

Duval County Public Schools

# 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

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

### 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](http://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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| <b>Planning for Improvement</b>       | <b>16</b> |
| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

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

### School Demographics

|   |   |   |
|---|---|---|
| <p><b>School Type and Grades Served</b><br/>(per MSID File)</p> <p style="text-align: center;">High School<br/>8-12</p> | <p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p> | <p><b>2021-22 Economically Disadvantaged (FRL) Rate</b><br/>(as reported on Survey 3)</p> <p style="text-align: center;">100%</p> |
| <p><b>Primary Service Type</b><br/>(per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>        | <p><b>Charter School</b></p> <p style="text-align: center;">No</p>          | <p><b>2018-19 Minority Rate</b><br/>(Reported as Non-white on Survey 2)</p> <p style="text-align: center;">86%</p>                |

### School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

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,<br>Mary     | Principal           | Opening/Closing School<br>Budget<br>Hiring of all faculty & staff<br>Morning Messages<br>School Advisory Council (SAC) Meetings<br>Shared Decision Making (SDM)/Dept. Head Meetings<br>Leadership Team Meetings<br>Faculty/Staff Discipline/Celebration<br>Guidance<br>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<br>School Facilities Oversight<br>Parental Concerns<br>Teacher Handbook<br>Graduation and Baccalaureate Awards' Ceremonies<br>Student & Staff Recognition<br>Teacher Appreciation Week<br>Faculty & Staff Meetings<br>Good New Ambassadors<br>Maintenance/Facilities<br>Faculty Meetings/PLC training<br>Free and Reduced Lunch/FAP<br>Teacher Handbook<br>School Improvement Plan (SIP)<br>Instructional Walkthroughs<br>At Risk – Grad Tracker (Seniors)<br>Diversity Plan Implementation<br>Orientation<br>Opening/Closing of School |
| Clayton,<br>Deidra | School<br>Counselor | Bright Futures<br>Seniors & Juniors<br>At-Risk Students (Seniors)<br>Credit Checks<br>Scholarships, Career/College Planning<br>SAT/ACT Extended Time<br>Counselor Weekly Meetings<br>Graduation Diplomas<br>Student Progression Plan<br>Records<br>Scheduling<br>Enrollment<br>Parent Nights, Classroom Guidance<br>EYE Glasses/Blood Drive<br>Counselor Corner (Cafeteria)  |

| Name                 | Position Title            | Job Duties and Responsibilities   |
|----------------------|---------------------------|---|
|                      |                           | Professional Development regarding Counseling (ALERT)<br>Recruitment  |
| Williams, Jacqueline | Teacher,<br>K-12          | All Activities<br>Clubs<br>Student Council<br>Leadership Students<br>Graduation<br>Orientations<br>Field Trips<br>Fund Raisers<br>Senior Class<br>Assemblies & Spirit Rallies   |
| Crews, Corrina       | Administrative<br>Support | Accident Reports<br>Telephones<br>Faxes<br>Workers' Comp.<br>Payroll<br>Insurance<br>PCF's<br>Teacher signs in/out<br>Budget<br>Purchase Orders<br>Receipt Orders<br>Leadership Meetings  |
| Lyles, Charles       | Assistant<br>Principal    | Student Services<br>Dual Enrollment<br>Master Scheduler<br>Hiring of all faculty & staff/content<br>Volunteers/Hours<br>Parent/Teacher Conferences<br>SAC<br>CAST Evaluations: Math/Social Studies, EESS,<br>Student Services (Dean), ISSP, Security, Welding, Carpentry, Culinary, IT,<br>CRT<br>Open House<br>Buses (Evacuations)<br>Cafeteria (Lunch)<br>Junior /Sophomore Class<br>Senior/Freshman Class<br>Honor Roll (A/AB Quarterly)<br>Testing Oversight<br>Department Chair Meeting<br>FTE, Class Size/Enrollment<br>Out of Field Teacher/Certification<br>Faculty Meetings/PLC training |



| Name           | Position Title | Job Duties and Responsibilities   |
|----------------|----------------|---|
|                |                | Free and Reduced Lunch/FAP<br>Instructional Walkthroughs<br>Support Random Searches<br>Orientation<br>Opening/Closing of School   |
| Johnson, Keith | Dean           | School-wide Discipline<br>Hearings (Conduct Review/Discipline)<br>PBIS Team/Random Searches<br>Assignment of Consequences<br>Collaborate with ISSP Coordinator<br>Handle all Referrals<br>Cafeteria Duty<br>Hall Duty<br>Parent Phone and/or Face-to-Face Conferences<br>Coordinate RESTORATIVE JUSTICE<br>Buses<br>Student Assemblies (Discipline) |
| Riggs, Hannah  | Other          | Testing Coordinator<br>Data Analysis<br>Recruitment Visits of Other Schools<br>Leadership Meetings<br>*Other duties as deemed necessary   |
| Badger, Ricky  | Teacher, ESE   | ESE, MRT/LEA, ESOL<br>SAT/ACT Extended Time<br>Leadership Meetings<br>Student Progression Plan<br>Scheduling<br>*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  | 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 |       |
| 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  | 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    |

| <b>ESSA Federal Index</b>   |     |
|---|-----|
| 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% |
| <b>Subgroup Data</b>  |     |
| <b>Students With Disabilities</b>   |     |
| 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   |
| <b>English Language Learners</b>  |     |
| 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   |
| <b>Native American Students</b>   |     |
| 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   |
| <b>Asian Students</b>   |     |
| 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   |
| <b>Black/African American Students</b>  |     |
| 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   |
| <b>Hispanic Students</b>  |     |
| 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 rationale 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 (flynm@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 (flynm@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 rationale 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.