

Duval County Public Schools

Charger Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

www.duvalschools.org/chargeracademy

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

Additional Target Support and Improvement (ATSI)

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Charger Academy is to meet the academic needs of all students, by continually motivating and encouraging students to achieve the highest standards in academics, technology, and the arts by creating a climate of excellence that will empower them to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

The vision of Charger Academy is to provide an educational environment that is diverse, differentiated, effective, and rigorous in content, offering a learning experience to our students from a global perspective through the use of technology in order to prepare them to become college and career ready.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Talley, Andrea	Principal	Ms. Talley's primary role and responsibility as principal of Charger Academy is to serve as the campus Instructional Leader. Through ongoing review of data and trends, Ms. Talley is responsible with leading the charge with other campus leaders and work collaboratively to ensure student learning gaps are being addressed.
Dobson, Erica	Assistant Principal	AP of Curriculum and Instruction, Lead Science Team, Lead ESE Team, Lead Guidance Team, Support Mission and Vision of the school. Create master schedule.
Bassett, Monique	Assistant Principal	



The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	9	4	17
Students retained two or more times	0	0	0	0	0	0	12	11	9	32

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	24			25			22		
ELA Learning Gains	38			35			34		
ELA Lowest 25th Percentile	41			30			30		
Math Achievement*	37			31			29		
Math Learning Gains	58			38			40		
Math Lowest 25th Percentile	63			42			40		
Science Achievement*	20			24			21		
Social Studies Achievement*	59			58			52		
Middle School Acceleration	73			86			62		
Graduation Rate									
College and Career Acceleration									
ELP Progress	44			39			27		

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

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2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	3
ELL	45			
AMI				
ASN	62			
BLK	43			
HSP	49			
MUL	45			
PAC				
WHT	48			
FRL	43			

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	24	38	41	37	58	63	20	59	73			44
SWD	13	36	35	14	44	51	10	45				

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
ELL	24	48	41	39	59	60	22	65				44
AMI												
ASN	55	53		65	75							
BLK	19	36	41	31	57	66	16	53	71			
HSP	31	39	30	46	58	65	24	72	81			44
MUL	22	30		46	55		25	90				
PAC												
WHT	33	48	58	43	62	50	29	64				
FRL	22	36	40	34	57	64	17	54	72			37

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	25	35	30	31	38	42	24	58	86			39
SWD	11	29	24	15	30	32	13	25				
ELL	17	29	20	31	48	52	17					39
AMI												
ASN	50	61		55	61							
BLK	20	31	28	26	34	37	16	50	79			
HSP	30	37	20	38	47	48	36	64				30
MUL	47	43		47	43		53	82				
PAC												
WHT	27	41	50	37	39	52	29	68	100			
FRL	25	34	27	29	34	35	23	56	86			35

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	22	34	30	29	40	40	21	52	62			27
SWD	10	27	23	22	32	29	22	39				
ELL	15	29	30	22	48	58	11	35				27
AMI												
ASN	23	38		45	43			36				20

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
BLK	20	32	26	24	38	37	17	52	57			
HSP	28	33	35	31	46	59	15	57				14
MUL	28	38		35	42		15	67				
PAC												
WHT	26	38	37	37	43	36	38	49	65			
FRL	21	31	26	25	38	38	18	48	58			30

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

8th Grade Science showed the lowest performance. Performance in this area continues to trend low for the School. Contributing factors included the following.

*2 Novice Science Teachers (One new to country, One 2nd year teacher)

*High Population of Students in need of Intensive Reading

*Decreased Instructional Time due to Classroom Disruptions

*High number of Students in Classes because only Two 8th Grade Science Teachers

*High number of Students with Attendance Issues

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

Biology showed the most improvement. New Actions taken included the following.

*Double Blocking of Biology Classes

*Supplemental Instruction Provided

*Professional Development to Include PLC, Common Planning, and Summer PD

*Periodic and Systematic Data Analysis to Inform Instruction

*Small Group and Differentiated Instruction

*Utilization of Technology and Supplemental Programs to include Explore Learning, NearPod, etc

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

Performance of Students With Disabilities for ELA and Math Proficiency

High Population of Students with Attendance Issues

High Population of students who received disciplinary referrals

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

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#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Small Group and Supplemental Instruction

- Dean(s) of students will provide restorative justice opportunities utilizing support circles, adult-led

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Based on the 2022 ESSA data, SWD was the lowest performing subgroup on all four indicators. SWD was also the lowest performing subgroup on eight out of nine indicators for 2021 and on seven out of nine indicators for 2019.

Measurable Outcome:

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

Increase learning gains for SWD to minimum of 25%. 30% of SWD will demonstrate at least one year's growth for Lexile levels.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by:

- *Review and analysis of data from FAST PM during PLC
 - *Review and analysis of data from District Monitoring Assessments during PLC
 - *Review and analysis of data from common assessment during Common Planning
 - *Coaching cycle and/or Professional Development to support teachers
 - *Weekly classroom visits by Administration and Coaches
 - *Quarterly Progress Reports on IEP goals
 - *Observe and Track services provided by Support Facilitators, Reading Interventionists, and Math Interventionists
- Monthly Lexile progress monitoring for Exact Path

Person responsible for monitoring outcome:

Paula Young (youngp1@duvalschools.org)

Evidence-based Intervention:

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

- A. Visual Representations – Utilization of concrete, virtual manipulatives, and graphic organizers
- B. Increased Interactive & Indirect Instruction – Utilize discussion and cooperative learning methods to promote critical thinking. Gradual Release of instruction with proper modeling is needed to promote ownership of learning. Utilize computer-assisted instruction to address skill gaps through use of Gizmo, Nearpod, Flocabulary, IXL, Gimkit, and Acaletics.
- C. Promote Metacognition – Incorporate opportunities to activate background knowledge and access prior learning to build connections with new learning. Students track their own data for progress monitoring.
- D. Check for Student Understanding – Utilize formal/informal assessments and questioning to monitor for understanding on consistent basis.
- E. Small Group and Supplemental Instruction – Teachers, Reading and Math Interventionists, and Support Facilitators provide differentiated, small group instruction to address gaps in learning for core classes. Provide supplemental tutoring services as needed. Also, most SWD students are double-blocked for high accountability courses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- A. Visual Representations – Although graphic organizers were used consistently for ELA instruction, additional support with effective use of incorporating writing to demonstrate understanding is needed. Concrete/

virtual manipulatives were not used consistently for math instruction.

B. Increased Interactive & Indirect Instruction –Allowing increased opportunities for discussion and cooperative learning contributes to authentic engagement and promotes critical thinking. SWD need additional modeling

before independent practice.

C. Promote Metacognition – Students were not provided regular opportunities to “think about their thinking”: to develop critical thinking skills. Students struggle to connect/understand concepts without promoting metacognition.

D. Check for Student Understanding – Data points assessing the targeted learning were not collected/analyzed consistently impacting lesson planning. SWD need more frequent checks for understanding to shape learning

experiences.

E. Small Group and Supplemental Instruction – Providing additional time through differentiation, small group, and supplemental tutoring support will assist these students in addressing knowledge/skill gaps.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

- Double block students for instruction in all accountability areas
- Create a plan for support facilitators, paraprofessional, reading and math interventionist, academic coaches to work with classroom teachers to implement small groups and differentiation.

Person Responsible: Erica Dobson (dobsone@duvalschools.org)

By When: By September (After 10 Day Counts and Class Balancing) By Second 9 Weeks

- Identify students to provide targeted instructional support
- Provide sentence frames to promote collaborative conversations relating to the content
- Plan Summer and ongoing professional development for use of graphic organizers, manipulative usage, additional lessons on small group instruction, gradual release, incorporating cooperative learning activities, metacognition, and schema activities.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: Ongoing during sessions for Weekly PLC and Common Planning, Early Release, Planning Days and Summer PD.

- Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies
- Purchase Software License for Gizmo, Nearpod, Flocabulary, IXL, and Gimkit.

Person Responsible: Andrea Talley (talleya@duvalschools.org)

By When: When funds become available

- Implement more visual representations in instruction with graphic organizers, provide class sets of manipulatives kits in math and supplies for other content areas,
- Implement more hands-on activities to engage students in authentic learning experiences.
- Provide Links to free virtual manipulative tools

Person Responsible: Tiffany Hickson (hicksont1@duvalschools.org)

By When: Ongoing during sessions for Weekly PLC and Common Planning, Early Release, Planning Days, and Summer PD.

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

Overall ELA achievement for the 2022 - 2023 school year was 25%. This score is an increase over the 2021-2022 school year showing the highest score since 2016-17. Through intentional planning

Measurable Outcome:

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

Increase overall ELA proficiency to 35% and increase district progress monitoring by 15%.

Monitoring:

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

- Review and analysis of common assessment results and district progress monitoring in PLC and common planning.
- Coaching cycles and/or classroom support as needed.
- Classroom visits by admin and coaches.

Person responsible for monitoring outcome:

Megan Rexroad (rexroadm@duvalschools.org)

Evidence-based Intervention:

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

- Increased Interactive and indirect Instruction - Utilize discussion to facilitate learning. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered. Students are highly involved in reading, inference, text analysis, and writing.
- Experiential Learning – Utilize real-world research and writing to create connections to text and other task-based writings
- Check for Student Understanding – Get multiple data points from students on a regular basis.
- Small Group Instruction - Utilize Teachers, Reading interventionists, Paraprofessionals, and Academic Coaches to provide small group instruction and supplemental tutoring for remediation and enrichment.
- Teacher Support and Development - Provide Summer and ongoing professional development for new and veteran teachers focused on standards analysis, lesson delivery, lesson planning and preparation, data analysis, and development of student relationships.
- Increase Student Reading Time - Incorporate dedicated time in ELA classes for students to read self-selected books.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Utilize collaborative discussion to facilitate the learning process including the discussion of passages and writing.
 - Develop text connections with real-world connections to develop stronger engagement and background knowledge.
 - Analyze data points collected to identify trends and areas of struggle.
 - Increase intentional use of small group instruction to increase proficiency in struggling students and enrichment to higher performing students.
 - Develop teacher's content/ benchmark knowledge, planning, and application of new skills and strategies to promote student learning.
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Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide instructional support and professional development to increase content knowledge, lesson development, effective instructional strategies, and develop positive student relationships.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Implement collaborative activities that encourage discussions relating to the passages and writing activities in the classroom.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Create and implement activities that will develop and connect background knowledge to the assignments in the classroom.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 31, 2024

Utilize various approaches to collecting data to inform instruction, remediation, and enrichment.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Provide professional development on effective implementation of small groups and time in common planning to work with other teachers to plan small group instruction

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Leadership will conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Implement Drop Everything And Read program in the ELA classes.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Utilize manipulatives, Nearpod, IXL, Gimkit, and NewsELA to support student learning and student learning.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Title 1 funds will be utilized to purchase supplemental positions, professional development, for teachers/ staff, academic resources, materials, and supplies.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Achievement for 8th Grade Science was 16% for the 2022 - 2023 school. The achievement for the previous year was 11%. Though the Overall Science achievement improved from 20% to 30%, due to



Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

-Conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.

-Utilize Title I funds to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies

Person Responsible: Andrea Talley (talleya@duvalschools.org)

By When: Ongoing, Weekly When funds become available

- Plan and Implement collaborative activities that encourage discussions of the science content

- Utilize various approaches to collecting data to inform instruction, remediation, and enrichment.

- Implement a pacing calendar for Comp 3 Science.

- Provide professional development on effective implementation of small group and differentiated instruction.

- Common planning to collaborate with other teachers for implementation of effective small group and differentiated instruction and to create common assessments.

Weekly PLC meetings and Coaching Cycle to support teachers with effective instructional delivery

Person Responsible: Tiffany Hickson (hicksont1@duvalschools.org)

By When: Ongoing, Weekly

Create and implement activities such as science fair projects, experiments, and field trips that will develop and connect background knowledge to assignments in the classroom.

Person Responsible: Paula Nixon (nixonp@duvalschools.org)

By When: May 2024

#5. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

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

Achievement for Civics was 66%, which was the same as the State average. Though achievement in Civics has increased, the school has lost 2 of the 3 Civics teachers. One teacher lost was a high-performing teacher for Civics. One position has been filled by a novice teacher, new to the teaching profession. The other position is currently being filled by a long-term substitute.

Measurable Outcome:

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

Increase Civics achievement to 70%.

Monitoring:

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

These practices will be monitored by:

- Review and analysis of data from common assessment in Common Planning.
- Review and analysis of District Monitoring Assessments in PLC meetings
- Providing Weekly PLC's and Coaching Cycles for Professional Development and Collaboration and to support teachers
- Classroom visits by admin and coaches

Person responsible for monitoring outcome:

Monique Bassett (bassettm@duvalschools.org)

Evidence-based Intervention:

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

- A. Increased Interactive & Indirect Instruction - Utilize discussion to facilitate learning. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered. Students are highly involved in reading, inference, make connections to text, communicate, and collaborate.
- B. Experiential Learning – Utilize real-world research and writing to create connections to text and other task-based writings
- C. Check for Student Understanding – Get multiple data points from students on a regular basis.
- D. Small Group Instruction - Utilize Teachers, Reading interventionists, Paraprofessional, and Academic Coaches to provide small group instruction and supplemental tutoring for remediation and enrichment.
- E. Teacher Support and Development - Provide Summer and ongoing professional development for new and veteran teachers focused on standards analysis, lesson delivery, lesson planning and preparation, data analysis, and development of student relationships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- A. Increased Interactive & Indirect Instruction – Utilizing cooperative learning and various engagement strategies to promote discourse and accountable talk involves students as active participants in learning as they read, inference, make connections, and collaborate to develop content knowledge and demonstrate understanding.
- B. Experiential Learning – Providing opportunities to apply research skills and writing for project-based learning allows students to make real-world connections, promotes retention of content, and enables students to translate knowledge in various situations.

- C. Check for Student Understanding – Multiple Data points (summative &/or formative) can be analyzed regularly to inform instructional planning and implementation to support student learning.
- D. Direct Instruction – Effective Direct instruction requires intentional planning and instructional delivery as teachers gradually release responsibility for learning.
- E. Small Group Instruction - Increased and intentional use of small group and differentiated instruction to develop proficiency for struggling learners and provide enrichment to higher performing students

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

- Provide professional development on effective implementation of small group instruction and differentiation to work with other teachers to plan small group instruction.
- Leadership will conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.
- Purchase Software License for Nearpod, Flocabulary, IXL, and Gimkit to support student learning
- Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies

Person Responsible: Andrea Talley (talleya@duvalschools.org)

By When:

Weekly PLC's to provide instructional support and professional development to increase content knowledge, lesson development, effective instructional strategies, and develop positive student relationships.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: Ongoing, Weekly

Provide Weekly Common Planning sessions to:

- Create and implement research activities that will develop background knowledge and allow students to make real-world connections
- Develop Common Assessments and analyze data to inform instructional planning for remediation and enrichment

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: Ongoing, Weekly

Conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.

Person Responsible: Andrea Talley (talleya@duvalschools.org)

By When: Ongoing, Weekly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying

Monthly PBIS team meetings
 Quarterly meetings with teachers for retention purposes
 PD for Deans, School Counselors and Security
 PLCs for paras, clerks, security
 Quarterly celebrations
 Feature Teacher of the Month
 Student Council Grade level teacher of the month

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

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.		