

Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

www.duvalschools.org/chargeracademy

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Middle School 6-8 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 76% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | D | F* | F |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 11/30/2000.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 9 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 13 |
| Ambitious Instruction and Learning | 14 |
| 8-Step Planning and Problem Solving Implementation | 19 |
| Goals Summary | 19 |
| Goals Detail | 19 |
| Action Plan for Improvement | 23 |
| Appendix 1: Implementation Timeline | 35 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 37 |
| Professional Development Opportunities | 37 |
| Technical Assistance Items | 38 |
| Appendix 3: Budget to Support Goals | 38 |

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Charger Academy

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Jefferson Davis Middle School 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.

b. Provide the school's vision statement.

The vision of Jefferson Davis Middle School 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.

2. School Environment

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

In recognition of the achievements and importance of all cultures, Jefferson Davis:

- Hosts school wide Hispanic and Black history month activities
- The school will host a multicultural event in which all cultures are celebrated.
- Female teachers will participate in the Pearls of Perfection mentoring program that targets approximately 50 at risk African-American female youth
- Male teachers will participate in the 5000 Role Model mentoring program that targets approximately 50 at risk African American male youth
- Take 5: Each teacher will take five students from their class/es with behavior challenges and check in with them daily for 5 minutes.
- The school will host the annual Teacher-Student Faculty Game.
- Teachers and Staff will attend at least one (1) home game of a Fall, Winter and Spring school sponsored athletic event
- Open lines of communication will remain between the school counselors, dean of students, and teachers. -
- Teachers and counselors will discuss students with high needs during common planning.

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

Students are able to participate in the following programs/activities:

Before School

- Students are in a supervised assigned area in the cafeteria according to grade level
- Students are dismissed from busses by grade level and under the direct supervision of faculty and administration.

During School

- Structured movement during transition to classes
- School wide Hall Pass system is monitored
- Uniform and ID policy enhances students' safety and structured movement procedures

- Instructional team Rituals and Routines are developed and reviewed
 - Students are selected to participate in Achievers for Life
 - Students meet with Mentors
 - Students making good choices are selected as Student of the Month
- After School
- Students participate in supervised school sponsored athletics
 - Students participate in teacher sponsored clubs
 - Students participate in Team-Up for academic and enrichment support

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

Jefferson Davis Positive Behavior and Intervention Systems (PBIS):

- Quarterly Grade level celebrations/recognitions for:
 1. Fewest Referrals
 2. Fewest Tardiness
 3. Fewest Absences
 - Quarterly Team celebrations/recognitions for:
 1. Fewest Referrals
 2. Fewest Tardiness
 3. Fewest Absences
 - Recognition and celebration of Student of the Month
 - HERO Points will be awarded for on task behaviors, (ie. Home Learning, Class Assignments, Blended Learning Task completion across all content Achieve 3000, IReady, and PENDA.
 - Access to HERO Lounge for students meeting positive behavior criteria.
 - Mental health support specialist will meet with identified students to provide mental health support (AWARE)
 - Active referrals to School Counselor for Truancy intervention
 - Peer mediation and Restorative Justice practices.
- Jefferson Davis' Clear Behavioral Expectations include:
- Each teacher has met with their team to develop a team behavior management system to track interventions with students before writing behavioral referrals
 - Each referral is monitored to ensure that the preventive measures have been used prior to a referral being written.
 - Behavior assemblies by grade level the first week of school to review behavior expectations under the Code of Student Conduct.
 - Training for PBIS and Mental Health support strategies is provided by the district specialist monthly.

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

- The school counselor will play an active role in communicating with the dean and teachers about students with high needs, as well as those students who do not display any special circumstances or needs. Students can be referred to counseling with the school counselor, and the school counselor may refer the student to outside services including Full Service Schools, which provides free mental health counseling, character development, etc. to students and their families.
- The school counselors will implement peer mediation.
- The NVP program will be utilized to meet the needs of students with chronic behavior challenges.
- Young men will be mentored through 5000 role models.
- Young ladies will be mentored through Pearls of Perfection
- Second Step, Social Emotional Learning Curriculum is provided for all students in grades 6-8 through Health and PE classes.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- Jefferson Davis' Early Warning System is a collaborative and coordinated effort with the School Counselors, Dean of Students, Administration, Staff, and Teachers. Any of the listed members can refer a student for consideration for tracking. Any referred student will have an Academic and Behavioral review of past and current occurrences. Students who exhibit:
 - habitually consistent absences (5 in a Quarter) or tardiness (7 or more in a quarter)
 - low grades
 - failure of one (1) or more courses (emphasis on Reading/ELA, Math, and Science)
 - Three (3) Level 1 behavioral referrals
 - Two (2) Level 2 behavioral referrals
 - Level 1 on State-Wide Assessment in Reading or Math

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 67 | 57 | 0 | 0 | 0 | 0 | 186 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 16 | 26 | 0 | 0 | 0 | 0 | 50 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 124 | 126 | 139 | 0 | 0 | 0 | 0 | 389 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 47 | 42 | 0 | 0 | 0 | 0 | 123 |

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

- Level 1 and 2 Students from Statewide Assessment are scheduled into Enrichment Courses for additional strategies and practice
- Positive Behavioral Intervention System adopted by the district that will be implemented to reduce hallway traffic and misbehavior, and increase student effort through a structured reward program
- 5,000 Role Model Mentoring Program will identify struggling African-American male learners who will be paired with successful African-American professionals from the community with the goal of improving academic performance through consistent monitoring
- Pearls of Perfection Program will identify struggling African-American female learners who will be paired with successful African-American professionals from the community with the goal of improving academic performance through consistent monitoring
- Achievers For Life will identify incoming 6th graders in need of services, and will monitor academic performance through collaborative conversations with teachers and administration to promote learning and achievement
- Junior Achievement Mentors after school pairs students with community professionals to encourage

to continue to pursue their goals in life

- Community In Schools after school program uses a combination of academic support (tutoring) and recreation to keep students engaged in the school environment
- The MTSS will meet two times per month; sub groups will meet according to individual RtI/MTSS progress monitoring plans. The team will review universal screening data, current instructional practices, review progress data, identify students who are not meeting academic or behavioral expectations, design intervention plans, review plans, identify professional development needs, and facilitate the problem solving process. The intervention strategies used include but are not limited to;
- Delivers Tier 1 instruction and the first step in the MTSS process
- Students are strategically scheduled by data to ensure proper interventions are provided
- SWD and ELL subgroup students are scheduled in cohorts to ensure adequate educational support, accommodations and progress monitoring is provided in their classes.
- Communicates with parents regarding student data
- Integrates Tier 1, core instruction, materials/instruction with Tier 2/3 activities
- Work with grade level team to support MTSS
- Work with grade level team to support Tier 1 and Tier 2 interventions
- Work with grade level team to complete the required MTSS referral process
- Assists in making data driven decisions about interventions and strategies that support Enrichment Math and Enrichment Reading teachers
- Provide information about Tier 2 instruction for math and reading

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

The school builds and sustains partnerships with the local community by inviting them to parent involvement activities, such as grade level orientations, open house, host Parent Academy Training Session's, Family Nights, Curriculum Nights, Band Parent Meeting, Report Card Nights and SAC meetings. The school also reaches out to local businesses (SAMs, Walmart, Publix, Sonnys, Panera, Applebees, Watson Realty, etc.) for donations to events like teacher planning day breakfast, New Teacher Boot Camp, Student and Teacher of the Month, and student honor roll celebrations. Jefferson will increase Parental Involvement by 5% from 2017-2018.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|---------------------|
| Ache, Laura | Assistant Principal |
| Nixon, Paula | Instructional Coach |
| Brown, Wynnette | Instructional Coach |
| Durham, Teneshia | Assistant Principal |
| Young, Paula | Teacher, K-12 |
| Kizer, Randall | Teacher, K-12 |
| Jackson, Mary | Dean |
| Martin, Abigail | School Counselor |
| Williams, Rebecca | Teacher, ESE |
| Rivers, Marshana | Principal |

b. Duties

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

Each member of the leadership team is charged with the responsibility of over-seeing a subject area. Each member meets weekly with the subject area professional learning community (PLC). During the PLC's, lessons are planned, data is analyzed, student work is analyzed, and standards/benchmarks are unpacked. Also during PLC's, professional development is provided on new or areas of concern according to the school based action plan or identified areas based on classroom walk-throughs. The instructional coaches and administrators meet weekly to debrief and review data for the week to plan for upcoming professional development. Administrators and leadership team also meet weekly to debrief and review data and plan next steps.

- Marshana Bush- Principal - Reading/Language Arts Department and World Languages
- Laura Ache- Assistant Principal of Student Services, Social Studies, Science Departments and Guidance
- Jerome Mosley- Assistant Principal of Curriculum, Math, ESE Departments, Fine Arts
- Paula Young- Dean of Students
- Mary Cohen-Dean of Students
- Randall Kizer- Testing Coordinator and Data Chair
- Wynnette Brown- Math Coach
- Kaffee Campbell- Reading Coach
- Abigail Martin - Counselors, 504 Plans, ELL students, Peer mediation
- Rebecca Williams- ESE Liaison

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

School leadership (administrators) identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes by reviewing the district curriculum guide and assessments. The leadership team also reviews student and teacher data points to assess areas in need of additional resources and support and strategically aligns instructional support as

applicable. The leadership also meets with district staff to review what resources would be best utilized for our students. Data chats with administrators to address support strategies for targeted students (change classes, alternate discipline intervention, parent engagement, etc) and Data chats with teachers to address instructional support and extended learning opportunities (Saturday School, Tutoring, Mentoring) is ongoing.

The administrators and district staff meet, as needed, over the summer to discuss the needs of our school for the upcoming school year. An inventory of resources is maintained by the school bookkeeper, instructional coaches, and administrators. SAI money is used for resources for remediation; Title I money is also used for resources for instruction and professional development; and school improvement money is used for resources to improve student achievement.

Teachers and other instructional support personnel are paid through the general fund, Class Size, or Title I. The testing chair is paid through Title 2 and the reading coach is paid through SAI money.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Lizzy Negrón | Parent |
| Rebecca Williams | Teacher |
| Jude LeConte | Business/Community |
| Jerome Mosley | Education Support Employee |
| Dominique Standifer | Teacher |
| Demetria Kyles | Parent |
| Sheila Harris | Teacher |
| Annette Byrd | Parent |
| Marshana Bush | Principal |
| Pattie Parker | Parent |
| Perkins-Jamenez, Shonda | Business/Community |
| Martha Warren | Parent |
| Cherry Stallworth | Parent |
| Joseph Negrón | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Plan was reviewed during the February 2017 SAC meeting. Ms. Ashby also reviewed the data from the SIP with the SAC members and how it relates to the overall growth of the school.

b. Development of this school improvement plan

The rough draft of the School improvement plan will be presented at the SAC meeting on September 2017. Members were asked to assist in developing the Parent Involvement Plan by offering input on programs and activities to enhance parental support and promote student achievement.

c. Preparation of the school's annual budget and plan

During the September 2017, SAC meeting, the budget will be discussed with the members and any input will be utilized for use in determining SAC's involvement in the school's budget and plan.

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

This year, the funds will be utilized as a hardship fund to assist our students with socio-economic challenges such as purchasing school uniforms, supplies, transportation, and student incentives.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-------------------|---------------------|
| Rivers, Marshana | Principal |
| Nixon, Paula | Instructional Coach |
| Brown, Wynnette | Instructional Coach |
| Young, Paula | Teacher, K-12 |
| Durham, Teneshia | Assistant Principal |
| Ache, Laura | Assistant Principal |
| Williams, Rebecca | Teacher, ESE |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy/data team consists of all administrators, dean of students, all instructional coaches, 2 teacher leaders per subject area, and a community partner(member of SAC). The team meets bi-weekly to analyze data and develop a plan to implement literacy in all content areas, including electives.

School-wide Literacy Plan is as follows:

All subject areas will implement close reading strategies

EQuIP Protocol will be utilized to analyze student work and ensure alignment to standards and Item Specs.

Achieve 3000 will be implemented in Reading/ ELA/ Social Studies and Science classes

Data will be utilized to drive instruction in all content areas

Literacy Week

Literature Circles/Novel Studies

Data Chats

Individualized Professional Development

Targeted Focus Saturday School

Small Group Instruction

Ensure that identified teachers are participating in literacy related professional development

Model effective reading instruction

Encourage reading teachers to earn Reading Endorsement

Students are scheduled in ELA and reading if they scored a level 1 or 2 on the FCAT (below grade level)

Every teacher will contribute to reading improvement:

-Collaborate with all subject area PLC's to promote reading and reading strategies across content areas

-Teachers will incorporate reading strategies in all content areas

-Classroom libraries will be provided in all subject area classes

-Gradual release model instructional lessons (I do, we do, you do) used in all subject areas

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

- The school has been scheduled so that subject area teachers have common planning each day to ensure that collaborative planning and instruction can occur on a daily basis. This minimizes teaching in isolation as teachers meet to plan and share ideas and resources.
- Professional Development sessions are also planned both by content area or school wide as applicable.
- Opening of school activities are planned to encourage team building and enhance a positive working relationship between teachers and staff.

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

Applicants will go through an initial interview with the interview team. This team consists of the principal, assistant principal, coaches, and applicable department chairs. The interview team then contacts the applicant's references and verifies their certification and highly qualified status. Applicant will then return for final interview which may include teaching a class. The team will then decide if the applicant is a good fit for the school at that point.

Our school works to retain new teachers by placing them in the district MINT program. This program pairs new teachers (brand new and new to the school) with a mentor teacher based on content expertise. The new teacher and mentor meet weekly, and the school-based professional development facilitator meets with new teachers monthly.

Our school also conducts a New Teacher Boot Camp for newly recruited teachers. This ensures that new teachers are acclimated to the school before the arrival of students and have an opportunity to meet their colleagues, review the curriculum, set up their classrooms, and receive training on computer programs utilized by the school district.

Administrators and lead teachers participate in a meeting where the new teachers can ask any questions and get answers from the leadership.

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

New teachers also participate in the district's MINT program. Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team. Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior performance evaluation (CAST). Teachers are also tiered based on effectiveness and level of support needed. Instructional coaches provide coaching and modeling as applicable.

Our school-based professional development facilitator has paired each of the new teachers/mentees with a CET trained teacher according to their subject area. The mentees meet with this facilitator once a month to ensure teachers are completing their paperwork and assist with trainings. The administrators recommend trainings to the new teachers based on observations on needed areas of improvement. Each of the mentees will meet with their support mentor once a week. The mentors collect data on their mentees and provide feedback on classroom management, lesson delivery, etc.

The district MINT support activities include:

1. Mentor observation cycles, which new teachers receive formative feedback and targeted coaching
2. New teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
3. PDF monthly MINT learning sessions that focus on identified areas of need
4. Collaborative learning PLC's provide additional layers of support and learning opportunities.

At Jefferson Davis, some of the currently planned activities include the mentees doing focus observations on veteran teachers, pairing mentors and mentees, CHAMPS training, and certification paperwork.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All teachers have access to the district curriculum guides that are aligned to the Florida standards and for 8th grade Science EOC. The instructional materials and programs, such as, Eureka Math, Digits, iReady, Achieve 3000, Expeditionary Learning, On the Record, PENDA, Science Exploration materials, etc are all provided to us from the district and are aligned to the Florida Standards or 8th grade Science EOC. Teams of teachers are also trained in AVID and embed WICOR strategies into the classroom environment.

b. Instructional Strategies

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

The school uses data to identify sub-groups and provide differentiated instruction to meet the diverse needs of students through scheduling students based on their achievement levels. Schedule requirements state that any student who made a level 1 and 2 on the FSA Mathematics Assessment

(lowest 30%) are double blocked in math. Schedule requirements also state that any student who made a level 1 or 2 on the FSA ELA (below grade level) are scheduled in an enrichment reading class and ELA class. All students scheduled in Algebra 1 are scheduled in an enrichment Algebra math class that focuses on remediation in algebraic concepts and skills to be successful on the Algebra I EOC. Joint planning provides opportunity for ESE and general education teachers to develop strategies to use for specific lessons and specific students to assist students having difficulty attaining proficiency. Curriculum vertical planning will take place across all grade levels the last nine weeks of school to ramp up the curriculum and prepare students academically for next year. This will assist in front loading content prerequisite skills and provide a strong foundation of the content for students. Throughout the year we progress monitor student data by conducting Data Summits with all teachers and Data Chats with students. Every year we publish a "Data Points" newsletters for faculty and staff to ensure they reflect on the most current data trends.

Students in target groups are also selected to participate in AVID and placed on the AVID team of teachers. These teachers emphasize WICOR strategies and hold students accountable to the core principals and tenants in core content areas as well as being placed in an AVID class.

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

Strategy: Extended School Day

Minutes added to school year: 225

Communities in Schools sponsors Team Up at our school and they are in operation from September 2017-May 2018 for approximately 4-5 times a week for 75 minutes each day. Team-Up services 80 students per year. TEAM UP will begin after school at 4:20 p.m. and include a sign-in procedure with a double check system ensuring accountability, accuracy of information and safety of all students.

Teachers use the district's curriculum and lesson guides in order to provide a continuation of teaching from what is taught during core classes. They also use the Florida Ready Curriculum, Eureka math, Digits, Achieve 3000, and when applicable, iReady and PENDA The teachers also assist with home learning as time permits.

The core areas for the TEAM UP program are: 1) Academics including homework assistance, remediation and skill building, 2) Cultural Enrichment, 3) Life Skills/Youth Leadership, 4) Social Recreation, 5) Community Service Projects, 6) Parental involvement, 7) Youth Advisory Council.

Strategy Rationale

Students who are attending Team Up will get additional time and support in math and reading to ensure success and increase proficiency in those subject areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jackson, Mary, cohenm@duvalschools.org

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

Daily attendance, progress reports of students to monitor academic performance, ACHIEVE 3000 data to monitor usage and lexile growth in reading. Digits data will also be pulled to provide academic assistance as needed to ensure passing grades

Strategy: Weekend Program

Minutes added to school year: 180

Each year, our school offers Saturday School around January through March to prepare for the Florida Assessment/ 8th grade Science EOC. We plan to offer 10 Saturday School sessions and will provide approximately 3 hours of academic instruction in mathematics, reading, and science. Teachers will provide instruction and remediation on the weakest benchmarks according to the Quarterly Curriculum Guide Assessments. We build our curriculum from resources as provided by the district. The teachers use school-wide strategies such as Cornell Notes, Quick Writes, exit tickets, close reading, and problem-solving methods to reach the students.

Strategy Rationale

Students who are attending Saturday will receive additional time and support in math and reading to ensure success on the FSA and increase proficiency in those subject areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ache, Laura, achel@duvalschools.org

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

Saturday School teachers give exit tickets after each section. Data is collected from teachers to determine if the content was effectively taught. Data is given to the core teachers to continue tracking progress. The students that attend Saturday School regularly will be tracked to compare their scores on the third Quarterly CGA to monitor growth. Florida Assessment data and Science FCAT data will also be collected at the completion of school to gauge effectiveness of the program.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

At the end of their 5th grade school year, students come to the school for a tour and informational session through the school counseling department. The school counselors also visit feeder elementary schools to teach a classroom lesson to help students know what to expect in middle school. This vertical teaming also happens at the high school level. The counselors from the high school come and give 8th graders a classroom lesson/information session about what to expect in high school. The counseling department also does a variety of lessons for 8th graders to prepare them for high school. This includes the career aspect of the 8th grade history curriculum as well as guidance lessons about time management, organization, class selection and the importance of choosing the right courses. A partnership with Junior Achievement also ensures students are exposed to various career paths during career day. College Awareness Week and College of the Month Spotlight are initiatives we have in place to promote awareness and a college going culture.

b. College and Career Readiness

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

Students participate in formulating a 6 year academic plan in grades 6th and 7th through the school counseling department and AVID 6th and 7th grade. 8th graders also complete a 4 year High School Plan and Career Planning in their History classes. Students in all 3 grades complete a Career Assessment Inventory and an individualized plan for future college and career studies. This provides them a guide to the prerequisites for those careers. Students select elective courses each year of middle school with an emphasis on personal choice and direction for areas of interest that align with their individual career assessment inventories. Students learn about elective class choices relating to their career interests as well as classes they may take in high school that relates to their career interests. Junior Achievement has also partnered with the school to provide students with an opportunity to participate in a Career Fair and talk to representatives from various career fields.

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

The school incorporates computer and core courses, as well as career and technology specific courses for students. Students are taught the relationship between core courses, electives and high school academics and college and career readiness as they formulate a 6 year and 4 year educational plan. Career planning is very specific in each grade with discussions on why students are taking core and elective courses and how they relate to the world of work. Students will participate in class discussions and presentations as well as electronic and written plans to demonstrate proficiency in the knowledge of course content and the relationship to the future.

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

School Counselors attend training with the SUSU where the data is reviewed . Counselors and Administrators collaborate and review the data to formulate the master schedule of the school. Courses are developed and enhanced based on the data from the feedback report. Counselors work with teachers to assist with the competency standards based on the Feedback Report and ensure post secondary readiness.

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

School counselors will continue to teach transition to high school curriculum. This will be throughout the school year. Students will be able to select their electives. Students will understand the real world relevance of elective and core classes. Students will understand what is required of them in high school.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we create a responsive and supportive learning environment through understanding our students' cultural diversities, by creating student centered learning, increasing parental involvement, and engaging students in their personal data goal setting, then we will create a safe and civil school that will foster student growth and development.

Strategic Goals Detail

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

G1. If we create a responsive and supportive learning environment through understanding our students' cultural diversities, by creating student centered learning, increasing parental involvement, and engaging students in their personal data goal setting, then we will create a safe and civil school that will foster student growth and development. **1a**

G094488

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| Math Lowest 25% Gains | 60.0 |
| Math Gains | 50.0 |
| ELA/Reading Lowest 25% Gains | 70.0 |
| ELA/Reading Gains | 50.0 |
| FSA ELA Achievement | 75.0 |
| FSA Mathematics Achievement | 75.0 |
| Statewide Science Assessment Achievement | 75.0 |

Targeted Barriers to Achieving the Goal **3**

- Students and teachers have a lack of consistency and follow-through in accomplishing tasks that are aligned to school-wide goals and objectives.
- Negative mindsets and lack of ownership by all stakeholders adversely impact student achievement.
- Due to limited knowledge, teachers underutilize available resources.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Academic coaches
- Positive behavior support system (PBIS)
- Veteran teachers
- Faculty/staff talents
- Mentoring/Achievers for Life
- AVID
- AWARE Grant
- School counselors
- Access to data
- District training
- Technology
- New teacher MINT programs
- Student clubs and organizations
- TEAM Up
- CHAMPS
- Parent center

- UNIFY
- Motivational coach
- Achieve 3000/iReady
- Parents
- SAC
- School-wide events and incentives
- ESE Support
- Supportive Administration
- Professional development
- PTA
- Blackboard
- Security
- Structured movement
- School-wide rituals and routines
- District coaches
- Student mentors
- Tutoring funds
- Title 1 funds
- Meditation

Plan to Monitor Progress Toward G1. 8

PRE/POST assessments, classroom walk-through, and student work will be utilized to monitor the effectiveness in embedding student discourse in lessons and providing timely corrective feedback on student work.

Person Responsible

Marshana Rivers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk-through feedback forms and student work

Plan to Monitor Progress Toward G1. 8

Increase student achievement in all formative and summative assessments.

Person Responsible

Marshana Rivers

Schedule

Monthly, from 8/25/2017 to 6/1/2018

Evidence of Completion

Data reports: iReady, Achieve3000, FSA, Scrimmage results

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we create a responsive and supportive learning environment through understanding our students' cultural diversities, by creating student centered learning, increasing parental involvement, and engaging students in their personal data goal setting, then we will create a safe and civil school that will foster student growth and development. **1**

 G094488

G1.B1 Students and teachers have a lack of consistency and follow-through in accomplishing tasks that are aligned to school-wide goals and objectives. **2**

 B253807

G1.B1.S1 Conduct school-wide quarterly grade audits to determine academic success. **4**

 S268084

Strategy Rationale

Review student Grades and look at their current level of performance.

Action Step 1 **5**

Conduct school-wide quarterly grade audits to determine academic success.

Person Responsible

Teneshia Durham

Schedule

Quarterly, from 10/20/2017 to 6/1/2018

Evidence of Completion

Audit sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Email will be sent to schedule grade audit reviews.

Person Responsible

Marshana Rivers

Schedule

Quarterly, from 10/13/2017 to 6/1/2018

Evidence of Completion

Grade audit sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increase evidence of data-driven instruction in classroom lessons.

Person Responsible

Marshana Rivers

Schedule

On 6/1/2018

Evidence of Completion

Walk-throughs, lesson plans, data chats

G1.B1.S2 Conduct attendance survey of students and teachers to monitor access to instruction. 4

S268085

Strategy Rationale

Monitor attendance reports to determine those students who are absent from school.

Action Step 1 5

Pull weekly attendance reports

Person Responsible

Marshana Rivers

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance Reports from Focus

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance check are conducted.

Person Responsible

Laura Ache

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

FOCUS Reports and AIT meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor attendance reports

Person Responsible

Laura Ache

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance Reports from FOCUS

G1.B1.S3 Facilitate data chats and summits for teachers and students to identify areas of growth and achievement. 4

 S268086

Strategy Rationale

Teachers will conduct data chats with students to ensure that they are aware of their individual progress.

Action Step 1 5

Quarterly review teacher data.

Person Responsible

Marshana Rivers

Schedule

Quarterly, from 9/25/2017 to 5/4/2018

Evidence of Completion

To monitor student mastery of the standards that are being taught.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

DATA Chats

Person Responsible

Marshana Rivers

Schedule

Quarterly, from 9/25/2017 to 6/1/2018

Evidence of Completion

Data chat forms and IPDP documentation in CAST

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Observations

Person Responsible

Marshana Rivers

Schedule

Weekly, from 9/25/2017 to 10/6/2017

Evidence of Completion

Observations, Classroom Walkthroughs, and CAST observations

G1.B2 Negative mindsets and lack of ownership by all stakeholders adversely impact student achievement.

2

B253808

G1.B2.S1 Develop a professional development plan with mindset as a focus. 4

S268087

Strategy Rationale

To improve teachers understanding how to improve teaching and learning of middle school students.

Action Step 1 5

Develop a Professional Development plan with mindset as the focus.

Person Responsible

Laura Ache

Schedule

On 9/29/2017

Evidence of Completion

Calendar of PD aligned to mindset focus.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Calendar will be created with PD opportunities focusing on mindset.

Person Responsible

Laura Ache

Schedule

On 9/29/2017

Evidence of Completion

Calendar of PD

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Calendar will be created with PD opportunities focusing on mindset.

Person Responsible

Laura Ache

Schedule

On 9/29/2017

Evidence of Completion

Calendar of PD

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Decrease student discipline that results in missed instructional time.

Person Responsible

Mary Jackson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data reports

G1.B2.S2 Develop a Positive Behavior Support Plan to increase positive, growth-centered mindset. 4

S268088

Strategy Rationale

To reduce student infractions and time off task to improve academic outcomes.

Action Step 1 5

The PBIS team will create and implement a plan for positive behavior interventions.

Person Responsible

Laura Ache

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Data from FOCUS and Restorative practice documentation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

PBIS team will meet bi-weekly to develop and continually revise the plan and incentives.

Person Responsible

Laura Ache

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

A published plan that is reviewed monthly.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Decrease in discipline referrals.

Person Responsible

Laura Ache

Schedule

Daily, from 8/25/2017 to 6/1/2018

Evidence of Completion

Data reports

G1.B2.S3 Creation of a Community Task Force to create a Community Outreach strategic plan. 4

 S268089

Strategy Rationale

To develop the most effective strategic plan that improves the strategic plan.

Action Step 1 5

A Community Task Force will be established for the creation of a strategic plan for Community Outreach.

Person Responsible

Teneshia Durham

Schedule

On 6/1/2018

Evidence of Completion

Community Task Force Agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

CTF will create and present their Community Outreach Strategic Plan

Person Responsible

Teneshia Durham

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Plan and presentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

CTF will present plan to faculty, staff, and stakeholders

Person Responsible

Teneshia Durham

Schedule

On 6/1/2018

Evidence of Completion

Presentation

G1.B3 Due to limited knowledge, teachers underutilize available resources. 2

B253809

G1.B3.S1 Develop a teacher professional development plan with instructional resource as the focus. 4

S268090

Strategy Rationale

To develop 21st Century practitioners that have an instructional tool kit.

Action Step 1 5

Develop a teacher PD plan with instructional resources as the focus.

Person Responsible

Laura Ache

Schedule

On 11/17/2017

Evidence of Completion

Plan

Action Step 2 5

Develop a teacher PD plan with instructional resources as the focus.

Person Responsible

Laura Ache

Schedule

On 9/29/2017

Evidence of Completion

Plan

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Professional development will be added to the school calendar

Person Responsible

Laura Ache

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Professional development attendance

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Increase utilization of instructional resources.

Person Responsible

Marshana Rivers

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Walk-throughs, data reports, increase in student achievement

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|------------------|-------------------------------|--|------------------------|
| 2018 | | | | | |
| G1.B2.S1.MA1 M381118 | Calendar will be created with PD opportunities focusing on mindset. | Ache, Laura | 8/31/2017 | Calendar of PD | 9/29/2017 one-time |
| G1.B2.S1.MA1 M381119 | Calendar will be created with PD opportunities focusing on mindset. | Ache, Laura | 8/31/2017 | Calendar of PD | 9/29/2017 one-time |
| G1.B2.S1.A1 A356798 | Develop a Professional Development plan with mindset as the focus. | Ache, Laura | 8/31/2017 | Calendar of PD aligned to mindset focus. | 9/29/2017 one-time |
| G1.B3.S1.A2 A356802 | Develop a teacher PD plan with instructional resources as the focus. | Ache, Laura | 8/31/2017 | Plan | 9/29/2017 one-time |
| G1.B1.S3.MA1 M381115 | Observations | Rivers, Marshana | 9/25/2017 | Observations, Classroom Walkthroughs, and CAST observations | 10/6/2017 weekly |
| G1.B3.S1.A1 A356801 | Develop a teacher PD plan with instructional resources as the focus. | Ache, Laura | 8/31/2017 | Plan | 11/17/2017 one-time |
| G1.B1.S3.A1 A356797 | Quarterly review teacher data. | Rivers, Marshana | 9/25/2017 | To monitor student mastery of the standards that are being taught. | 5/4/2018 quarterly |
| G1.MA1 M381126 | PRE/POST assessments, classroom walk-through, and student work will be utilized to monitor the... | Rivers, Marshana | 8/14/2017 | Classroom walk-through feedback forms and student work | 6/1/2018 monthly |
| G1.MA2 M381127 | Increase student achievement in all formative and summative assessments. | Rivers, Marshana | 8/25/2017 | Data reports: iReady, Achieve3000, FSA, Scrimmage results | 6/1/2018 monthly |
| G1.B1.S1.MA1 M381111 | Increase evidence of data-driven instruction in classroom lessons. | Rivers, Marshana | 8/14/2017 | Walk-throughs, lesson plans, data chats | 6/1/2018 one-time |
| G1.B1.S1.MA1 M381112 | Email will be sent to schedule grade audit reviews. | Rivers, Marshana | 10/13/2017 | Grade audit sheets | 6/1/2018 quarterly |
| G1.B1.S1.A1 A356795 | Conduct school-wide quarterly grade audits to determine academic success. | Durham, Teneshia | 10/20/2017 | Audit sheets | 6/1/2018 quarterly |
| G1.B2.S1.MA1 M381117 | Decrease student discipline that results in missed instructional time. | Jackson, Mary | 8/14/2017 | Data reports | 6/1/2018 weekly |
| G1.B3.S1.MA1 M381124 | Increase utilization of instructional resources. | Rivers, Marshana | 9/1/2017 | Walk-throughs, data reports, increase in student achievement | 6/1/2018 monthly |
| G1.B3.S1.MA1 M381125 | Professional development will be added to the school calendar | Ache, Laura | 9/1/2017 | Professional development attendance | 6/1/2018 biweekly |
| G1.B1.S2.MA1 M381113 | Monitor attendance reports | Ache, Laura | 9/1/2017 | Attendance Reports from FOCUS | 6/1/2018 quarterly |
| G1.B1.S2.MA1 M381114 | Attendance check are conducted. | Ache, Laura | 9/1/2017 | FOCUS Reports and AIT meetings | 6/1/2018 monthly |
| G1.B1.S2.A1 A356796 | Pull weekly attendance reports | Rivers, Marshana | 9/1/2017 | Attendance Reports from Focus | 6/1/2018 weekly |
| G1.B2.S2.MA1 M381120 | Decrease in discipline referrals. | Ache, Laura | 8/25/2017 | Data reports | 6/1/2018 daily |
| G1.B2.S2.MA1 M381121 | PBIS team will meet bi-weekly to develop and continually revise the plan and incentives. | Ache, Laura | 9/1/2017 | A published plan that is reviewed monthly. | 6/1/2018 biweekly |
| G1.B2.S2.A1 A356799 | The PBIS team will create and implement a plan for positive behavior interventions. | Ache, Laura | 8/22/2017 | Data from FOCUS and Restorative practice documentation | 6/1/2018 biweekly |

Duval - 2161 - Charger Academy - 2017-18 SIP
Charger Academy

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|------------------|-------------------------------|--|--------------------|
| G1.B1.S3.MA1  M381116 | DATA Chats | Rivers, Marshana | 9/25/2017 | Data chat forms and IPDP documentation in CAST | 6/1/2018 quarterly |
| G1.B2.S3.MA1  M381122 | CTF will present plan to faculty, staff, and stakeholders | Durham, Teneshia | 9/1/2017 | Presentation | 6/1/2018 one-time |
| G1.B2.S3.MA1  M381123 | CTF will create and present their Community Outreach Strategic Plan | Durham, Teneshia | 9/1/2017 | Plan and presentation | 6/1/2018 quarterly |
| G1.B2.S3.A1  A356800 | A Community Task Force will be established for the creation of a strategic plan for Community... | Durham, Teneshia | 8/15/2017 | Community Task Force Agenda | 6/1/2018 one-time |

V. Professional Development Opportunities

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

G1. If we create a responsive and supportive learning environment through understanding our students' cultural diversities, by creating student centered learning, increasing parental involvement, and engaging students in their personal data goal setting, then we will create a safe and civil school that will foster student growth and development.

G1.B1 Students and teachers have a lack of consistency and follow-through in accomplishing tasks that are aligned to school-wide goals and objectives.

G1.B1.S3 Facilitate data chats and summits for teachers and students to identify areas of growth and achievement.

PD Opportunity 1

Quarterly review teacher data.

Facilitator

Ms. Bush

Participants

All faculty members

Schedule

Quarterly, from 9/25/2017 to 5/4/2018

G1.B2 Negative mindsets and lack of ownership by all stakeholders adversely impact student achievement.

G1.B2.S1 Develop a professional development plan with mindset as a focus.

PD Opportunity 1

Develop a Professional Development plan with mindset as the focus.

Facilitator

L. Ache

Participants

Faculty and Staff

Schedule

On 9/29/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|---------------|-------------|---|---------------|
| 1 | G1.B1.S1.A1 | Conduct school-wide quarterly grade audits to determine academic success. | \$0.00 |
| 2 | G1.B1.S2.A1 | Pull weekly attendance reports | \$0.00 |
| 3 | G1.B1.S3.A1 | Quarterly review teacher data. | \$0.00 |
| 4 | G1.B2.S1.A1 | Develop a Professional Development plan with mindset as the focus. | \$0.00 |
| 5 | G1.B2.S2.A1 | The PBIS team will create and implement a plan for positive behavior interventions. | \$0.00 |
| 6 | G1.B2.S3.A1 | A Community Task Force will be established for the creation of a strategic plan for Community Outreach. | \$0.00 |
| 7 | G1.B3.S1.A1 | Develop a teacher PD plan with instructional resources as the focus. | \$0.00 |
| 8 | G1.B3.S1.A2 | Develop a teacher PD plan with instructional resources as the focus. | \$0.00 |
| Total: | | | \$0.00 |