	28	43	20	28		86	33
ELL				31							
BLK	12	28	38	9	18	42	23	31		89	63
HSP	13	21		11	25						
WHT	44	67		38	38		30	46			

2021 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 2019-20	C & C Accel 2019-20
FRL	12	30	44	8	18	36	21	30		89	66

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	10
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	18
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Proficiency in both reading and math is extremely low compared to the district and state averages;however, there is significant increase in student gains across both math and reading.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in Reading proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

-->COVID slide due to many student absences
-->Focus on standard alignment to ensure the complexity is being practiced ritually.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Student gains in LPQ bucket for both math and reading

What were the contributing factors to this improvement? What new actions did your school take in this area?

Standard alignment focus
Huge focus on LPQ in regards to in school interventions

What strategies will need to be implemented in order to accelerate learning?

-->Standard alignment
-->Student tasks aligned with FSA/EOC
-->Continue strategizing using progress monitoring data

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

-->Student task alignment
-->Individual coaching cycle
-->Quarterly data chats

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1) Gain an instructional coach position to release Ms. Flynn to be a instructional leader
2) Utilize CIS to increase student attendance
3) Continue utilizing performance matters to progress monitor students

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	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 around standards-based activities and tasks as well as delivery.
Measurable Outcome:	90% of our current core content teachers will engage in successful standards-based instruction planning procedures.
Monitoring:	Using the district created standards based walk through and reporting form
Person responsible for monitoring outcome:	Megan McKinney (mckinneym4@duvalschools.org)
Evidence-based Strategy:	Content teams consistently plan standards-based instruction with aligned tasks and assessments. Based on Standards Walkthrough Tool, our team can measure classrooms that have aligned standards and experiences in core classes.
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 common planning procedures for the school year.

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)

Administrators meet regularly to discuss alignment findings weekly.

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 common based assessments to ensure student growth towards proficiency.

Person Responsible	Megan McKinney (mckinneym4@duvalschools.org)

Title I funds will be used to provide additional core subject area teachers (Math and Science) for providing students with more individualized support and small
group instruction.

Person Responsible   Megan McKinney (mckinneym4@duvalschools.org)

Title I funds will be used to purchase additional classroom supplies including, but not limited
to paper, pencils, and materials for teacher/student use in improving student achievement.

Person Responsible   Megan McKinney (mckinneym4@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	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, the teachers at APR do not feel committed to the school and/or feel proud to be a teacher at the school.
Measurable Outcome:	Based on the 5 Essential Survey, A. Philip Randolph will increase 10 points in the essential of Supportive Environment.
Monitoring:	5 Essentials Data
Person responsible for monitoring outcome:	Megan McKinney (mckinneym4@duvalschools.org)
Evidence-based Strategy:	Improve teacher morale
Rationale for Evidence-based Strategy:	If A. Philip Randolph has high teacher and student morale, 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)

Increase teacher morale through recognition, team building, and events outside of the school day.

Person Responsible	Megan McKinney (mckinneym4@duvalschools.org)

The Leadership Team with input from teachers will provide opportunities to build relationships with colleagues outside of the school day.

Person Responsible	Megan McKinney (mckinneym4@duvalschools.org)

Culturally responsive teaching will be embedded in professional development to ensure teachers have a toolkit for dealing with student behavior in the classroom

Person Responsible	Megan McKinney (mckinneym4@duvalschools.org)

Title 1 funds will be utilized to fund a volunteer coordinator to promote parent engagement which ultimately affects climate and culture.

Person Responsible	Megan McKinney (mckinneym4@duvalschools.org)

Title 1 funds are used to purchase a part time Culinary teacher to promote a new academy at APR. This will assist with providing more access to students which will ultimately impact student climate and culture

Person Responsible	Megan McKinney (mckinneym4@duvalschools.org)

The school counselors will meet with students quarterly to update post secondary plans including career apprenticeships

Person Responsible   [no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Relationships between teachers and students is our biggest focus.

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.

We address a positive school culture and environment by utilizing the PBIS model. By having 5 building-wide school rules in place (list of rules). This allows the students and staff to move in the same direction in what we want to see as a great school. We have list of consequences that are used to get the students to self-reflect and direct their behavior in a positive direction. We have a reward system that recognize students who are going above and beyond to make our school a great place to learn, with weekly & monthly student of the month (you can add more incentives). We also recognize our staff who are going the extra mile by having teacher of the month.

With these PBIS standards in place at APR we truly believe we are Building for the Future.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Accountability:
? Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the
participating children to meet the State's student academic achievement standards.
? Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's

achievement.

? Provide parents with frequent reports on their children's progress.

? Provide parents reasonable access to staff.

? Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

? Provide opportunities for participation in professional and personal development that improve teaching and learning

and which support partnerships of families and communities.

? Provide safe and supportive learning environment.

Family/Parent Accountability:

? Monitoring attendance and academic and social performance of student.

? Making sure that homework and all assignments are completed.

? Monitoring activities of students outside school and promoting positive use of child's extracurricular time.

? Volunteering in my student's school.

? Participating, as appropriate, in decisions relating to my student's education.

? Staying informed about my child's education and communicating with the school by promptly reading all notices from

the school or the school district either received by my child or by mail and responding, as appropriate.

? Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the

school's School Improvement Team, the Title I Policy Advisory Committee and others as appropriate.

Student Accountability:

? Adhere to all expectations and guidelines of school.

? Bring all materials and completed assignments to class each day and actively participate in my learning process.

? Ask for help when I need to and participate in activities offered to support my learning.

? Study and read at least 30 minutes every day outside of school time.

? Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my

school every day

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00