

A. Philip Randolph Academies

1157 GOLFAIR BLVD, Jacksonville, FL 32209

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

All students at Asa Philip Randolph Academies of Technology High School will graduate with the knowledge and certified skills necessary to be successful in their post secondary educational endeavors, the military, or the workforce.

Provide the school's vision statement

A. Philip Randolph Academies of Technology is a unique high school dedicated to student achievement through rigorous academic and career preparatory programs.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process the school uses to build knowledge and understanding of our students' cultures and build relationships between teachers and students begins with teacher to student conversations. Teachers encourage and accept diversity and create safe classroom environments where students feel comfortable discussing their similarities and differences. Teachers also build relationships by taking the time to learn about individual student's cultures through questioning and by allowing students to write about themselves. This allows teachers to make learning relevant which supports students' backgrounds and cultures.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Resolving conflict is important to creating a safe learning environment. At A. Philip Randolph, students learn effective interpersonal skills to cope in group situations. It is important for students to know how to deescalate conflict, manage it, and resolve it. Safe school planning is an ongoing, comprehensive process which involves the entire community. An Action Plan is in place to ensure that students feel safe and respected before, during, and after school. The following has been implemented:

1. Leadership and administrative support is provided for creating and sustaining a healthy school environment.
 2. A site assessment of the school's physical and social environment has been conducted to determine the school's needs.
 3. A set of measurable goals and objectives of designed activities that are centered on improving the school's physical and social environment has been established
 4. A data collection system for assessing and monitoring the school environment is being used.
 5. Policies and a plan for creating and sustaining a safe school environment that clearly define acceptable and unacceptable school conditions have been developed and enforced.
- We have created an environment where students are respected by adults, and students show respect towards adults by actions and conversations. Administration, security, the school's resource officer, along with teachers, are assigned duty posts to monitor all student activities before and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Discipline is an integral part of instruction and learning. The purpose of the Proactive School-Wide Discipline Plan at A. Philip Randolph is to:

- Establish systematic school-wide structures and procedures for teachers and students that facilitate teaching and learning.
- Encourage student behaviors that enhance the learning environment.
- Minimize student behaviors that inhibit teaching and learning interactions.
- Help students realize that they are responsible for their own actions, will be held accountable for their actions, and understand the consequences of their actions.
- Uphold the values of respecting the dignity and rights of every individual so that an atmosphere of mutual respect and trust can be established and maintained.

A district-wide school of conduct is in place and implemented to ensure minimize distractions to keep students engaged during instructional time. A school-wide discipline plan is also in place to provide step by step processes for teachers to address student behavior in the classroom. Administration reviews the code of conduct with students at the beginning of the year to in order to provide clear expectations for student behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

A. Philip Randolph has three counselors who provide services to all students to meet their social-emotional needs. Counselors meet with students one on one and provide classroom visits to address the needs of students. In addition, a school social worker is also assigned and available as needed to provide services to students. School Counselors have a comprehensive school counseling program to address the academic, personal/social and career needs of all students. One way this is accomplished is through classroom guidance activities with all students.

Major functions of the Guidance program includes but not limited to:

Post-secondary planning: facilitating the preparation and processing of college, scholarship and employment or military service opportunities.

Crisis Intervention Services: includes counseling student in crisis (i.e. suicide prevention, child abuse, pregnancy, substance abuse) and providing assessment and referral to related support services as appropriate.

Student records: preparation of academic schedules and orientation of students to school procedures and learning opportunities. Maintenance of student academic records.

A boys and girls mentoring program has been established to meet the social, academic, and behavior needs of students. On staff mentors are assigned along with community volunteers.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students who are absent five or more days are identified on a bi-weekly basis. Parents are called to address the concern. If absences continue, students are referred to the the school's social worker for follow-up. Tiers have been put in place to reduce suspensions. Students go through restorative justice to resolve conflicts among peers. In-school suspension has been put in place as another tier. A male and female mentoring program has also been established to address behaviors in order to reduce suspensions. Programs such as Curriculum Guide Assessments (CGA), Achieve 3000, Write

to Learn, and DAR, will identify and address student deficiencies in ELA and mathematics. A Reading Interventionist is in place to provide support and services to level one students.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	2	2	2	0	6
One or more suspensions	5	9	4	3	21
Course failure in ELA or Math	18	10	14	2	44
Level 1 on statewide assessment	62	64	0	0	126
	0	0	0	0	
	0	0	0	0	
	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	5	3	7	15

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Four Pillars for Excellent Instruction has been implemented to improve academic achievement and to meet students' needs. They include practices in all classrooms that support the instructional focus, common planning, a coherent schedule with few interruptions, resources used strategically to support the instructional focus, all school personnel engaged in instruction, cluster meetings focused on teaching and learning, and the alignment of school vision with instructional focus. Academic Coaches provide the coaching cycle to teachers as a means to improve instruction as early warning signs are present.

We also look at student work and data in relation to the State Standards to identify students' needs, improve assignments and instruction, assess student progress, and inform professional development. Professional development is based on teachers' and students' needs.

A professional development plan that is developed with and by teachers is driven by data and aligns all activities with the instructional focus; pools all resources; includes ongoing assessment of student learning as an integral part of school life; identifies responsibilities, strategies, and time lines; and evaluates effectiveness of activities

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the African American Male Initiative (AAMI) and the Ladies of Randolph mentoring programs. Both groups meet monthly with parents and students in attendance. We also have the School Advisory Council (SAC), and the CTE Advisory Councils, the school builds and sustains partnerships with local community for the purpose of securing and utilizing resources to support the school and student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lewis, Robert	Principal
Flynn, Mary	Assistant Principal
Wilson, Jamie	Other
Huffman, Martha	Instructional Coach
Lampkin, Eric	Dean
Smith, Sekou	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team:

- Facilitates the development of the School Improvement Plan
- Monitors, assesses and amends the School Improvement Plan
- Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
- Facilitates communication within the professional learning community
- Builds the capacity of the school to address parent and staff concerns
- Builds the capacity of the school to improve in the following areas:

- o High Academic Achievement
- o Effective Educators
- o Adequate Resources and Facilities
- o Safe and Orderly Schools
- o World-Class Service
- o Strong Parent and Community Relations

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Monthly meetings will be held at our school to discuss students and current progress, as well as action plans. The team will review progress monitoring data and identify students who are meeting and not meeting established benchmarks. Based on the data, the team will identify professional development and resources that are needed at each level. The team will collaborate regularly to solve problems, share effective practices, evaluate implementation, and practice new processes and skills. Currently we do not work with other schools in this process, however, we do communicate with other schools for best practices and success stories.

Professional development opportunities for teachers and administrators are made available through the district as well as our own Leadership. Asa Philip Randolph School in conjunction with the DCPS Homeless Education Program work to identify and provide services to students in need. Randolph also will utilize the district's Full Service program and the school's Community in Schools (CIS) liaison to assist with student and family needs. Asa Philip Randolph School in conjunction with the JSO identifies 10 – 20 students per quarter as those who are at risk for violent behavior. The program provides mentoring sessions with the School Resource Officer (SRO). Families are encouraged to apply for Free or Reduced lunch through the DCPS lunch program. In severe cases, families are referred to the Ribault Family Resource Center. Families who have lost their homes are referred to the Ribault Family Resource Center for assistance. Students who have found themselves in a homeless situation are referred to the district Homeless Education Office as well as the Ribault Family Resource Center. Asa Philip Randolph is a fully dedicated Magnet School. It offers students opportunities to participate in six career areas: Health Science, Information Technology, Construction, Cosmetology, Fire Rescue, Criminal Justice and Public Safety. Students are afforded the opportunity to earn state recognized certifications in Cosmetology, Health, and Information Technology. Students are given the opportunity to participate in ASVAB testing to pursue military careers. Students are also directed to FACTS.org for additional assistance. Students participate in internships through their career programs. In addition students have the opportunity to participate in Co-operative Education within these programs. On Job Training (OJT) is offered to EESS students through an onsite district Job Coach.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Franz Wallace	Business/Community
Tia Brown	Teacher
Robert Lewis	Principal
Brandon Mack	Student
Mary Flynn	Education Support Employee
Anita Spencer	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee reviewed and provided feedback on the School Improvement Plan. Each member was given a copy of the plan. During the SAC meeting, the team discussed and agreed on each component of the SIP.

Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school and were involved in the development of the SIP.

Preparation of the school's annual budget and plan

The SAC committee members are provided a copy of the school's annual budget which they review and make recommendations based on the needs of the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Huffman, Martha	Teacher, K-12
Lewis, Robert	Principal
Flynn, Mary	Assistant Principal
Lampkin, Eric	Dean
Wilson, Jamie	Other

Duties

Describe how the LLT promotes literacy within the school

- At least 50% of the student body will reach the 25 book campaign goal and incorporate literacy strategies across the curriculum in addition to the CTE classes.
- The team will focus on a quarterly book club that will meet after school to read and discuss a popular book that will be chosen by the students.
- Students are responsible to read a book each 9 weeks in the ELA classrooms which is part of the classroom curriculum. The purpose is to get students to dig deeper, learn new reading strategies, and begin to appreciate reading.
- Students are involved in literary circles, do group activities and discuss the book in these small group settings. -Literacy week is highly promoted through daily activities and competitions.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our principal used a Zone of Comfort Strategy during preplanning that united the teachers and melted away stress and frustration because he created a safe environment for all of us to admit our weaknesses and strengths without any kind of fear. We could immediately feel a bond between teachers and a strong sense of working together for the common good of the students.

Teachers meet daily for common planning and weekly in PLCs. Meetings are data driven where teachers discuss strategies and best practices for meeting the needs of their students.

MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- PDF monthly Mint learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Description of Strategy

- Provide teachers with common planning within their disciplines
- Teachers are provided with professional development opportunities to implement district initiatives.
- Meet and greet new teachers to acclimate them to our campus
- Professional development featuring workshop model,
- FCIM, Depth of Knowledge, and lesson study
- Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary accommodations are made.
- Bi-weekly PLC meetings by discipline for sharing of best practices and collaboration
- Weekly focused observations with specific feedback on instructional practices and next steps

Also depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based team consists of an administrator, PDF, mentor, and coach. The district MINT specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include subject/grade level, certification, common planning, level of expertise/area of need, additional training in Foundations of Mentoring is valued, and disposition/interpersonal skills. We work hard to pair up our mentee with a mentor that will compliment as well as challenge them.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All novice teachers are paired with available CET certified faculty that have specialties in many areas. This will ensure that all novice teachers become acclimated to Asa Phillip Randolph. Most novice teachers are new to teaching based on their certification requirements. Weekly meetings, monthly meetings, observations, completion of the MINT, and on-going workshops are provided opportunities to improve teaching best practices. Mentors and mentees are encouraged to meet together and request TDE time if necessary. New teachers are encouraged to visit other classrooms to observe what they see, discuss their findings with their mentor, and implement new strategies into their own classroom.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers use the following district led initiatives and best practices to ensure that its core instructional programs and materials are aligned to Florida's standards:

1. Achieve 3000
2. Write to Learn
3. Common Planning/PLCs
4. Writing Across Curriculum
5. Differentiated Instruction
6. CGA's
7. Teacher made assessment
8. EOC
9. iLit
10. SRA Read to Achieve
11. Carnegie Math

All of these programs address the needs of students to support them in reaching and succeeding all Florida standards. We use data from some of the best practices to determine the needs of students for these different programs.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The following strategies have been put in place to meet the diverse needs of students by providing differentiated instruction based on data driven discussions :

Strategy1 – Students will get numerous opportunities to test on computers.

Strategy 2 – Students will get opportunities across the curriculum to respond to text.

Strategy 3 – Students will learn to use the 4 Column Strategy to respond to articles.

Strategy 4 – Students will use the Table of Context Strategy when they read to better comprehend what they read so that when they must respond to the text they have a clearer understanding of what they have read.

Plan to Implement Strategy 1: Throughout the year, students will test on the computer for CGAs, Achieves, and Write to Learn.

Plan to Implement Strategy 2: Throughout the year students will respond to texts in Science, Social Studies, Math, and English. English will also implement Write to Learn to help students become better writers.

Plan to Implement Strategy 3: Teachers will model the Table of Contents strategy during the first two weeks of school, and then give the students numerous opportunities to read articles, using the strategy.

Plan to Implement Strategy 4: Teachers will model the 4 Column Strategy the first two weeks of school and then give the students numerous opportunities to respond to literature using this strategy.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 7,000

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

Strategy Rationale

To increase the number of students who are meeting college readiness standard in reading, writing, math, and ACT/SAT

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lewis, Robert, lewisr1@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The effectiveness of this after school program will be determined by the number of students who attend and how many of them at least make the concordant score on the ACT/SAT to deem the students college ready.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

SOS Transition classes have been developed to support incoming 9th graders in transitioning to high school. Parent Orientation and Open House also provide opportunities for grade levels to meet with teachers and administration individually and collectively to discuss expectations for a successful school year. Teachers provide parents with a syllabus for their content areas and a code of conduct assembly is conducted by grade level to assist with student's gaining an understanding of expectations for student behavior.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Guidance counselors meet with each individual student to ensure their program of study is on track and of their level of interest has not been negatively impacted. Students are encouraged to complete a program of study so that they will acquire industry certifications. Elective classes are career focused. Parents are encouraged to participate in their student's academic planning.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students participate in internships and real world experiences through the career and technical courses. Teachers make cross-curricular connections between the CORE subject areas and the CTE courses. Advisory boards offer students opportunities for additional internships, trainings and job shadows to expose the students to future career expectations.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

1. APR provides opportunities for participation in rigorous courses through dual enrollment and advanced placement.
2. APR career academies provide opportunities to increase job skills and awareness by hands on experiences and job shadowing.
3. APR provides access to preparation courses for SAT and ACT thereby improving scores and opportunities to participate in postsecondary programs.

The school has employed a graduation coach to assist with needs of graduating students. The graduation coach's duties include:

Student Tracking:

- Maintain Access database with all senior students
- Track and find DNE students
- Provide data reports (weekly, bi-weekly, monthly?)
- Maintain college ready and graduation portfolios on all senior students
- Individual Student/ Class meetings
- Track College Ready criteria
- Track Financial Aid registrations (FAFSA)

Testing:

- Disseminate SAT/ACT testing registration and test dates
- Notify students of PERT administration dates
- Monitor PERT Test Administration by Testing Specialist Mrs. Williams

Collaborate:

- With guidance counselors about students' credits.
- With teachers on students' performance.
- With parents on student graduation requirements and Financial Aid registrations.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Strategies for improving student readiness for post secondary level based are, after school tutorials for ACT/SAT prep, and reading and math readiness strategies. Lunch and learn is offered daily for students who need additional support in reading and math. Students meet monthly for Saturday School where ACT/SAT and math and reading readiness strategies are taught. Incentives for students who are post secondary math and reading readiness are provided. The Graduation Coach meets regularly with students and provides process checks on their post secondary readiness status.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase on-time graduates scoring "college ready" in math by 5%.
- G2.** To improve student achievement by increasing the EOCT scores for 11th graders
- G3.** We will increase the number of Level 3s on the Geometry EOC from 39% to 65%.
- G4.** To increase the postsecondary readiness in reading by 5%.
- G5.** 35 % of students will score at or above the passing level on the Florida State Reading Assessment for 2014-15.
- G6.** 70% of all biology students will score a level 3 on the Biology EOC
- G7.** Increase the number of Level 3s on the Algebra EOC from 49% to 55%.
- G8.** With a new writing test being implemented, we would like to maintain our 71%, but our projected goal will be 76% of our students will score a 3.5 or better on the new Florida Writing Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase on-time graduates scoring "college ready" in math by 5%. 1a

G051762

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	55.0

Resources Available to Support the Goal 2

- Achieve 3000
- CGA's
- Teacher made assessment
- ILit
- ACT/SAT Retake class

Targeted Barriers to Achieving the Goal 3

- Students endurance for reading

Plan to Monitor Progress Toward G1. 8

The results from practice ACT/SAT tests and teacher-made tests will be collected and reviewed throughout the year to determine the progress toward the goal.

Person Responsible

Robert Lewis

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The final number of on-time graduates who are "math college ready" will be used to determine if we made the goal.

G2. To improve student achievement by increasing the EOCT scores for 11th graders 1a

G051761

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Lesson Planning
- Classroom Observations (Administrator)
- Safety Nets
- Technology

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

Data from CGAs and teacher made assessments will be reviewed throughout the year to determine progress toward the goal and/or targets

Person Responsible

Mary Flynn

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The quarterly results from the CGAs and the biweekly results from teacher made assessments will be collected to demonstrate whether progress is being made toward the target.

G3. We will increase the number of Level 3s on the Geometry EOC from 39% to 65%. 1a

G051760

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	65.0

Resources Available to Support the Goal 2

- Tutoring
- Student text and workbooks assigned as an extra resource
- Online support for students/parents outside school

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

We will use the results from the CGAs which will be given each quarter. We will also use the results of teacher made tests.

Person Responsible

Sekou Smith

Schedule

Quarterly, from 8/18/2014 to 4/3/2015

Evidence of Completion

Student growth on each CGA and teacher made test will be evidence of progress being made toward the target set.

G4. To increase the postsecondary readiness in reading by 5%. 1a

G051759

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	72.0

Resources Available to Support the Goal 2

- ACT/SAT Retake Class
- Achieve 3000
- ILit
- After School Tutoring

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Data from practice ACT/SAT tests as well as the data from the actual test that many of our students have already taken or will take will be used throughout the year to determine progress toward the goal.

Person Responsible

Mary Flynn

Schedule

Evidence of Completion

The results from the practice ACT/SAT tests will be used to monitor whether progress is being made toward the goal and our final number of reading college ready students will inform us on the progress we are making toward the goal.

G5. 35 % of students will score at or above the passing level on the Florida State Reading Assessment for 2014-15. 1a

G048273

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	49.0

Resources Available to Support the Goal 2

- Technology in the classrooms
- Achieve 3000
- Reading Across the Curriculum
- CGAs
- ILit

Targeted Barriers to Achieving the Goal 3

- Endurance for reading

Plan to Monitor Progress Toward G5. 8

Achieve 3000 data, CGA data, common assessment data, DAR data, Performance Matter's data and Write to Learn data will be used to monitor progress towards meeting goals.

Person Responsible

Robert Lewis

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student proficiency evidence from CGA baseline and CGA 1-4 data will be collected. Student proficiency data on Achieve 3000 data will be collected. Common assessments will also be used to monitor student progress.

G6. 70% of all biology students will score a level 3 on the Biology EOC 1a

G048272

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Print rich resources, i.e. copies of materials used for teaching.
- ESE support.
- Curriculum guides.
- Focus Lessons.
- Common Planning.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G6. 8

We will use the data collected from CGAs and teacher made assessments. This data will drive our instruction and help us determine next steps.

Person Responsible

Robert Lewis

Schedule

Monthly, from 8/18/2014 to 4/3/2015

Evidence of Completion

Quarterly improvement on the CGAs and biweekly improvement on teacher made assessments will be evidence that progress is being made toward the targets set.

G7. Increase the number of Level 3s on the Algebra EOC from 49% to 55%. 1a

G045639

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	46.0

Resources Available to Support the Goal 2

- Tutoring
- Student text and workbooks assigned as an extra resource
- Online support for students/parents outside school

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G7. 8

The results from CGAs and teacher made assessments will be used to drive instruction and determine student growth.

Person Responsible

Sekou Smith

Schedule

Quarterly, from 8/18/2014 to 4/3/2015

Evidence of Completion

Student growth on each CGA and teacher made test will be evidence of progress being made toward the target set.

G8. With a new writing test being implemented, we would like to maintain our 71%, but our projected goal will be 76% of our students will score a 3.5 or better on the new Florida Writing Assessment. 1a

G045640

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	76.0

Resources Available to Support the Goal 2

- Achieve 3000
- Write to Learn
- Writing Across Curriculum
- Differentiated Instruction
- Writing Strategies

Targeted Barriers to Achieving the Goal 3

- New writing test and expectations

Plan to Monitor Progress Toward G8. 8

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

Person Responsible

Mary Flynn

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G5. 35 % of students will score at or above the passing level on the Florida State Reading Assessment for 2014-15. **1**

 G048273

G5.B1 Endurance for reading **2**

 B126426

G5.B1.S1 CGAs **4**

 S142252

Strategy Rationale

Students will get practice in endurance reading each time they take a CGA.

Action Step 1 **5**

The students will have at least two CGAs before the test in April. They will be long passages. Students will get the opportunity to practice endurance.

Person Responsible

Martha Huffman

Schedule

Quarterly, from 8/22/2014 to 4/3/2015

Evidence of Completion

Students should show improvement with each CGA which should be a prediction of success on the Florida State Reading Assessment.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

We will use the data from CGA 1 and CGA 2 as well as the data from teacher made tests to monitor and support the fidelity of implementation.

Person Responsible

Mary Flynn

Schedule

Monthly, from 8/18/2014 to 4/3/2015

Evidence of Completion

We will use the results from the CGAs as well as the results from teacher made tests to demonstrate that the strategy was monitored and implemented with fidelity.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	The students will have at least two CGAs before the test in April. They will be long passages. Students will get the opportunity to practice endurance.	Huffman, Martha	8/22/2014	Students should show improvement with each CGA which should be a prediction of success on the Florida State Reading Assessment.	4/3/2015 quarterly
G1.MA1	The results from practice ACT/SAT tests and teacher-made tests will be collected and reviewed throughout the year to determine the progress toward the goal.	Lewis, Robert	8/18/2014	The final number of on-time graduates who are "math college ready" will be used to determine if we made the goal.	5/29/2015 weekly
G2.MA1	Data from CGAs and teacher made assessments will be reviewed throughout the year to determine progress toward the goal and/or targets	Flynn, Mary	8/18/2014	The quarterly results from the CGAs and the biweekly results from teacher made assessments will be collected to demonstrate whether progress is being made toward the target.	5/29/2015 biweekly
G3.MA1	We will use the results from the CGAs which will be given each quarter. We will also use the results of teacher made tests.	Smith, Sekou	8/18/2014	Student growth on each CGA and teacher made test will be evidence of progress being made toward the target set.	4/3/2015 quarterly
G4.MA1	Data from practice ACT/SAT tests as well as the data from the actual test that many of our students have already taken or will take will be used throughout the year to determine progress toward the goal.	Flynn, Mary		The results from the practice ACT/SAT tests will be used to monitor whether progress is being made toward the goal and our final number of reading college ready students will	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			inform us on the progress we are making toward the goal.		
G5.MA1	Achieve 3000 data, CGA data, common assessment data, DAR data, Performance Matter's data and Write to Learn data will be used to monitor progress towards meeting goals.	Lewis, Robert	8/18/2014	Student proficiency evidence from CGA baseline and CGA 1-4 data will be collected. Student proficiency data on Achieve 3000 data will be collected. Common assessments will also be used to monitor student progress.	6/5/2015 biweekly
G5.B1.S1.MA1	We will use the data from CGA 1 and CGA 2 as well as the data from teacher made tests to monitor and support the fidelity of implementation.	Flynn, Mary	8/18/2014	We will use the results from the CGAs as well as the results from teacher made tests to demonstrate that the strategy was monitored and implemented with fidelity.	4/3/2015 monthly
G6.MA1	We will use the data collected from CGAs and teacher made assessments. This data will drive our instruction and help us determine next steps.	Lewis, Robert	8/18/2014	Quarterly improvement on the CGAs and biweekly improvement on teacher made assessments will be evidence that progress is being made toward the targets set.	4/3/2015 monthly
G7.MA1	The results from CGAs and teacher made assessments will be used to drive instruction and determine student growth.	Smith, Sekou	8/18/2014	Student growth on each CGA and teacher made test will be evidence of progress being made toward the target set.	4/3/2015 quarterly
G8.MA1	Lesson plans will include a list of rigorous questions that teachers have created. Administrators will see examples of rigorous questions being asked and discussed during class. There will be evidence of students using the table of contents strategy to connect to the text.	Flynn, Mary	8/18/2014	If we are focusing on one reading strategy across the curriculum, students should know that strategy and be able to explain it when asked by an administrator. When an administrator looks at lesson plans and/or observes a lesson being taught, their should be rigorous and probing questions being asked with plenty of wait time for the students to ask the questions.	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0