



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### A. Philip Randolph Academies

1157 GOLFAIR BLVD  
Jacksonville, FL 32209  
904-924-3011

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

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## School Demographics

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<b>School Type</b> Combination School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 64%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 93%

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## School Grades History

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<b>2013-14</b> PENDING	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> C	<b>2009-10</b> F
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>20</b>
<b>Goals Summary</b>	<b>25</b>
<b>Goals Detail</b>	<b>25</b>
<b>Action Plan for Improvement</b>	<b>27</b>
<b>Part III: Coordination and Integration</b>	<b>28</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>29</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>30</b>

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

A. Philip Randolph Academies

##### Principal

Robert Lewis

##### School Advisory Council chair

Franz Wallace

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Robert Lewis	Principal
Lizzie Peebles	Assistant Principal
Erica Williams	Test Coordinator
Eric Lampkin	Dean of Students
Dr. Monica Ford-Davis	Graduation Coach
Martha Huffman	Literacy Coach
Linnie Rutledge	Head Counselor

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Name Employee Ethnic Group Representing  
 Franz Wallace No Black Community/ Business (Chair)  
 Robert Lewis Yes Black Principal  
 Martha Huffman Yes White Reading Coach-Teacher  
 Corina Cain No Hispanic Parent  
 Rodney Tonge No Black Community/ Business  
 Dr. Monica Ford-Davis Yes Black Graduation Coach-Teacher  
 Obri Richardson No Black Student  
 Christina Atu No Black Student  
 Yuwonga Thorton Yes Black Ed. Support

**Involvement of the SAC in the development of the SIP**

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.

**Activities of the SAC for the upcoming school year**

The School Advisory Council meets monthly to discuss and plan for school improvement. Members attend District SAC meetings, are active in the recruitment efforts of future students and provide incentives to decrease the achievement gap

**Projected use of school improvement funds, including the amount allocated to each project**

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

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Robert Lewis</b>		
Principal	Years as Administrator: 14	Years at Current School: 2

<b>Credentials</b>	<p>Bachelor's Master's Degree in Educational Leadership- Georgia Southern University</p> <p>Received BA from St. Augustine's College, Raleigh, NC Received MA from Georgia Southern University, Statesboro, GA Will complete EDS from Nova Southern University Summer of 2014 in Curriculum and Instruction Principal of A. Philip Randolph 2012-2013 School Year to Present Assistant Principal A. Phillip Randolph 2011-2012 School Year Assistant Principal and Principal's Designee, First Coast High School, 2009-2011 Principal at Elementary, Middle, and High School Level in state of Georgia for 14 years School named Title I School of Excellence in the state of Georgia 2012-2013</p>
<b>Performance Record</b>	<p>Highlights for A. Philip Randolph for the 2012-2013 School Year:</p> <ul style="list-style-type: none"> <li>• Tied for third in the district with the highest writing scores at 82%</li> <li>• Second Highest Reading Gains in the district for the low 25% at 77%</li> <li>• Highest Math gains in the district for the low 25% at 81%</li> <li>• Earned a first ever A on the first half of the school's grade at 527; a gain of 48 points over the previous year</li> <li>• Discipline decreased over all from the previous year in all categories</li> <li>• Suspensions decreased from the previous year</li> <li>• Attendance increased over the previous year</li> </ul>



<b>Lizzie Peoples</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

<b>Credentials</b>	<p>Bachelor of Science degree in Elementary Education from Florida A &amp; M University and a Master of Science degree in Elementary Education from Nova Southeastern University.</p> <p>Certifications:</p> <ul style="list-style-type: none"> <li>• Elementary Education</li> <li>? K-6</li> <li>? PreK-3</li> <li>• ESOL</li> <li>• Educational Leadership</li> </ul> <p>Other: 15 semester hours in Educational Leadership in a doctoral program – Northcentral University</p>
<b>Performance Record</b>	<p>Mrs. Peoples has been in education for a total of 26 years. She began her educational career as a successful and productive elementary classroom teacher for 15 years. She then shared her expertise through Professional Development as Cadre (support personnel for novice teachers and assistance with school-based professional development) for five years. Mrs. Peoples nourished and mentored hundreds of novice teachers new to the school district. Mrs. Peoples expanded her own professional development as she worked in the Office of Human Resources for six years as the Coordinator of the district’s Alternative Certification Program and Coordinator of Highly Qualified (No Child Left Behind). These two positions allowed Mrs. Peoples to ensure that teachers received the courses needed to attain and maintain their professional certificate, as well as ensure that each teacher is highly qualified for all academic core content subjects. Mrs. Peoples served as support staff to develop and implement the district’s teacher evaluation system, Collaborative Assessment System for Teachers (CAST).</p>

Asst Principal	Years as Administrator:	Years at Current School:
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**Credentials**  
**Performance Record**

**Instructional Coaches**

<b># of instructional coaches</b>	4
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

Graduation Coach		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Other	
<b>Credentials</b>	<p>Degree: Bachelor of Arts University: University of North Florida                      Major: Elementary Education Date: August 1980                      Degree: Master of Education University: University of North Florida                      Major: Counseling Education Date: August 1985                      Degree: Educational Specialist University: Nova University                      Major: Educational Leadership Date: January 1993                      • Degree: Educational Doctorate University: Nova Southeastern University                      Major: Child and Youth Studies Date: March 2001</p>	
<b>Performance Record</b>	<p>Dr. Ford-Davis's teaching experience has spanned over the past 32 years in Duval County with experience in elementary education, elementary school guidance, middle school guidance, and high school guidance, middle school administration, community college studies, undergraduate studies and graduate studies in counselor education. She has</p> <ul style="list-style-type: none"> <li>• Planned and implemented elementary and high school community education and guidance programs,</li> <li>• Worked as a Middle School Assistant Principal</li> <li>• Been successful as a school and district level administrator</li> <li>• Identified training needs and implemented in-service training programs for teachers in the Exceptional Student Education (ESE) Program,</li> <li>• Provided computer training for guidance counselors and teachers,</li> <li>• Trained ESE teachers on current federal legislation for children with disabilities</li> <li>• Provided standards and literacy training for teachers at four alternative student centers for Duval County Public Schools as a School Instructional Coach,</li> <li>• Intake and Testing Coordinator at the middle school alternative center</li> <li>• Coordinated the development of a School and Mental Health Counseling Program through Florida A &amp; M University (Tallahassee) in Jacksonville, FL., and</li> <li>• Currently teaches Counselor Education courses and supervises school counseling interns for Webster University.</li> </ul>	

<b>Eric Lampkin</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 12</b>	<b>Years at Current School: 1</b>
<b>Areas</b>	Other	
<b>Credentials</b>	<p>Bachelor Degree in Business Administration –Edward Waters College</p> <p>Certifications:</p> <ul style="list-style-type: none"> <li>• Social Science (5-9)</li> <li>• Math (5-9)</li> <li>• Reading Endorsement</li> <li>• Business Ed. (6-12)</li> </ul>	
<b>Performance Record</b>	<p>Mr. Lampkin has taught in Duval County for 12 years. He taught Reading and Math, Graduation Initiative Program, at Jean Ribault High School for seven years. There Mr. Lampkin turned a failing program into a highly successful course which resulted in a majority of each class graduating and entering the work force, college or military. His efforts and successes were shared in The Florida Times-Union. During his educational career, he was called to duty to serve in Afghanistan as the Senior Enlisted Advisor for the New Kabul Compound. There Senior Chief Lampkin implemented policy and procedure for over 350 troops. After serving his country, Mr. Lampkin returned to Duval County Public School System to teach at Andrew Jackson High School for two years. There he taught Algebra 1, Academic Lit., Intensive Math and the Graduation Initiative Program. He moved from there to help start the first middle school STAR program at the old James Weldon Johnson school site. There he taught math and social science. His second year there he served as the Math Interventionist for the program. Mr. Lampkin is also a graduate of the first Duval County Coach’s Academy. Mr. Lampkin is enrolled in Liberty University graduate school completing a masters in Educational Leadership. He is over 50% complete. His estimated completion time is summer 2014.</p>	

<b>Erica Williams</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 5</b>	<b>Years at Current School: 2</b>
<b>Areas</b>	Other	
<b>Credentials</b>	VE K-12 Principal All Levels Educational Leadership	
<b>Performance Record</b>	Achieved the 2nd highest gains in math for the district while at Raines (2011-2012) Achieved the task of securing 10 bonus points for Ed. White two years in a row (2009-2011). School grade movement from F to D at Ed White (2009-2010). Moved school from D to projected B/C at William M. Raines (2011-2012). Successfully secured 80% proficiency in Writing while at Ed. White as an Administrator (2009-2010).	

**Martha Huffman**

Part-time / District-based

Years as Coach: 9

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

Bachelor of Science in Education –Tennessee Temple University  
 Certifications:

- Reading
- ESOL
- Gifted
- Science 5-9
- ELA 6-12
- Bible 7-12

**Performance Record**

Mrs. Huffman has taught or coached in Duval County for 32 years. She taught ELA, 10-12 at Paxon High School for sixteen years. Eventually her focus became 10th grade. She spent 14 years at Paxon.

While spending 7 years at Jean Ribault, she taught 10th grade ELA. Tenth graders made steady gains each year in both reading and writing. Her fifth year there, she became the Instructional Coach and remained there 2 more years. Ribault was a D school when she got there, earned their first C and made growth every year while maintaining that C. Mrs. Huffman left to go to Baldwin Middle/Senior high in 2004. She was only there two and a half years; she taught 10th grade ELA, and Baldwin made gains in reading and writing and went from a C to a B. She spent a year and a half at Landon Middle School as an Instructional Coach. Her main focus was 8th grade reading, writing, and science. The 8th graders increased 10-12 points in reading and writing and 17 points in science. The 7th grade made similar gains. The following year Mrs. Huffman went to Englewood High School to be the Instructional Coach. While coaching for 4 years, Englewood went from a C to a B and made gains in reading and writing. Her last two years at Englewood were spent in the classroom or as the Interventionist, focusing on FCAT Retakers and College Readiness. She worked with many ESOL students and 80% or the students she worked with at least 3 times a week were deemed college ready by the end of their senior year.

**Classroom Teachers**

**# of classroom teachers**

38

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

76%

**# certified in-field**

38, 100%

**# ESOL endorsed**

5, 13%

**# reading endorsed**

6, 16%

**# with advanced degrees**

16, 42%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 3%

**# with 1-5 years of experience**

10, 26%

**# with 6-14 years of experience**

17, 45%

**# with 15 or more years of experience**

10, 26%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Description of Strategy Person Responsible Completion Date  
 Provide teachers with common planning within their disciplines Administrators Ongoing  
 Teachers are provided with professional development opportunities to implement district initiatives. Coaches, District personnel, Ongoing  
 Meet and greet new teachers to acclimate them to our campus Michael King, PDF September 2013  
 Professional development featuring workshop model, FCIM, Depth of Knowledge, and lesson study Michael King, PDF Ongoing  
 Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary accommodations are made. Michael King, PDF Ongoing  
 Bi-weekly PLC meetings by discipline for sharing of best practices

and collaboration Academic Coach, Assistant Principals, Department Chairs June 2014  
 Professional Development provided through the Schultz Center Individual personnel May 2014  
 Weekly focused observations with specific feedback on  
 instructional practices and next steps Principal, Academic Coach, Asst. Principals, Mentors June  
 2014

### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Mentor Name Mentee Assigned

1. Erica Williams Kim Strickland and Nirav Patel 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. Novice teachers are only new to Duval County and not to the profession. Weekly meetings, monthly meetings, observations, completion of the MINT, occasional workshops to improve teaching best practices.

Mentor Name Mentee Assigned Rationale for Pairing Planned Mentoring Activities

Erica Williams is paired with Kim Strickland and Nirav Patel. Mrs. Williams is a CET certified faculty member who has specialties in many areas. This will ensure that all novice teachers become acclimated to Asa Phillip Randolph. Novice teachers are only new to Duval County and not to the profession. Weekly meetings, monthly meetings, observations, completion of the MINT, occasional workshops to improve teaching best practices.

Monica Ford-Davis is paired with Yolanda Butler and Kelli Fuller 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. Novice teachers are only new to Duval County and not to the profession. Weekly meetings, monthly meetings, observations, completion of the MINT, occasional workshops to improve teaching best practices.

Juliet Dixon is paired with Rodolfo Martin. 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. Novice teachers are only new to Duval County and not to the profession. Weekly meetings, monthly meetings, observations, completion of the MINT, occasional workshops to improve teaching best practices.

Michael King is paired with Liezel Henry 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. Novice teachers are only new to Duval County and not to the profession. Weekly meetings, monthly meetings, observations, completion of the MINT, occasional workshops to improve teaching best practices.

Martha Huffman is paired with Jean Amundsen 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. Novice teachers are only new to Duval County and not to the profession. Weekly meetings, monthly meetings, observations, completion of the MINT, occasional workshops to improve teaching best practices.

#### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The school based Rtl leadership team collaborated with other SIP members for the development of the school improvement plan. The team participates in the monitoring of the plan. It helps set clear instructional expectations, facilitates the development of a systemic approach to teaching, and aligns processes and procedures.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team has each been assigned an area of the SIP to monitor the fidelity of the SIP, itself as well as MTSS. Because we meet weekly, we will be asked to report out any observations, findings, needs or problems that we have noticed. The team will discuss solutions for any needs or problems.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data mathematics/science: county CGA testing

Baseline data reading: county CGA testing, IOWA, DAR, SRA

Progress monitoring reading: DAR, progress monitoring mini-assessments, monthly common assessments

End of year: DAR, FCAT, CGA and EOC in mathematics and science

Frequency: Data from formative assessments will be collected and analyzed by the instructional coach and test coordinator. Teachers will meet weekly in PLC's to determine next steps and interventions based on the data.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Mrs. King will give a PowerPoint presentation during the faculty meeting on October 3, 2013. She will provide new faculty with directions for registering for the Rtl course that is located at <http://www.florida-rti.org/introCourse/>. As the Rtl facilitator receives training, she will train the faculty. Full training and implementation will be in place by December 2013.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**



**Strategy:** Before or After School Program

**Minutes added to school year:** 0

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

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this 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 test to deem the students college ready.

**Who is responsible for monitoring implementation of this strategy?**

Our graduation coach

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Lizzie Peeples	Administrator
Martha Huffman	Instructional Coach
Michael King	Rtl School Facilitator
Ursin	Reading Chair
Leverette	ELA Chair
Wilson	Social Studies Chair

**How the school-based LLT functions**

First meeting will be held in September 2013. Meetings will be held on the third Tuesday of each month to plan activities that will infuse literacy strategies in every classroom as well as assess how previous strategies have worked for our population. The LLT team will focus on motivating the students to read and write about what they read. The team hopes to develop a love of reading among the students.

**Major initiatives of the LLT**

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.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

We have two main strategies that we will use to push reading and writing across the curriculum. We are going to require students to use the Table of Content strategy when ever they are reading in what ever class they are in. (This involves underlining key words and phrases and labeling each paragraph so that you don't forget what you read.) Then we will us the Four Column Strategy which uses SRE , across the curriculum This strategy helps the student to write a well developed response to any type of discussion question.

CTE, Social Studies, Science, ELA, Reading, PE, and Spanish teachers are being trained to implement FCIM reading focus lessons within their content area. Several CTE and Social Studies teachers have participated in Reading Competency II training during Saturday's professional development. Math teachers have been trained on different reading strategies they can utilize in their math classes. Some of the strategies the math teachers utilize are as follows: reread the questions, highlight important text, chunking the text, and read the question out loud. One strategy that we will use across curriculum is the Table of Content Strategy. Students will be expected to use it in all areas where reading occurs to help improve their comprehension.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Guidance counselors meet with each individual student to ensure their program of study is on track and of their interest. 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.

### **Strategies for improving student readiness for the public postsecondary level**

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.

a) Students dropping out of school, as defined in s.1003.01(9), F.S.

The Drop Rate for the Year 2012 = 24%

b) Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	30%	No	45%
American Indian				
Asian				
Black/African American	36%	29%	No	42%
Hispanic	41%	33%	No	47%
White	56%	50%	No	60%
English language learners	39%	39%	Yes	45%
Students with disabilities	22%	20%	No	30%
Economically disadvantaged	36%	36%	Yes	42%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	30%	35%
Students scoring at or above Achievement Level 4	28	9%	12%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	28	9%	12%
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	164	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	59	75%	80%

#### Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		60%	72%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	155	82%	87%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	131	88%	93%

**Area 3: Mathematics****High School Mathematics****Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		39%	54%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	50%	53%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	40%	44%
Students scoring at or above Achievement Level 4	11	9%	10%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	69%	74%
Students scoring at or above Achievement Level 4	13	18%	22%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	191		
Passing rate (%) for students who take CTE-STEM industry certification exams		58%	63%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams		47%	52%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**Area 8: Early Warning Systems**

**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			25%
Students in ninth grade with one or more absences within the first 20 days			27%
Students in ninth grade who fail two or more courses in any subject			32%
Students with grade point average less than 2.0			25%
Students who fail to progress on-time to tenth grade			16%
Students who receive two or more behavior referrals			32%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			34%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		24%	19%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		76%	81%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		66%	71%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		65%	70%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Our goal is to have at least 50% of our parents attend an event on campus, or use a parent service such as “grade portal, or phone conferencing. Our major barrier is getting parents involved in student activities because the parents are so busy or feel that their teens are almost grown. We plan to have Academy Parent Nights, Academy Parent Workshops, Academy Open Houses, and provide a room for parents to meet periodically to discuss parental activities. We will assign a parent liaison and faculty representative to monitor these activities and use the Climate Survey and Student survey as well as Teacher Assessment to determine the effectiveness of these activities.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Last year parent involvement was minimal. This year we hope to get at least parents of 265 students involved in some way.		14%	50%



## Goals Summary

- G1.** Teachers will be trained in a variety of ways to differentiate in the classroom. It is our belief that the more our teachers understand differentiation and how to use it, the greater the student engagement will be.
- G2.** Teachers will receive training in cross-curricular reading strategies and higher order questioning to increase rigor in the classroom.

## Goals Detail

**G1.** Teachers will be trained in a variety of ways to differentiate in the classroom. It is our belief that the more our teachers understand differentiation and how to use it, the greater the student engagement will be.

### Targets Supported

- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- We will use our Instructional coach and our district coaches in reading, science and math to support differentiation in the classroom. Early release time will make this training easy to plan.
- Our literacy coach has taught ELA, Reading, Math, and Science. We will use her expertise as well as any support that we may be able to get from the District to provide training in DI during early release and possibly half day training sessions.

### Targeted Barriers to Achieving the Goal

- Teachers that don't feel comfortable letting go of control in their classrooms could be a barrier, and teachers who don't believe that they can meet the needs of all of their students. Students who do not want to be challenged to do things differently can be a barrier also.

## Plan to Monitor Progress Toward the Goal

Lesson plans Classroom Walk Throughs

### Person or Persons Responsible

The district coach and the instructional will work with teachers on lesson plans that include differentiation and student involvement. They will also do walk throughs, but the principal and AP will ultimately do the progress monitoring for identified teachers.

### Target Dates or Schedule:

On going through out the year.

### Evidence of Completion:

Evidence of use of data to differentiate. Evidence in lesson plans that differentiation is taking place, and evidence that the teacher understands what differentiation is through classroom observations by the administration.

**G2.** Teachers will receive training in cross-curricular reading strategies and higher order questioning to increase rigor in the classroom.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

### **Resources Available to Support the Goal**

- We have district people who can come in to do the training as well as our own instructional coach who is certified in reading. Our district person has training in both reading strategies and rigor. We have early release time to have this training, so it does not cut into the teacher's planning time.

### **Targeted Barriers to Achieving the Goal**

- It is hard to change old habits, and teachers know and recognize highly effective behavior, but when you have been doing something wrong for so many years, it is hard to reprogram your habits. For example, wait time is a big issue for teachers; calling on different students instead of the same 4 or 5.
- Teachers of non ELA courses are not comfortable teaching reading strategies.

## Plan to Monitor Progress Toward the Goal

Lesson plans will include a list of rigorous questions that teachers have created. Administrators will see examples of rigorous questions being asked and discussed during class. There will be evidence of students using the table of contents strategy to connect to the text.

### Person or Persons Responsible

The coaches will model and do walk throughs, But ultimately the administrators will observe that the reading strategy is being implemented across the curriculum and that rigorous question is occurring in the classroom.

### Target Dates or Schedule:

Ongoing through out the year

### Evidence of Completion:

If we are focusing on one reading strategy across the curriculum, students should know that strategy and be able to explain it when asked by an administrator. When an administrator looks at lesson plans and/or observes a lesson being taught, their should be rigorous and probing questions being asked with plenty of wait time for the students to ask the questions.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 are also directed to FACTS.org for additional assistance. 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

## Appendix 2: Budget to Support School Improvement Goals