A. Philip Randolph Academies

2022-23 Schoolwide Improvement Plan

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A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

http://www.duvalschools.org/aprtech

Demographics

Principal: Mary Flynn

Start Date for this Principal: 6/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (44%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served
(per MSID File)

High School
8-12

2021-22 Title I School

Yes

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

86%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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.**:**

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 & Juniors 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
Williams, Jacqueline	Teacher, K-12	All Activities Clubs Student Council Leadership Students Graduation Orientations Field Trips Fund Raisers Senior Class Assemblies & Spirit Rallies
Crews, Corrina	Administrative Support	Accident Reports Telephones Faxes Workers' Comp. Payroll Insurance PCF's Teacher signs in/out Budget Purchase Orders Receipt Orders Leadership Meetings
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 FTE, Class Size/Enrollment Out of Field Teacher/Certification Faculty Meetings/PLC training

Name	Position Title	Job Duties and Responsibilities
		Free and Reduced Lunch/FAP Instructional Walkthroughs Support Random Searches Orientation Opening/Closing of School
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 Hall Duty Parent Phone and/or Face-to-Face Conferences Coordinate RESTORATIVE JUSTICE Buses Student Assemblies (Discipline)
Riggs, Hannah	Other	Testing Coordinator Data Analysis Recruitment Visits of Other Schools Leadership Meetings *Other duties as deemed necessary
Badger, Ricky	Teacher, ESE	ESE, MRT/LEA, ESOL SAT/ACT Extended Time Leadership Meetings Student Progression Plan Scheduling *Or as needed by the administration

Demographic Information

Principal start date
Thursday 6/2/2022, Mary Flynn

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
372

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	113	118	64	60	355
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	36	13	21	103
One or more suspensions	0	0	0	0	0	0	0	0	0	33	31	23	10	97
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	9	3	2	18
Course failure in Math	0	0	0	0	0	0	0	0	0	9	19	2	2	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	59	51	31	0	141
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	55	22	29	33	139
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	55	34	29	31	149

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	8	17	3	0	28
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	19	8	10	48

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	0	0	0	0	0	0	0	0	0	118	117	83	57	375
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	49	35	26	147
One or more suspensions	0	0	0	0	0	0	0	0	0	31	34	35	3	103
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	9	7	0	26
Course failure in Math	0	0	0	0	0	0	0	0	0	4	9	5	1	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	51	68	29	24	172
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	56	8	29	41	134
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	51	68	29	24	172

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	56	56	33	32	177

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	5	8	5	5	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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One or more suspensions	0	0	0	0	0	0	0	0	0	31	34	35	3	103
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	9	7	0	26
Course failure in Math	0	0	0	0	0	0	0	0	0	4	9	5	1	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	51	68	29	24	172
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	5	8	5	5	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	22%	45%	51%				19%	47%	56%
ELA Learning Gains	41%						32%	48%	51%
ELA Lowest 25th Percentile	38%						28%	42%	42%
Math Achievement	21%	37%	38%				23%	51%	51%
Math Learning Gains	45%						30%	52%	48%
Math Lowest 25th Percentile	41%						29%	47%	45%
Science Achievement	35%	43%	40%				36%	65%	68%
Social Studies Achievement	51%	53%	48%				54%	70%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	67%	-34%	67%	-34%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	68%	-13%	70%	-15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	57%	-42%	61%	-46%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	32%	61%	-29%	57%	-25%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	12	38	20	18	46	30	6	40		87	38
BLK	16	41	38	11	42	44	27	43		96	57
HSP	38			54							
WHT	40	57		50	55					83	50
FRL	16	38	41	19	48	46	30	48			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	31	40	13	28	43	20	28		86	33
ELL				31							
BLK	12	28	38	9	18	42	23	31		89	63
HSP	13	21		11	25						
WHT	44	67		38	38		30	46			
FRL	12	30	44	8	18	36	21	30		89	66

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	22	11	24			31	21			
ELL		53	70								
BLK	21	32	26	24	34	33	31	46		95	88
HSP	15	39		28							
MUL	17	30									
WHT	9	24		15							
FRL	20	31	24	20	29	30	34	51		97	89

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Proficiency:
ELA overall increased by 7percent & Math overall increased by 7%

Learning Gains:
ELA increased by 10% & Math increased by 23%

LPQs:
ELA dropped by 7% & Math dropped by 1%

Both Biology and US History made a significant increase

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Proficiency across ELA and Math shows the greatest need. With the new standards (BEST) now being introduced and less that 50% of the student body not scoring on a proficiency level on the 2021 state

assessment, there will need to be much more support in these subjects. In addition, new hires who are novice teachers will need more professional development with rolling out the new standards.

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

Contributing factors includes:
1. Novice teachers
2. New Standards

Actions Needed:
1. Professional Development
2. Drilling Deeper within PLCs
3. One on on mentoring
4. Feedback based on observations
5. Accountable Schoolwide Collaboration

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall gains in both ELA & Math demonstrated most improved. Also, US History and Biology show significant improvement

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

Contributing Factors include:
1. Support to from the Specialist assigned to the school pushing in and or pulling out
2. Experienced teachers excluding the 9th grade ELA teacher
3. Conducting boot camps in ELA & Math Classes
4. Teachers collaborating and planning
5. Support and guidance provided by Subject area specialist

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

With new standards, teachers receiving professional development and guidance via district specialist. Schoolwide instructional strategies that can be used in all subject areas. Teacher being able to continue to collaborate and PLC weekly. Teachers also being allowed to shadow model teachers, boot camp and identifying students who needs intensive support within the classroom

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

To accelerate learning, teacher across the curriculum should be implementing a school wide instructional strategy, A professional development calendar has been created where teachers will be able to share best practices. In addition, there has been designated days where as a faculty, teachers will dive in to student data. Common planning has been developed across the curriculum to support collaboration. Specialist will also be invited to lead/guide PLCs.

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

Ensuring sustainability of improvement will consist of the following:
1. Classroom visits by administration/specialist

2. Accountable conversations
3. PLC instructional guidance
4. Drilling down into student data
5. Providing/allowing professional development

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities 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 critical need from the data reviewed.**	Although proficiency in ELA increased by 7 points, the critical needs area continues to be ELA where the proficiency rate scored at 22%.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal is to move to 40% proficiency for 2022-2023. The outcome is assessment data showing an increase in mastery over time, student awareness of learning objectives, and instructional strategies closely aligned to the standard which becomes embedded in student practice. 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, monitoring of PLCs, and common planning ensuring that benchmarks are in alignment to lessons, materials, and learning tasks in the classroom.
Person responsible for monitoring outcome:	Mary Flynn (flynnm@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rational is ELA for the past three years has been at low proficiency level. Although the scores increased by 7 points, proficiency reflects only 22% of the school's 9th & 10th grade population. With the support put in place for teachers, proficiency should increase.

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 activities include unpacking standards, determining placement of instruction within the learning arc, planning effective lessons that fully align to the grade level standard

Person Responsible	Mary Flynn (flynnm@duvalschools.org)

Analyze student data from common assessment, plan, and implement small group/individual interventions for
identified students. Title 1 funding has allowed for an ELA 9th grade teaching position in addition to an interventionist. These positions will allow for students the opportunity to

Person Responsible	Mary Flynn (flynnm@duvalschools.org)

Title I funds will be used to provide additional core subject areas teaching and coaching positions (Reading,
and ELA). These positions 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)

Title 1 funds will also afford APR the opportunity to put in place volunteer liaison position. This position will be designed to provide support to the teachers and staff ensuring that community supporters who sign up to provided instructional support will have solidified knowledge of when and where to report. This position will also track community/district volunteers on a daily basis ensuring students report for tier 2 or 3 interventions

Person Responsible   Mary Flynn (flynnm@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Proficiency in Math increased by 8 points, the critical needs area continues to be Algebra & Geometry where the proficiency rate scored at 21%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Three year trend data has been below 25%. Our goal is to move to 40% proficiency for 2022-2023. 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.	Bi-weekly/Unit common assessments will be used to determine next steps in addition to the district PMAs. District PMA data will be used to determine common assessment and next step actions' effectiveness.
Person responsible for monitoring outcome:	Charles Lyles (lylesc@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rational is: For the past three years Math proficiency levels has been below 25%. Although the scores increased by 8 points, Algebra 1 and Geometry instruction can be tailored to accommodate student deficits with instructional intention.

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.

Title I funds will be used to provide teaching positions that support core subject areas (Math). 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	Charles Lyles (lylesc@duvalschools.org)

Through the use of the standards Walkthrough Tool, ensure that academic instruction is in alignment to the benchmarks

Person Responsible	Charles Lyles (lylesc@duvalschools.org)

Professional development, analyzing student data, and common planning is evident

Person Responsible	Charles Lyles (lylesc@duvalschools.org)

Title 1 funds will also afford APR the opportunity to put in place volunteer liaison position. This position will be designed to provide support to the teachers and staff ensuring that community supporters who sign up to provided instructional support will have solidified knowledge of when and where to report. This position will also track community/district volunteers on a daily basis ensuring students report for tier 2 or 3 interventions.

Person Responsible	Mary Flynn (flynnm@duvalschools.org)

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment is reflects reflects learning conditions that meet the needs of all students, and a culture that values trust, respect and high expectations. APR continues to embrace the community in which we service, striving for academic excellence in a cultural responsive manner. 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

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

Principal - Conduct weekly parent/students call-outs and emails to keep all stake holders informed of school progress & programs.
Leadership Team - "Positive Vibe Word of the Day" - Daily affirmation/positive words for students and staff to reflect upon in hope of setting the tone for a positive day.
SAC - helps with decision-making and planning for student engagement and instruction
Academy Advisory Boards with business, community, and faith-based partners guide planning events and experiences for academy students
Promoting/Recognizing students for "Just Because....."
Students serve as school ambassadors
Administrative Team - Open Door Policy to address constituent concerns.
Leadership Team - Conduct quarterly academic nights to keep parents and students updated on data and increase knowledge of future college and career options.