A. Philip Randolph Academies School

2023-24

Schoolwide Improvement Plan (SIP)

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A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

http://www.duvalschools.org/aprtech

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Flynn, Mary	Principal	Opening/Closing School Budget Hiring of all faculty & staff Morning Messages School Advisory Council (SAC) Meetings Shared Decision Making (SDM)/Dept. Head Meetings Leadership Team Meetings Faculty/Staff Discipline/Celebration Guidance CAST Evaluations: ELA, Reading, Science, Principal Secretary, Fire Fighting, Criminal Justice, Cosmetology, Secretary, World Language, UOPD Staff (Main office, JCS, Dean's Secretary), Testing Coordinator, EESS Coordinator School Facilities Oversight Parental Concerns Teacher Handbook Graduation and Baccalaureate Awards' Ceremonies Student & Staff Recognition Teacher Appreciation Week Faculty & Staff Meetings Good New Ambassadors Maintenance/Facilities Faculty Meetings/PLC training Free and Reduced Lunch/FAP Teacher Handbook School Improvement Plan (SIP) Instructional Walkthroughs At Risk – Grad Tracker (Seniors) Diversity Plan Implementation Orientation Opening/Closing of School
Clayton, Deidra	School Counselor	Bright Futures Seniors & Freshmen At-Risk Students (Seniors) Credit Checks Scholarships, Career/College Planning SAT/ACT Extended Time Counselor Weekly Meetings Graduation Diplomas Student Progression Plan Records Scheduling Enrollment Parent Nights, Classroom Guidance EYE Glasses/Blood Drive Counselor Corner (Cafeteria)

Name	Position Title	Job Duties and Responsibilities
		Professional Development regarding Counseling (ALERT) Recruitment
Lyles, Charles	Assistant Principal	Student Services Dual Enrollment Master Scheduler Hiring of all faculty & staff/content Volunteers/Hours Parent/Teacher Conferences SAC CAST Evaluations: Math/Social Studies, EESS, Student Services (Dean), ISSP, Security, Welding, Carpentry, Culinary, IT, CRT Open House Buses (Evacuations) Cafeteria (Lunch) Junior /Sophomore Class Senior/Freshman Class Honor Roll (A/AB Quarterly) Testing Oversight Department Chair Meeting
Williams, Jacqueline	Teacher, Adult	All Activities Clubs Student Council Leadership Students Graduation Orientations Field Trips Fund Raisers Senior Class Assemblies
Badger, Ricky	Teacher, ESE	ESE, MRT/LEA, ESOL SAT/ACT Extended Time Leadership Meetings Student Progression Plan Scheduling *Or as needed by the administration
Johnson, Keith	Dean	School-wide Discipline Hearings (Conduct Review/Discipline) PBIS Team/Random Searches Assignment of Consequences Collaborate with ISSP Coordinator Handle all Referrals Cafeteria Duty

Name	Position Title	Job Duties and Responsibilities
		Hall Duty Parent Phone and/or Face-to-Face Conferences Coordinate RESTORATIVE JUSTICE Buses Student Assemblies (Discipline)
Riggs, Hannah	Administrative Support	Testing Coordinator Data Analysis Recruitment Visits of Other Schools Leadership Meetings *Other duties as deemed necessary

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School leadership team was instrumental in providing input in completing the SIP. The team reviewed the 22/23 school's raw data and made decisions based on this data.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will support the school's pedagogy as we begin to review State's assessment data based on the 22/23 results. The SIP will play a vital role as we begin to set up action plans based on the identified critical areas ensuring that academic improvement is being implemented, documented, and supported as it relates to all stakeholders on a continuous basis.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification	ATSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	18	46	50	22	45	51	15		
ELA Learning Gains				41			31		
ELA Lowest 25th Percentile				38			44		
Math Achievement*	18	44	38	21	37	38	13		
Math Learning Gains				45			22		
Math Lowest 25th Percentile				41			40		
Science Achievement*	19	62	64	35	43	40	23		
Social Studies Achievement*	54	66	66	51	53	48	34		
Middle School Acceleration				52	44				
Graduation Rate	91	88	89	92	50	61	91		
College and Career Acceleration	82	77	65	58	63	67	62		
ELP Progress		37	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	92

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL				
AMI				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
ASN				
BLK	45			
HSP	29	Yes	1	1
MUL				
PAC				
WHT	51			
FRL	24	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL				
AMI				
ASN				
BLK	42			
HSP	46			
MUL				
PAC				
WHT	56			
FRL	36	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	18			18			19	54		91	82	
SWD	5			5			10	40		69	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
ELL												
AMI												
ASN												
BLK	13			14			17	49		86	6	
HSP	38			20							2	
MUL												
PAC												
WHT	29			33							3	
FRL	17			14			16	48			4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	22	41	38	21	45	41	35	51		92	58	
SWD	12	38	20	18	46	30	6	40		87	38	
ELL												
AMI												
ASN												
BLK	16	41	38	11	42	44	27	43		96	57	
HSP	38			54								
MUL												
PAC												
WHT	40	57		50	55					83	50	
FRL	16	38	41	19	48	46	30	48				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	15	31	44	13	22	40	23	34		91	62	
SWD	13	31	40	13	28	43	20	28		86	33	
ELL				31								
AMI												
ASN												

| 2020-21 ACCOUNTABILITY 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	ELP Progress
BLK	12	28	38	9	18	42	23	31		89	63	
HSP	13	21		11	25							
MUL												
PAC												
WHT	44	67		38	38		30	46				
FRL	12	30	44	8	18	36	21	30		89	66	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	28%	44%	-16%	50%	-22%
09	2023 - Spring	9%	42%	-33%	48%	-39%

| ALGEBRA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	52%	-33%	50%	-31%

| GEOMETRY | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	52%	-27%	48%	-23%

| BIOLOGY | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	64%	-45%	63%	-44%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	60%	-8%	63%	-11%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performance data component is Biology. The factors contributed to this decrease is the loss of a biology teacher who resigned at the beginning of second quarter. We did not have anyone to fill the position for up to the third quarter. The teacher placed in the teaching position needed a large amount additional support in ramping students up academically.

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

The greatest decline is showing with Biology. Last year, the most experience teacher resigned. It was also difficult to fill the position, therefore we had subs with those classes. However, due to the accountability with this subject, all students were transferred to a teacher who was struggling with teaching overall.

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.

The greatest gap compared to state average continues to be Biology. The factors included no teacher, schedule changes, and students having three teachers (this does not include the substitutes) until we were able to place a permanent teacher.

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

The most improved was US History. This teacher continues to prepare students with real world experiences while ensuring the benchmarks are being taught daily with fidelity. This teacher is a highly experienced teacher who continues to engage in trainings provided by the district as well as communicate with colleagues within the district.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two potential areas of concern is with English 9th grade and Algebra 1. English 1, the teacher is moderately new to the district who will need continuous support. As for Algebra 1, the new teacher being placed is an international teacher who need support in adapting to the way of work in Duval. I am not sure how strong she is with teaching this subject.

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

1. English 1
2. Algebra 1
3. Biology
4. PLC Instructional Guidance
5. Student Data

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The critical needs area continues to be English 9th. With one teacher responsible for teaching this grade level, there is little opportunity for this teacher to collaborate based on grade level. However, this teacher will continue to meet with the 10th grade English teacher as well as receive district support.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of the core content teachers (two ELA teachers) will continue to engage in the instructional planning process while focusing on implementing district curriculum with fidelity

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through weekly walkthroughs with the administrative team and district specialist. We will continue to monitor PLCs, common planning ensuring that benchmarks are in alignment to lessons, materials, and learning tasks in the classroom. The goal is to be more intentional.

Person responsible for monitoring outcome:

Mary Flynn (flynnm@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to adequately prepare students to achieve mastery on the state assessments, District curriculum will be implemented within the classroom and monitoring will take place to ensure that students are receiving instruction that is appropriately aligned to the benchmarks. The ELA team will be expected to PLC with reading teachers where student data, student work and district and state quarterly assessments will be used to guide collaboration, small group instruction, & DI.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rational is for the novice ELA teacher to provide the amount of support needed to make a difference in teaching the new standards. Also, the focus is to teach with "intention" of impacting students. The expectation is to move students, therefore providing the best supportive opportunities for this teacher is necessary.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor teacher active participation in weekly PLC and Common Planning. Such monitoring includes unpacking standards, planning effective lessons that fully align to the grade level standard, visiting classes via walkthroughs, and reviewing student data bases on PM quarterly assessments.

In addition, Title I funds will be used to provide a teaching and a reading interventionist positions that supports the core subject (English). This position will provide students with more individualized support and small group instruction. Administration will also create specific schedules of support.

Title 1 funds will also ensure that teachers are utilizing supplemental materials that will support differentiated instruction as well as or small groups rotations.

Person Responsible: Mary Flynn (flynnm@duvalschools.org)

By When: Ongoing Weekly

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Proficiency in Algebra 1 increased by 5%. The overall proficiency continues to be low (19%) and due to losing an experienced Math teacher, we will need to make sure the new teacher (international) understands the academic expectation.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal is to move to 35% proficiency for 2023-2024 school year. District PMA data will be used to determine common assessment and next step actions' effectiveness.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through weekly walkthroughs with the administrative team and district specialist. We will continue to monitor PLCs, common planning ensuring that benchmarks are in alignment to lessons, materials, and learning tasks in the classroom. The goal is to be more intentional.

Person responsible for monitoring outcome:

Charles Lyles (lylesc@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To adequately prepare students to achieve mastery on the state assessments, monitoring will take place to ensure that students are receiving instruction that is appropriately aligned to the benchmarks.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order to be successful and teach with a focus on being intentional, it is imperative that the interventions continue to be monitored and implemented especially with receiving a new teacher to the district.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitor teacher active participation in weekly PLC and Common Planning. Such monitoring includes unpacking standards, planning effective lessons that fully align to the grade level standard, visiting classes via walkthroughs, and reviewing student data bases on PM quarterly assessments.

Person Responsible: Charles Lyles (lylesc@duvalschools.org)

By When: Ongoing Weekly

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Biology scores dropped from 35% to 18%

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal is to move to 35% proficiency for the 2025-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through weekly walkthroughs with the administrative team and district specialist. We will continue to monitor PLCs, common planning ensuring that benchmarks are in alignment to lessons, materials, and learning tasks in the classroom. The goal is to be more intentional.

Person responsible for monitoring outcome:

Mary Flynn (flynnm@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to adequately prepare students to achieve mastery on the state assessments, monitoring will take place to ensure that students are receiving instruction that is appropriately aligned to the benchmarks. As a result of the data, this course will be taught by two Science teachers so they are able to common plan and collaborate during their PLCs as well as work with the district Science specialist.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Last year, this course was placed on one teacher to teach four sections of Biology. Starting the year off with two Science teachers will allow for them to work together, plan together and receive support from the district specialist.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action steps:
1. Weekly walk-throughs
2. Attend PLCs
3. Subject area workshops
4. Review student data
5. Ensure DI is evident

Person Responsible: Mary Flynn (flynnm@duvalschools.org)

By When: Ongoing Weekly

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A positive school culture and environment reflects learning conditions that meet the needs of all stakeholders. APR will continue to embrace the community in which we service, striving for academic excellence in a cultural responsive manner. APR's goal is to reflect systems that values trust, respect and high expectations. We welcome input, support and feedback from all stakeholders, as we align to be a village for all students.
APR will also utilize Blackboard (our parent messenger system), social media platforms and the school website to improve communication of events, academic opportunities and support resources available to students and stakeholders

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable outcomes includes:
1. Administrative Team - Conduct weekly/monthly/quarterly parent/students call-outs and emails to keep all stake holders informed of school progress & programs.
2. Leadership Team & Student Leaders - "Positive Vibe/Message of the Day" - Daily affirmation/positive words for students and staff to reflect upon in hopes of setting the tone for a positive day.
3. SAC - helps with decision-making and planning for student engagement and instruction
4. Academy Advisory Boards with business, community, and faith-based partners guide planning events and

experiences for academy students
5. Promoting/Recognizing students for "Just Because....."
6. Students serve as school ambassadors
7. Administrative Team - Open Door Policy to address constituent concerns.
8. Leadership Team - Conduct quarterly academic nights to keep

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Leadership team will meet bi-weekly to develop, review, and or discuss outcome of various events or plan that has taken place. The team will also provide surveys to analyze what worked and what needs to be improved upon as we transition from quarter to quarter.

Person responsible for monitoring outcome:

Charles Lyles (lylesc@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administrative Team - Conduct weekly/monthly/quarterly parent/students call-outs and emails to keep all stake holders informed of school progress & programs.
2. Leadership Team & Student Leaders - "Positive Vibe/Message of the Day" - Daily affirmation/positive words for students and staff to reflect upon in hopes of setting the tone for a positive day.
3. SAC - helps with decision-making and planning for student engagement and instruction
4. Academy Advisory Boards with business, community, and faith-based partners guide planning events and

experiences for academy students
5. Promoting/Recognizing students for "Just Because....."
6. Students serve as school ambassadors
7. Administrative Team - Open Door Policy to address constituent concerns.
8. Leadership Team - Conduct quarterly academic nights to keep

Person Responsible: Charles Lyles (lylesc@duvalschools.org)

By When: Ongoing quarterly

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This

includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

All stakeholders will have access once the SIP has been established and published via DCPS website. It will also be placed via the school's website. Teachers, parents and community stakeholders will be alerted to review the SIP via the school's news letter as well as the school's website. The SIP will be available in different languages in addition to English. Once the plan has been developed, the leadership team will review with all staff members the academic expectation regarding the SIP.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Messaging parents through blackboard on a weekly/monthly/quarterly basis. We will continue to engage families through parent engagement activities both during and afterschool. School counselors will continue to reach out to parents setting up times to discuss critical needs regarding student academic expectation as well as opportunities to celebrate faculty, staff and students. We are moving in the direction of providing announcements via a link through YouTube where all stakeholders will be able to monitor on a daily basis what is happening on the campus of APR. This project will be led by the student body. The goal is to allow students to take leadership roles as it connects to building self confidence within our students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Strengthening academic programs:
1. Dedicated PLCs which support subject area and schoolwide instruction

2. Professional Development
3. Data Diving and Drilling down
4. Professional Collaboration which includes District Specialist
5. Reading Interventionist Support
6. Having accountable talk with administrators
7. Reviewing lesson plans
8. Unpacking Benchmarks

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Coordination & Integration:
1. CTE programs will collaborate monthly with a keen focus on student data
2. Reading teachers will collaborate regarding students who are in need of passing state assessments
3. ESE students will receive their academic accommodation per their IEPs
4. Struggling students will continue to receive academic interventions

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

1. Students will continue to participate in Wellness Wednesdays
2. Counselors will continue to have students who are interested in their club "GROW" sign up and meet with them monthly/quarterly
3. Counselor, teachers, and staff members will continue to refer students who are in need of mental health services to the in school therapist
4. School Counselors will meet with students based upon need on a regular basis
5. An all "girl" group will be established to help build confidence within our students

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We are offering career and technical educational programs that allows students to earn industry certification and or license through the 10 educational opportunities at APR. Students also have the opportunity to enroll in Dual enrollment courses that provides a pathway to various colleges. In addition, they also have the opportunity to earn college credits. Some of our students also earn the opportunity to enter the workforce through apprenticeship programs via business partnerships.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Schoolwide Tiered Model to Preventing Behavioral Problems:
1. Set classroom rituals & routines
2. Review behavioral expectations with students consistently

3. Utilize the buddy teacher system
4. Get to know students: Build a connection with students
5. Utilize Peer Mediation
6. Utilize Restorative Justice Practices
7. Provide training regarding expectation for those who fall under IDEA
8. Meet with parents

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Learning:
1. Allow staff to attend workshops that hone in on subjects they teach
2. Professional Learning Communities within core subjects as well as schoolwide communities
3. Through professional development, incorporate schoolwide strategies
4. Allow training as it relates to breaking down the data for the school as a whole
5. Provided professional academic feedback
6. Have an open door policy that allows teachers to have the opportunity to share, grow, and learn from one another

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA