

2007-2008

SCHOOL IMPROVEMENT PLAN

School Name: A. Philip Randolph

School Number: 285

“Imagine the Possibilities”

Date of Public Hearing: _____

Signatures of Approval

Principal: _____

Date: _____

SAC Chair: _____

Date: _____

Cluster Chief: _____

Date: _____

**2007-2008
SCHOOL IMPROVEMENT PLAN**

School Name:
School Number:

2007 School Performance Grade: D

Vision/Mission:

A. Philip A. Philip Randolph Academies of Technology is an academic and career preparatory magnet program that is dedicated to preparing all students through a rigorous curriculum to graduate from high school qualified to complete college level work without remediation or to enter the workplace or the military with the skills necessary to succeed.

School Profile/Demographics:

As of August 31, 2007, the school enrollment for A. Philip Randolph is 966 students; 396 ninth grade students, 266 tenth grade students, 178 eleventh grade students, and 119 twelfth graders. The population consists of 2.2% Asian, 76% Black, 4.4% Hispanic, 2.2 % Mixed, and 16% White. The students who formally receive free or reduced lunch are 33 %.

School Achievement Data:

Links to Florida School Grades, NCLB AYP, FCAT results
2006-2007 Disaggregated Data

School Accountability Report

See next page...

Sch#	School	Type	Board District	Cluster	2007 School Grade Performance										2008 School Grade Performance							
					Reading 3+	Math 3+	Writing 3.5+	Science 3+	Reading Gains	Math Gains	BQ Rdg Gains	BQ Math Gains	Total Points	Grade	Reading 3+	Math 3+	Writing 3.5+	Science 3+	Reading Gains	Math Gains	BQ Rdg Gains	BQ Math Gains
285	A. Philip Randolph	9-12	4	3	27	59	90	33	40	69	47	60	425	D	42	67	92	46	52	75	58	68
Grade History																						
2006	2005	2004	2003	2002	2001	2000	1999															
C	C	D	D	D	C	D	C															

School Match (schools TBD)
Not applicable

Highly Qualified Certified Administrators/High Performance Management
<p>Rhonda Motley, Principal, has six years experience in Administration.</p> <p>Josiah Bartley, Vice Principal, has 22 years experience in Administration.</p> <p>Issa Saleh, Assistant Principal for Curriculum, has three years experience in Administration.</p> <p>Cynthia Grissett, Assistant Principal, has 12 years experience in Administration.</p>

A. Philip Randolph has 40 teachers that hold a Bachelor's degree, 10 teachers that have a Master's degree and two teachers have a PhD. Vivian Sharp, an ELA teacher, is a National Board Certified teacher. A. Philip Randolph also has 10 Career and Technical instructors that hold Bachelor's degrees, certifications and licensures for their profession.

***Recruitment/Retention of Highly Qualified Teachers**

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.

Name	Degree
Ashman, Mark	BA
Auth, Patricia	BA
Beers, Robert	BA
Belcher, Terry	BA
Benson, Zarrin	BA
Boast, Kimberly	BA
Brown, Tia	BA
Bullard, Joseph	BS
Cobb, Bonnie	MS
Collins, Angela	ASN
Collins, Clifton	BA
Combs, Autumn	BA
Dennis, Linda	MA
Eshleman, Mary	MA
Eubanks, Eugene	FL Cert.
Evans, Floyd	FL Cert.
Fauth, Tina	ASN
Frascello, Terrance	BA
Fudge, Richanda	BS
Garellick, Frank	FL Cert.
Harris, Edwina	MA
Harris, Marnitta	BA
Hill, John	BS
Hurley, Kenneth	BA
Ingram, John	BA
Isreal, Freddie	BS
Johnson, Sharon	BS

Name	Degree
Lamba, Dinesh	PhD
Lankford, Amanda	BA
Lawrence, Gregory	BA
Lockett, Marvin	PhD
Love, Lakeshia	BA
Lumb, Jonathan	BA
Mason, Kimberly	BA
McManus, John	3 BS
McNair, Christine	BA
Morgan, Jennifer	BA
Morgan, Sharon	MA
Nickerson, Shirley	ASN
Robinson, George	BA
Salmonsens, Erick	BS
Schick, Brock	BS
Sharp, Vivian	MA
Slappey, Ted	FL Cert.
Smith, Omega	BA
Smith, Sabryna	BA
Stegall-Evans, Cemmerria	MA
Stewart, James	BA
Strand, Michael	BA
Thaxton, Regina	FL Cert.
Thelen, Matthew	BA
Thimbriel, Roberta	MA
Williams, Amelia	BA
Williams, Jacqueline	MA

Jones, Naishanda	BA
Kandi, Joyce	FL Cert.
Klinger, Kelly	MA

Wynn, Carolyn	MA
Zutell, Pamela	BA

*** Staff list** - Please attach a copy of the Staff List in MS Word .doc format only!
 [Name, Area(s) of Certification, Teaching Field(s), Professional or Temporary Certificate, Number of Years Teaching]

ADDITIONAL REQUIREMENTS

School-Wide Improvement Model
<p>Describe the research-based school improvement model at your school. How is this model being implemented and how has it helped student achievement?</p> <p>A. Philip Randolph is using a Standards Based Continuous Improvement Model (CIM). This model was chosen six years ago as part of a small learning communities grant to build a wall to wall academy with small learning communities based on career academy relevant and rigorous curriculum. A. Philip Randolph was selected in 2007 to work with William Daggett and the Florida Association of School Administrators to be in the Secondary School Redesign Initiative (SSRI) to further implement secondary school redesign and develop the small learning community model. Departments and Career Academies meet to discuss the responsibility that all teachers are teachers of Reading. They are given CRISS strategies to help students across the curriculum become better readers. Through the small learning community model, teachers are able to collaborate and share best teaching practices. All classes are standards based, and incoming 9th graders are enrolled in Keystone with College of Ed component from the College Board. All Level 1 and dis-fluent Level 2 students are enrolled in Fast Forward and Read 180. Eleventh and twelfth grade students still needing remediation are enrolled in Strive, and forty “bubble students” (students who are high level 2 and low level 3) are enrolled in AVID (Advancement Via Individual Determination). A. Philip Randolph has been chosen as an EXCEerator Mirror School through the College Board grant. Mirror schools will receive the same resources the cohort schools receive, the only difference is the funding source. As a benefit of being an EXCEerator mirror school, A. Philip Randolph is receiving curriculum for both ELA and Math. Springboard will be the curriculum for all ELA classes’ grades 9-12. In addition Springboard will be a supplement to the CPM curriculum in all Algebra I, Algebra II and Geometry courses. The programs afforded to A. Philip Randolph through EXCEerator will increase rigor and relevance in the ELA and Math curriculums and assist in preparing students for Honors and AP courses. A. Philip Randolph has also increased its AP course offerings this year by five courses.</p>

<p>NCLB Public School Choice – Describe the process used to provide parents with written notification on the academic progress of their child’s school in a format and language parents can easily understand.</p> <p>A. Philip Randolph invites parents to an annual Open House scheduled for September 20, 2007. During Open House the school’s status on the School Accountable Report, which explains how A. Philip Randolph compares in academic achievement to other public schools in the District and explains the Public School Choice options in accordance with the required FDOE timeline, is available for parents to read and ask questions. Parents are also sent progress report letters every quarter, and teachers and administrators make phone calls on an as-needed basis. A. Philip Randolph also sends home monthly newsletters to keep parents aware of student activities and upcoming testing schedules.</p> <p>A. Philip Randolph has an active PTSA and makes every effort to get parents involved in their child’s education by inviting parents to “Parent Night Dinners” throughout the year to help them understand what they can do to help their child achieve in school. There will be “Parents Information Nights” on AVID, Springboard, College Preparatory Math (CPM), and Advanced Placement courses. The Guidance department</p>

also addresses topics such as “The Pupil Progression Plan”, safety nets, grade recovery, and how to apply for financial aid and scholarships. Topics are chosen based on student needs.

Public School Choice Notice to Parents

Attach document (upload online and include in district plan)

Notification of SINI Status (upload online and include in district plan)

Preschool Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs:

Not applicable

Teacher Mentoring

Describe your school’s Teacher Mentoring Program.

A. Philip Randolph utilizes the district Teacher Induction Program (TIP) to help beginning teachers hone their teaching skills by regular meetings and observations with a member of the district Cadre. Beginning teachers are also paired with an experienced teacher in the school to help mentor and advise them throughout the school year. Mentor teachers are in the school building and can observe the beginning teachers and be available for help during the school day. Professional Learning Communities have been established throughout the school according to subject areas and career academies. This allows novice teachers to meet with more experienced teachers to collaborate on lesson planning, common assignments, and scoring of assessments and assignments. Professional Learning Communities meet every other Wednesday during early dismissal time, and novice teachers are exposed to how A. Philip Randolph continuously focuses on elements/targets/goals from the School Improvement Plan to improve our school grade. They learn how to become active participants in making A. Philip Randolph move from good to great.

Extended Learning Opportunities/Safety Nets

The main focus of the safety net program is provided by the classroom teacher. Every teacher has safety net hours posted outside their room and a safety net brochure will be mailed to the home of every student. A. Philip Randolph has various other safety nets in place for students to utilize including but not limited to:

- After school tutoring in the Accelerated Learning Center (ACL) Lab for Credit Recovery
- National Honor Society tutoring during lunch
- After school FCAT Success Program is extended to all students but targets lowest quartile students
- Double blocked Intensive Reading (Fast Forward) and (Read 180)
- Intensive Math
- All 11th & 12th grade students still needing remediation are enrolled in STRIVE
- AVID elective for “bubble” students to help motivate and develop study skills necessary for college
- After school tutoring and remediation for AP students
- FCAT Explorer/Fast Forward/Compass/Odyssey Computer labs
- SAT Prep class after school
- Performance Based Diploma (PBD) classes to help overage students earn diplomas
- Communities in Schools (CIS), a dropout prevention program that offers students academic assistance

- Inclusion of ESE students in all classes and paired with a Learning Strategies teacher
- Mentoring Program will be available for all Level 1 students to receive support in Reading & Math
- Grade Recovery will be addressed to students by their teachers when progress reports are given out
- A. Philip Randolph will create a college-going community by AVID Team Building bi-monthly activities that promote “community” and why going to college will be a life-changing decision

Note: Please refer to the District K-12 Comprehensive Reading Plan – for content related questions.

Schools Graded C or Below (new State requirement, Sec. 1001.42(16)(a), F.S.

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

A. Philip Randolph recognizes that teachers need to provide multiple instructional strategies so that students of different abilities or learning needs experience equally appropriate ways to absorb, use, develop, and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities offered during teachers’ planning periods by the Standards Coach and District Standards Coaches. This year teachers can select from various trainings on multiple intelligences, differentiated instruction, cooperative learning, and CRISS strategies. Professional Development will also discuss using Instructional Technology in the classroom, as well as explore increasing Rigor, Relevance, Relationships in the classroom to get desired Results by utilizing William Daggett’s Secondary School Reform Initiative (SSRI). Professional Development will be offered to all ELA and Math teachers on Springboard which teaches teachers how to build critical thinking skills in Reading, Writing, and Math that leads to success at college level work including Advanced Placement courses. At the first Early Dismissal Professional Development, all teachers were given the most recent data on the summer and spring FCAT scores in Writing, Reading, Math, and Science as well as the 8th grade FCAT scores in Reading and Math for incoming 9th graders. Teachers know how important keeping updated Data Notebooks on their students’ FCAT scores will help them to provide differentiated instruction that will help meet each student’s individual needs. As a SSRI school in the William Daggett Project, teachers will be provided opportunities for learning and applying successful practices for Professional Learning Communities in developing Quad D and rigorous and relevant lessons based on standards. By working in caring small learning communities, teachers receive the necessary training for working with struggling students and learn strategies for helping them improve and make academic progress.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

At our first Early Dismissal Department meeting on August 29, 2007, A. Philip Randolph faculty were given the latest data on incoming students as well as the 2007 summer FCAT Retakes and spring FCAT scores in Writing, Reading, Math, and Science and analyzed this data as a part of our school improvement model. It was agreed that subject/grade level teams will discuss bi-monthly the data results to determine student needs. ELA teachers will use the Springboard assessments to determine students' progress and Math and Science will use the District "Riverdeep" website assessments to be given every three weeks to assure that teachers are all following the learning schedules for Springboard curriculum in Math and Science. The District has created a data system called Academic Interpretation and Data Evaluation (AIDE) as an interactive tool to be used by teachers to keep current on their students' progress. The AIDE data is updated every two weeks, and teachers can determine student performance and identify students' strengths and weaknesses in Writing, Reading, Math, and Science.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress.

A. Philip Randolph students are administered practice assessments in Reading through Springboard learning schedules, and Math and Science will use "Riverdeep" website, as a new District initiative, as assessments will be available every three weeks to monitor student progress in basic concepts in Math and Science. As a participant in the Continuous Improvement Model (CIM) benchmarks mini-assessments in Math and Science are on-going every three weeks through the Springboard Curriculum throughout the school year. Students are also formally and informally assessed by the classroom teacher that is on-going throughout the school year. All of these assessments help teachers monitor students' strengths and weaknesses.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies.

Some of the alternative instructional delivery methods that are used at A. Philip Randolph to support remediation, acceleration, and enrichment strategies include: 1) one-on-one individual teacher instruction, 2) small group instruction, 3) peer tutoring, 4) cooperative learning groups, 5) hands-on instructional activities, 6) computer labs, and 7) differentiated learning based upon students' learning modalities.

Schools Offering Any Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.)

Describe your school’s plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the box below.

For each principle that is not checked, Please address it in the box below.

- Different Innovative Approaches to Instruction (see above box—Alternative Instructional Delivery Model)
- Responsibility of Teaching Reading for Every Teacher (see box School-Wide Improvement Model)
- Quality Professional Development for Teachers and Leaders (see box Teacher Mentoring & Professional Development)
- Small Learning Communities (SLC) (see box School-Wide Improvement Model)
- Intensive Intervention in Reading and Mathematics (see boxes Goal 1: Academic Performance (Reading) & Goal 1: Academic Performance (Mathematics))
- Course Choice Based on Student Goals/Interests/Talent (see box Goal 1: Writing—all 9th grade students are enrolled in Keystone Course to choose a career path and write a “10-year Goal Plan”).
- Master Schedules Based on Student Needs (see box School-Wide Improvement Model)
- Parental Access and Support (see box NCLB Public School Choice & see box “Parental Involvement”)
- Applied and Integrated Courses (see box School-Wide Improvement Model)
- Academic and Career Planning (see box School-Wide Improvement Model)

Schools Offering Primarily Grades 6 through 12 (continued)

The ten guiding principles for Secondary School Redesign have been addressed throughout the 2007-2008 School Improvement Plan as evidence in the above box. A. Philip Randolph is committed to making the following improvements:

1. Struggling students will be enrolled in classes with highly qualified teachers who are trained to use dramatically different, innovative approaches to teaching and learning.
2. Contributions will be made by every academic and career academy teacher to assist in every student’s Reading improvement.
3. Quality Professional Development will be provided to teachers and principals with the tools they need to better serve students.
4. Small learning communities will allow teachers to collaborate and thus help them to personalize instruction to better address student learning styles, strengths, and weaknesses.
5. Intensive intervention in Reading and Mathematics has been put into place for this coming year as safety nets to ensure greater student achievement.
6. Parents will be provided with letters, phone calls, and tips to help monitor their child’s progress in

school.

7. Applied and integrated courses will be implemented to help students see the relationships between the subjects they are taking and how they are relevant to their futures.
8. School will become relevant to students once they choose courses based on their goals, interests, and talents.
9. A. Philip Randolph's Master Schedule will be designed on student needs and adjusted as needed.
10. Students will be engaged in academic and career courses of study that are personally meaningful so they can achieve goals they have set for themselves.

GOALS

Goal 1: Academic Performance (Reading)

District/School Target(s) for All Students in All Curriculum Groups:

- All students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book standard

Needs Assessment:

Did all student subgroups meet AYP targets? No
 Did 50% or more of lower 25% make learning gains? No (47%)
 Did 50% or more make learning gains? No (40%)
 Did the percent proficient increase? No

Data Indicators:

**The 10th grade FCAT Level 1 & 2 Reading scores dropped from 30% proficient to 24%.
 76% of the ninth and tenth grade students are below grade level.**

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

1. Objective:

All students should be at grade level. Specifically to move all students towards grade level, the target objective for Reading is:

- FCAT Reading scores for Levels 1 & 2 for 9th and 10th grade will increase by 35%. Our goal is to continue to make progress towards closing the achievement gap among all students.
- 46% of our minority, economically disadvantaged students and students with disabilities will read at or above grade level as evidenced by a score of level 3 or higher on FCAT Reading.
- All students in 9th and 10th grade will raise their scores on FCAT Reading.
- All students will meet the twenty-five book standard.

Strategies (including timeline)	Lead Person/Team	Resources Needed
1. At least one academic and career academy classroom for each subject area will be standards-based so that other teachers can see first hand what constitutes a "standards-based" model classroom. The Seven Habits of Proficient Readers to be used by all content area teachers will be modeled by the Standards Coach throughout the school year.	Content area teachers/ Academy teachers/ & Standards Coach	SIP Funds District Funds
2. All students will participate in the 25-book Reading standard using school-wide book logs. There will be quarterly Reading Celebrations for students who meet the criteria for quarterly goals.	ELA Teachers, Standards Coach	SIP Funds Media Center, Classroom Libraries District Funds

3. The Literacy Leadership Team will visit ELA classrooms monthly to ensure that the 25-book Reading standard is being monitored by ELA teachers.	Literacy Leadership Team	
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Evaluation/Accountability

- Fast Forward, Read 180, and Springboard will be implemented. The Literacy Leadership team will conduct Focus Walks weekly to monitor the progress of these new district initiatives
- Book logs will be monitored quarterly by ELA teachers to measure school-wide progress towards the 25-book Reading standard. Teachers will factor the 25-book Reading standard as part of a student’s grade in order to “ramp up” Reading for pleasure.
- The school Standards Coach will provide faculty with CRISS strategies to be used by all teachers to help their students make progress in reading comprehension in their content area.
- All Level 1 students will have mentors to help them improve their Reading comprehension in order to raise their FCAT scores
- Media specialist will utilize accountability report in releasing materials and information on circulation and media utilization

<p>2. Objective:</p> <p>All students reading at a Level 2 or lower on the FCAT Reading assessment will show a 52% gain on the 2008 FCAT Reading assessment.</p>		
<p>Strategies (including timeline)</p>	<p>Lead Person/Team</p>	<p>Resources Needed</p>
<p>1. Level 1 and dis-fluent level 2 students will be double blocked in Intensive Reading (Read 180, Fast Forward) classes for emphasis on reading comprehension strategies and critical thinking skills. A/B block scheduling will help students retain reading skills.</p>	<p>ELA teachers Standards Coach</p>	<p>FCAT Reading Scores Springboard Assessments</p>
<p>All ELA classrooms will have mini-libraries for students to checkout during independent reading time and keep book logs to monitor their progress on the</p>	<p>ELA Teachers Standards Coach Medical Specialist</p>	<p>Book Logs, Media Center, Classroom Libraries, and District Funds</p>

25-book Reading Standard		
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Evaluation/Accountability:

Evaluation will be determined by data disaggregated using the Springboard Reading assessments, running records for ELA, and teacher made assessments. During Early Dismissal ELA Department meetings, ELA will compare progress and collaborate on students' progress share their Springboard data with colleagues to monitor progress of student. Accountability will be on making sure assessments are results-focused and data-driven.

Research-Based Program:

FCAT Explorer, Compass/Odyssey, Fast Forward, Read 180, Springboard, and Accelerated Learning Center (ACL) lab are programs that are available to students to support reinforcement of Sunshine State Standards. They are used to provide students, teachers, and parents with hands-on, differentiated safety-net programs, and research supports the use of these programs as effective computer-based learning initiatives.

Professional Development aligned with this objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

Planning: During Early Dismissal meetings and department meeting will provide learning opportunities, collaboration, and instructional strategies to support data-driven instruction.

Delivery: During bi-monthly Early Dismissal days, district and school-based personnel will provide staff with training in using differentiated instructional strategies to help meet the needs of all students.

Follow-up: Standards Coach and school administrative team will monitor classrooms for utilization of strategies learned in Early Dismissal training.

Evaluation: Department teams will provide evidence of the utilization of professional development and strategies learned through the use of student learning logs and teacher progress monitoring for all students by analyzing data notebooks for academic improvement. Accountability will be on making sure assessments are results-focused and data-driven.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	FCAT Explorer, Compass/Odyssey, Read 180, Fast Forward, and Springboard	District Funds	Na
*Research-Based Resource(s) (e.g. websites, assessment tools)	Springboard online AVID online Keystone online FCAT Explorer Fast Forward online Accelerated Reader Quizzes FCAT Test Maker	District Funds SIP Funds	Na
Technology	Computers in classrooms for	District Funds	Na

	Read 180 and Fast Forward labs Long Distance Learning Labs APPLE STRIVE LAB	District Funds SIP Funds	
Professional Development	Intensive Reading training on Fast Forward, Read 180, Compass/Odyssey, and Springboard, AVID & AP Institutes	SIP Funds District Funds	
Other	Reading Celebrations Quarterly	SIP Funds	\$200 per quarter
		Total:	\$800.00

***Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

Professional Development:

- **Five days of Springboard training for all ELA teachers**
- **Five days of AVID training for the AVID team**
- **Four days of training for STRIVE 11th & 12th ELA Intensive Reading teachers**
- **Two days of training for Fast Forward Reading teachers**
- **Two days of training for Read 180 teachers**
- **AP Summer Institute training for ELA teachers**
- **Early Dismissal ELA/Reading Department meetings**
- **SSRI Conference**
- **Experienced teachers are paired with novice teachers and teachers new to the curriculum/subject area to get help with pacing guides and planning**
- **Standards Coach works with all teachers to help them align standards with their curriculum**
- **Keystone Workshop for 9th grade teachers**
- **Compass/Odyssey & FCAT Explorer computer training for ACL computer lab**
- **Planning Periods voluntary Professional Development opportunities**

ELA/Reading Teachers who are teaching out of field:

Kimberly Mason – READ 180, Cermmeria Stagall-Evans – Fast ForWord, Marnita Harris – READ 180 and Brock Schick - STRIVE

Goal 1: Academic Performance (Mathematics)

District/School Target(s) for All Students in All Curriculum Groups:

- All students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All students tested will show at least one year’s growth over the previous year on the FCAT Mathematics Standards component (SSS).

Needs Assessment:

- Did all student subgroups meet AYP targets? No
- Did 50% or more of lower 25% make learning gains? Yes (60%)
- Did 50% or more make learning gains? Yes (69%)
- Did the percent proficient increase? No (decreased by 8%)

Data Indicators:

The FCAT Math score dropped for 10th graders with 65% proficient at Level 3 or above. In 2006, the FCAT Math score was 78% proficient at Level 3 or above. Thirty-five percent of tenth graders and fifty-one percent of ninth graders are at Level 1 and Level 2 and are not proficient.

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

1. Objective:

All students should be at grade level. Specifically to move towards all students to grade level, the target objectives in Mathematics are:

- The FCAT Math Scores for Levels 1 and 2 for 9th and 10th grades will increase 35%.
- Standards and assessments based on reference and research, Math vocabulary, and comprehensive strategies will be used to prepare students for the FCAT Math assessment.
- Thirty percent of the 11th and 12th grade students will pass the FCAT Mathematics Retake test.

Strategies (including timeline)	Lead Person/Team	Resources Needed
The Mathematics Department will develop a diagnostic tool to determine student needs; use data to teach and re-teach. Springboard and CPM initiatives will be utilized. FCAT practice materials will also be used to help students learn the concepts tested on the FCAT Math assessment.	Math Department Chairperson & Math Teachers CPM District Contact Person/Springboard District Contact	CPM training Springboard online FCAT Test Maker FCAT Math supplemental materials
After school class for juniors and seniors that have not passed the FCAT Math Retake assessment to ramp up students for the FCAT Math Retake Assessment administered in February (9/2007 to 1/2008).	Certified Math Teacher	School Improvement Funds to pay teacher’s hourly rate.

Evaluation/Accountability:

- 2008 FCAT Math Test results
- 2007-2008 District Math Benchmark assessments
- Curriculum based course assessments to monitor student progress in Math.
- Springboard Online Diagnostic Reports
- Springboard Online Student Progress Reports

Evaluation/Accountability (continued):

- Monthly observation by Administration and Math Department Chairperson to monitor progress using

<p>Springboard curriculum.</p> <ul style="list-style-type: none"> Math Department will meet on Early Dismissal Professional Development days to monitor student progress and to monitor that all Math teachers are following the pacing guide mandated by the District. Accountability will be on making sure assessments are results-focused and data-driven.
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Planning: Department meetings held bi-monthly during Early Dismissal Wednesdays will review common assessments. Ongoing course specific workshops are attended by designated Math teachers when offered by the District at Schultz Center.</p> <p>Delivery: The Math Department Chairperson will provide Math teachers with training on the use of Math strategies for data driven instruction and differentiated instruction.</p> <p>Follow-up: Math grade level teams will provide individual student targets based on diagnostic needs assessment. Math assessments are ongoing and individual teachers will monitor student progress through student notebooks that reflect the implementation of strategies.</p> <p>Evaluation: During Math Department meetings, review of common assessments for course specific tests, exit exams, and student work using Pearson rubrics will be monitored to make sure performance standards are consistent in all Math classes. Accountability will be on making sure assessments are results-focused and data-driven.</p>

<p>2. Objective: Lower division teams (9th & 10th grade Math teachers) will be organized to assess and analyze data in an effort to target all subgroups that scored at a level 1 or below as measured by the FCAT Math assessment.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Using the AIDE Data and the Springboard (Riverdeep) assessments administered every three weeks, teachers will identify students that Need more individualized attention in Math skills.	Math Department Chair Person and Math teachers	AIDE Data; Springboard (Riverdeep) assessments online
Students scoring at Level 1 or Level 2 on the FCAT Math assessment will be double blocked with Intensive Mathematics. Math teachers will keep Data Notebooks using AIDE data that indicate student strengths and weaknesses and meet weekly with students to monitor their progress and needs.	Vice Principal of Curriculum; Math Department Chair Person and District Math Resource Person	FCAT Math Scores FCCJ & UNF Interns to help classroom teachers to monitor and help students who need individualized help on Math strategies.
<p>Evaluation/Accountability: Student achievement will be evaluated through the Math Department’s common assessments and formative tests. A. Philip Randolph will use the new District Math Springboard (Riverdeep) assessments, FCAT Math Test Maker assessments, and teacher-made assessments to assess student needs and progress in Math. Accountability will be on making sure assessments are results-focused and data-driven.</p>		

<p>Research-Based Program: The College Preparatory Mathematics (CPM) program is research based. Each unit has been field tested and results consistently show that CPM students outperform other students. Springboard is another research based program that has been implemented in Math classes. The goal of Springboard is to help students to be able to do excel in college by preparing students for college level classes by exposing students to the rigors of a college Math curriculum.</p>
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>Planning: Department meetings held bi-monthly and Lower Division Teams will review common assessments. Ongoing course specific workshops are attended by department members.</p>

Delivery: Early Dismissal days, the Math Department Chairperson will explain the use of Math strategies for data driven instruction and differentiated instruction. Teachers will collaborate on strategies they use in the classroom that help students make learning gains.

Professional Development Aligned with this Objective/Learning Communities (continued):

Follow-up: Math Grade Level Teams will provide individual targets based on diagnostic needs assessments. Math assessments are continuous and include the District Springboard (Riverdeep) Assessments, FCAT practice materials, and Teacher-made and informal assessments to reflect the implementation of strategies.

Evaluation: Math Department Chairperson and the District Math Coach will provide review of common assessments. Review of common exams for course specific tests, exits exams, and students work will be monitored and assessed bi-monthly during Math Department meetings. Accountability will be on making sure assessments are results-focused and data-driven.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	College Preparatory Math (CPM) and Springboard	District Funds	Na
*Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Explorer Hotmath.com Mathusee.com	School Improvement Plan (SIP) Funds	
Technology	Computers/software	District Funds	
Professional Development	Intensive Math training, CPM training; & Springboard training	School Improvement Plan (SIP) Funds and District Funds	
Other	Paper Supplies	SIP Funds	\$100.00 per quarter
		Total:	\$400.00

***Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

Professional Development:

- Five days of Springboard training for all Math teachers
- Five days of AVID training for AVID team
- Five days of CPM training for Math teachers
- AP Summer Institute for Math Teachers
- Five days of Intensive Math training for Intensive Math teachers

- **Early Dismissal Math Department Meetings**
- **Experienced teachers are paired with novice teachers and teachers new to the curriculum/subject area to get help with pacing guides and planning**
- **SSRI Conference**
- **Standards Coach works with all teachers to help them align standards with their curriculum**
- **Compass/Odyssey & FCAT Explorer computer training for ACL computer lab**
- **Planning Periods voluntary Professional Development opportunities**

Math Teachers who are teaching out-of-field:

Goal 1: Academic Performance (Writing)

District/School Target(s) for All Students in All Curriculum Groups:

- All students tested will score 4.0 or higher on FCAT Writing.

Needs Assessment:

Did the percent proficient increase? No (90 % of the 10th grade students scored 3.5 or above on the FCAT Writing assessment (2006-2007), which is a 1% decrease from the previous year.

The FCAT Writing Assessment has added a grammar and mechanics multiple choice component to the assessment. ELA 9th and 10th grade teachers will need training to hone their grammar skills so they can help their students achieve on this aspect of the FCAT Writing assessment.

Objective (NCLB requires at least a 1% improvement):

92% of the 10th grade student population will score 4.0 or higher on the FCAT Writing 2007-2008 Assessment.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Provide analysis of the previous year's FCAT and District Writing assessment results to all teachers by the end of the first quarter.	Standards Coach	Current AIDE Data
Encourage all academic and career instructors to include expository and persuasive essays, short and extended response items on all major tests or projects by the end of the first semester.	Administration Standards Coach	District Standard Coach
Maintain a works in progress folder and writing portfolio for all students in 9 th and 10 th grades beginning in August 2007 and continuing until the end of the school year.	ELA Teachers	SIP Funds
Faculty will share Writing Contest opportunities with Students beginning in August 2007 and continuing until the end of the school year.	Faculty Standards Coach	SIP Funds
The day before the FCAT Writing Test all ELA teachers will review the structure of a five-paragraph essay, useful transitional expressions, and the difference between expository and persuasive writing. ELA teachers will also review the grammar and mechanics multiple choice section of the FCAT practice Writing Assessment.	ELA Teachers Standards Coach	2008 FCAT practice Writing assessments provided by the FDOE
All 10 th grade students who receive a six on the Writing portion of the FCAT will receive \$100.00	Standards Coach ELA Teachers	Practice writing assessments

Evaluation/Accountability:

The staff will share the results of the prior year's FCAT Writing assessment so faculty is familiar with the test. The school will celebrate and display exemplary writing in all classrooms. Teachers will use AIDE data to develop data driven writing instruction to assure writing assignments will meet the SSS Writing Standards. The Standards Coach will provide Professional Development to faculty on the multiple choice section of the FCAT Writing assessment so that teachers are aware of what students needs to learn in order to do well on the Writing Plus section. Teachers should review: 1) the steps in the Writing process, 2) using transitional devices, 3) using appropriate support by giving specific details, anecdotes, illustrations, and examples to clarify meaning, and 4) review of conventions which refer to punctuation, capitalization, spelling, usage, and sentence structure. Accountability will be on making sure assessments are results-focused and data-driven.

Research-Based Program:

The school will utilize required rituals, routines, and artifacts to maintain standards-based classrooms. All teachers will encourage students to use steps in the writing process to improve writing skills as well as the use of web sites to improve writing skills, such as FCAT Explorer, Brainchild, Florida Virtual School, Compass/Odyssey, Springboard, Collegboard.com, etc. The FCAT Explorer is also designed to support parents in their efforts to help strengthen the essential skills their child needs in order to compete in a global society.

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

Planning: During Early Dismissal English Language Arts Department meeting, the ELA teachers will compile writing examples of student writing assignments that meet the Florida SSS standards. The examples will include expository and persuasive essays that meet the standard. The ELA teachers will also compile short and extended responses that are found on the FCAT assessments. Career Departments will compile samples of technical writing from all career areas to support common thematic learning units.

Delivery: The Standards Coach will provide the faculty during Professional Development examples of student writing that meets the various writing standards. All teachers will be taught how to use the Pearson scoring rubric for writing that will be used across the curriculum to improve writing in all disciplines. The Pearson scoring rubric is a universal standards based rubric that allows for the evaluation of student work to ensure alignment with standards.

Follow-up: The Standards Coach will supply all instructors with tips and instructions on writing that meets the SSS standards. Teachers will be encouraged to attend workshops provided by the District to improve writing skills and to use differentiated instruction (Readers/Writers Workshop). The faculty will be provided with suggestions for interdisciplinary writing activities. Parents will be provided a handout printed by the FDOE on the elements contained in the FCAT Writing assessment to help them assist their child when doing homework.

Evaluation: All faculty members are encouraged to provide feedback at faculty and department meetings so that everyone is in consensus on what consists quality writing that meets the standard. Student writing portfolios will be checked bi-monthly by Standards Coach to document authentic writing is taking place in all classes.

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Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Pearson Scoring Rubrics	District Funds	
*Research-Based Resource(s) (e.g. websites, assessment tools)	Pearson Rubrics	District Funds	Na
Technology	Florida Virtual School	District Funds	Na
Professional Development	Secondary Schools Reform Initiative (SSRI)	SIP Funds	\$800.00
Other	Writing Contest	SIP Funds Pepsi Funds	\$1000.00
		Total:	

Goal 1: Academic Performance (Science)**District/School Target(s) for All Students in All Curriculum Groups:**

- All students tested will score 3 or higher on FCAT Science.

Needs Assessment:

- **33% of our 11th grade students met high standards (Level 3 or higher) on the 2007 FCAT Science Assessment**
- **67% of our 11th grade students scored below the state mean on the 2007 FCAT Science Assessment**

1. Objective:

The school's average will show an increase of 2 scale points for each subtest on the 2008 FCAT Science Assessment. There will be a 13% increase in the number of 11th grade students meeting high standards on the 2008 FCAT Science Assessment.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Provide a copy of the FCAT Science Standards to all faculty members by 8/31/07 to familiarize them with the strands tested on the FCAT Science Assessment. It will take a team effort to pull up Science scores.	Science Department Chairperson	DCPS Website
Share results of 2007 FCAT Science Assessment at Early Dismissal Science Department meetings and discuss strategies for presenting more rigorous instruction so students are exposed to all Science strands and are better prepared for the FCAT Science Assessment. Identify and implement a connection between the FCAT Science standards, the classroom, and homework assignments within the Science Department by next Early Dismissal Department meeting on 9/12/07.	Science Department Chairperson and Science Teachers	2007 FCAT Science results

Evaluation/Accountability:

Monthly monitoring by the use of focus walks and administrative staff using formal and informal observations of professional development activities, reviewing teacher lesson plans and observing classroom instruction. Accountability will be on making sure assessments are results-focused and data-driven.

Research-Based Program:

Science classes use the Earth Com, Chem Com, and Bio Com curriculum to raise the achievement level of the lowest quartile of our students. CRISS strategies are used to enhance student learning. CRISS employs several concepts drawn from cognitive psychology. Differentiated hands-on learning activities should be implemented by Science teachers to give students the opportunity to experience first hand the concepts being taught.

Science labs should be rigorous and help students learn the Science standards tested on the FCAT Science Assessment. Students should see the real world connection from what they are learning in class.

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

Planning: All teachers in the Science Department will complete training and workshops at the District level for each of the curriculum being used: Earth Com, Bio Com, and Chem Com. As well as CAR-PD training.

Delivery: Textbooks for Earth Com, Bio Com, and Chem Com will be used to help students learn the concepts in Science that will be tested on the FCAT Science assessment. Administration and District Science Coaches will monitor, observe, and assist with the implementation of these courses. Teachers received curriculum modification and updates in District training during pre-planning.

Follow-up: Science and grade level teams will provide individual student targets based on diagnostic needs assessments. Science assessment is continuous, and individual teacher lesson plans will be checked monthly to reflect the implementation of science concept strategies.

Evaluation: Science Department Chairperson and District Science Coach will provide review of common Science assessments to monitor student progress in learning Science SSS standards. Accountability will be on making sure assessments are results-focused and data-driven.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Science classes used the Earth Com, Bio Com, & Chem Com curriculum to raise the achievement level of all students.	District Funds	Na
*Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Science Test Maker	SAI (District Funds)	
Technology	Lab Equipment	District Science Funds	\$1000.00
Professional Development	AP Training	District Funds	

Other	After school Safety Nets	SIP Funds SAI Funds	\$1000.00
		Total:	\$2000.00

***Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

Professional Development:

- **Early Dismissal bi-monthly Science Department meetings**
- **AP Summer Institute for Teachers**
- **District training for new teachers**
- **Experienced teachers are paired with novice teachers and teachers new to the curriculum/subject area to get help with pacing guides and planning**
- **SSRI**
- **Standards Coach works with all teachers to help them align standards with their curriculum**
- **Planning Periods voluntary Professional Development opportunities**

Science teachers who are teaching out-of-field:

***Parental Involvement**

Needs Assessment:

The need is determined by the lack of parental involvement in their child’s education as evidenced by the low attendance at PTSA meetings, Open House, Parents Night events such as AP and College Financial Aid, Career Academy events, extra-curricular activities, low number of Parent conferences, very little response to Student Progress Reports or Academic Improvement Plans, and IEP meetings.

Objective:

There will be a 35 % increase in parental involvement in the above list activities.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Share FCAT test results with parents and what they mean; educate parents about how important it is to be involved in their child’s education because society has become more globally competitive, and it takes everyone’s effort to help students succeed.	Principal, Guidance, PTSA, Faculty, and Motivational Speakers from area community centers	General Fund; Pepsi Fund, PTSA Fund, SIP Fund & Business Partners

Competition among the learning communities in the school to measure PTSA membership. Faculty membership is counted toward the learning communities.		
Offer Parent Night Dinners to inform parent on ways to help their child to be successful in school. Parents need to be involved in their child's education so make Parent Night Dinners friendly occasions where parents are empowered with ways to help their child succeed.	Principal, Guidance, PTSA, Faculty, and Motivational Speakers from area churches and community centers	General Fund; Pepsi Fund, PTSA Fund, SIP Fund, & Business Partners
Evaluation/Accountability: Improvement will be determined by parental involvement as evidenced by sign-in logs and PTSA enrollment and attendance.		

Researched-Based Program
Effective School Model to increase parental involvement through research done by Baldrige's seven key criteria for best practices approach to involving parents in their child's education.
Professional Development Aligned with this Objective PTSA will work with the SAC Committee in the development of Parental Involvement activities to enhance the School Improvement Plan. The PTSA Board will work with the teaching staff and Communities in Schools (CIS) to develop a community outreach plan to help parents take an interest in their child's education.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
Parental Involvement	PTSA, CIS, Teachers, & Administration	PTSA & Business Partners	

***Return On Investment (ROI)**

Note: If you **previously** had "Return on Investment" listed under "Additional Goals", **please copy-and-paste** the information into the newly-required ROI goal fields (listed under "Goals") **before deleting the old ROI goal** (listed under "Additional Goals").

<p>Needs Assessment: The school is supported with District (Magnet), state (Succeed Grants), and federal funds (Perkins). An environment of performance based learning and technology must be created for all students and in all subject areas including rigorous standards relevant to each career academy.</p>		
<p>Objective: Each Career academy will target four middle schools for recruitment and five businesses for students' placement in internship opportunities.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Increase community awareness of A. PHILIP RANDOLPH's academic programs such as AVID and AP/Honors classes and Career Academy certifications and opportunities to complete internships. (August 2007 to June 2008).	Magnet Lead Teachers, Principal, Guidance, & Faculty	District Magnet Funds; Brochures and various advertising modalities; SIP funding
Make community aware of A. PHILIP RANDOLPH's Career Academies and their career opportunities for those students who want to have a career certification to make them more marketable after high school. (August 2007 to June 2008).	Magnet Lead Teachers, Principal, Guidance, Faculty, and Business Partners	District Magnet Funds; Business Partners who discuss their shortage of qualified workforce employees
<p>Evaluation/Accountability: Compare the number of new students entering A. Philip Randolph at the beginning of 2007-2008 school year with the number from the previous year. Survey the new freshman and their parents to determine why they selected A. PHILIP RANDOLPH and their expectations for their child's future career goals. Conduct post graduation survey for placement assessment.</p>		

ADDITIONAL GOALS – Not required by DOE

School Safety and Discipline

<p>Needs Assessment: The School Climate Survey showed a need for improvement in providing for a safe and civil school. 91% of the respondents reported A. PHILIP RANDOLPH was a safe school and cited having a JSO officer on campus as a deterrent against school disruptions. Additionally, there is a need for continuous training of teachers in Foundations and CHAMPS to decrease Code of Conduct violations.</p>
<p>Objective:</p> <ul style="list-style-type: none"> • The number of Class II and Class III Code of Conduct violations will decrease by 15%. • School Climate Survey indicators for safety will show continuous improvement in the overall

approval rating. <ul style="list-style-type: none"> • School Climate Survey indicators for discipline will show continuous improvement in the overall school approval rating. • To increase the number of faculty and staff with positive responses over the previous year in Item 19 on the School Climate Survey (discipline). • To increase the number of parents with positive responses on item number 1 on the School Climate Survey. 		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Administrators will be proactive in resolving student conflicts. The methods of resolving student referrals should be consistent among all academic disciplines as well as career academies. The key to school discipline across the curriculum is consistency. Every student who violates the District School Code of Conduct will receive the same penalty as outlined in the DSCOD.	Career Academy Lead Teachers; Security and Administrators; & Academic Teachers	District support; Principal support, Faculty support, JSO support, and Strengthening Our Students (SOS support) community support
Improve School Climate Survey by implementing the Following: High visibility of Administrators, Teachers, Career Academy Lead Teachers, support staff, and Resource personnel; School-wide implementation of	Principal; House Administrators; Foundations and CHAMPS Teams	Staff; Operating Budget
Evaluation/Accountability: Monthly incident reports are submitted to the High School Cluster office. Monthly administrative debriefing will be held to review the progress of safety and discipline plans at faculty meetings, department meetings, SAC, and PTSA meetings. The number of referrals will be analyzed to determine the effectiveness of Foundations and CHAMPS quarterly. Adjustments to security and staff supervision duties will be made if an area of the school indicates a high number of incidents. Weekly staff meetings will be held to address common classroom management issues. Teachers with a high incident rate will be counseled and receive the appropriate help to improve their classroom strategies management.		
Research-Based Program: CHAMPS/Foundations Training		
Professional Development Aligned with this Objective Safe and Civil Schools		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
	In-house CHAMPS training; Wheelchairs; Two-way radios; golf cart; and copies of Foundation Books for Faculty	School Improvement Funds (SIP) and District Safe Schools Fund	

Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Compass/Odyssey Lab and FCAT Explorer online web site	District Funding	
*Research-Based Resource(s) (e.g. websites, assessment tools)	FCAT Test Maker LDL Equipment	District SAI Succeed Grant	
Technology	LDL Hardware	Succeed Grant	
Professional Development	SSRI State Initiative Early Dismissal Supplies	School Improvement Funds (SIP) Aramark	
Other	Reading Celebrations Additional supplies needed for CPM Writing Contests Marketing/Recruitment Prom AP supplies Red Ribbon Week/Say No to Drugs SAC to retain funds for emergencies	SIP SIP SIP SIP SIP SIP SIP SIP	
		Total:	

SAC Members

<p>*List the names of the SAC members and the groups they represent.</p> <p>Rhonda Motley-Principal Josiah Bartley-Vice Principal Cynthia Grissett-Assistant Principal Mary Eshelman-Standards Coach Constance Coleman-Guidance Joseph Bullard-Performance Based Diploma Program (PBD) Franz Wallace-SAC Chairperson</p>
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Diana Mosley-PTSA Chairperson

SAC Members (continued)

Rev. Larry Lockley-Community Outreach

Karly Yoder-Student Council President

Ryann Alwood-Student Council Vice President

Kathy McFatter-Parent

Implementation Evaluation (Previously: Adequate Progress)

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

Springboard Results

Riverdeep Results

FCAT Results

AP Exam Results

Climate Survey

Fame Survey

Number of FCAT Retakes needed by Juniors and Seniors compared to previous years.

Participation in 25-book Reading campaign

Observations by Administrators and Standards Coach

Graduation Rate

School GPA