

Duval County Public Schools

# Charger Academy



2020-21 Schoolwide Improvement Plan

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# Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

[www.duvalschools.org/chargeracademy](http://www.duvalschools.org/chargeracademy)

## Demographics

**Principal: Andrea Talley**

Start Date for this Principal: 5/20/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (37%) 2017-18: C (41%) 2016-17: C (48%) 2015-16: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Duval County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2019-20 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">77%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	D	D	C	C

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## Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

#### **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.

#### **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.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Talley, Andrea	Principal	Ms. Talley's primary role and responsibility as principal of Jefferson Davis Middle School 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
Brown, Wynnette	Instructional Coach	Ms. Brown works closely with teachers in math department and provides leadership and directions to classroom teachers as they deliver instruction that aligns with identified standards and framework.
Martin, Michael	Dean	Mr. Martin is new to the campus for 1920 school year. Joining the team with a vast skill set to student discipline and PBIS, Mr. Martin works closely with classroom teachers while providing strategies on how to deal with "challenging" students. Additionally, Mr. Martin monitors student discipline and serves as a campus liaison and district related PBIS initiatives.
Durham, Teneshia	School Counselor	Ms. Durham is responsible for ensuring that school counselors play an active role in classroom guidance lessons while also ensuring students have opportunities for social and emotional needs to be addressed as needed. Ms. Durham and her team also work with students to ensure they meet all academic requirements associated with matriculation through middle school.
Hall, Sabrina	Assistant Principal	Support School Mission and Vision
Dobson, Erica	Assistant Principal	Support School Mission and Vision
Nixon, Paula	Other	Test Coordinator/Reading Interventionist

### Demographic Information

**Principal start date**

Wednesday 5/20/2020, Andrea Talley

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

0

**Demographic Data**



<b>2020-21 Status</b> (per MSID File)	Active
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<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 5/26/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	369	292	325	0	0	0	0	986
Attendance below 90 percent	0	0	0	0	0	0	33	13	37	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	3	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	6	9	30	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	0	0	173	174	184	0	0	0	0	531

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	199	195	195	0	0	0	0	589

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	13	10	17	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	26	17	29	0	0	0	0	72

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	369	292	325	0	0	0	0	986
Attendance below 90 percent	0	0	0	0	0	0	33	13	37	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	3	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	6	9	30	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	0	0	0	173	174	184	0	0	0	0	531

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	199	195	195	0	0	0	0	589

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	13	10	17	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	26	17	29	0	0	0	0	72

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	22%	43%	54%	26%	41%	52%
ELA Learning Gains	34%	49%	54%	40%	48%	54%
ELA Lowest 25th Percentile	30%	45%	47%	39%	43%	44%
Math Achievement	29%	49%	58%	32%	44%	56%
Math Learning Gains	40%	50%	57%	50%	49%	57%
Math Lowest 25th Percentile	40%	47%	51%	49%	46%	50%
Science Achievement	21%	44%	51%	41%	45%	50%
Social Studies Achievement	52%	68%	72%	62%	65%	70%

<b>EWS Indicators as Input Earlier in the Survey</b>				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

**Grade Level Data**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

<b>ELA</b>						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	22%	47%	-25%	54%	-32%
	2018	25%	44%	-19%	52%	-27%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	22%	44%	-22%	52%	-30%
	2018	17%	41%	-24%	51%	-34%
Same Grade Comparison		5%				
Cohort Comparison		-3%				
08	2019	25%	49%	-24%	56%	-31%
	2018	27%	51%	-24%	58%	-31%
Same Grade Comparison		-2%				
Cohort Comparison		8%				

<b>MATH</b>						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	25%	51%	-26%	55%	-30%
	2018	19%	42%	-23%	52%	-33%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	27%	47%	-20%	54%	-27%
	2018	19%	50%	-31%	54%	-35%
Same Grade Comparison		8%				
Cohort Comparison		8%				
08	2019	29%	32%	-3%	46%	-17%
	2018	12%	31%	-19%	45%	-33%
Same Grade Comparison		17%				
Cohort Comparison		10%				

<b>SCIENCE</b>						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	19%	40%	-21%	48%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	26%	44%	-18%	50%	-24%
Same Grade Comparison		-7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	69%	-19%	71%	-21%
2018	90%	84%	6%	71%	19%
Compare		-40%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	57%	9%	61%	5%
2018	78%	61%	17%	62%	16%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	27	23	22	32	29	22	39			
ELL	15	29	30	22	48	58	11	35			
ASN	23	38		45	43			36			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	20	32	26	24	38	37	17	52	57		
HSP	28	33	35	31	46	59	15	57			
MUL	28	38		35	42		15	67			
WHT	26	38	37	37	43	36	38	49	65		
FRL	21	31	26	25	38	38	18	48	58		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	37	37	19	39	43	10	13			
ELL	8	26	39	16	42	33					
ASN	29	40		35	55						
BLK	23	36	39	19	33	37	21	65	67		
HSP	19	38	44	23	36	33	32				
MUL	30	30		32	26		54				
WHT	24	41	43	37	48	58	36	70	85		
FRL	23	37	40	23	36	43	28	71	75		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	34	33	13	43	44	21	29			
ELL	18	42	33	23	37	30					
ASN	53	50		47	50						
BLK	19	36	36	28	50	50	35	61	93		
HSP	27	42	32	34	49	33	36	47			
MUL	38	52		39	63			75			
WHT	38	49	47	43	46	61	64	63			
FRL	24	38	38	30	48	48	34	58	90		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	357
Total Components for the Federal Index	10
Percent Tested	98%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	34
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

- Science achievement performed the lowest. Science achievement decreased by 6 points.
- Lack/absence of PLC's to revisit instructional expectation
- Lack of Science Coach
- Lack/absence of Instructional Walk-Throughs
- Increased substitutes on campus
- Increased vacancies and teacher absence
- Increased teacher class coverage during planning

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

- Social Studies Studies achievement (18 points)
- Student schedule placement the previous year into Civics
- Students inappropriately scheduled for first three months of school
- Multiple preps scheduled into the same class period
- Lack/absence of PLC's to revisit instructional expectation
- Lack of Instructional Coach
- Lack/absence of Instructional Walk-Throughs
- Increased substitutes on campus
- Increased vacancies and teacher absence
- Increased teacher class coverage during planning

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**



English Language Arts achievement

- Literacy Coach became full-time classroom teacher
- Lack instructional support
- Lack/absence of PLC's to revisit instructional expectation
- Lack/absence of Instructional Walk-Throughs
- Increased substitutes on campus
- Increased vacancies and teacher absence
- Increased teacher class coverage during planning

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

Mathematics achievement increased from 24% in 18-19 to 29% in 19-20.

- Focused PLC time
- Coach supporting, modeling, and planning with classroom teacher
- Pullouts for students (standards not mastered)
- Increased focus on student deficits
- Math department was fully staffed (only content area without a vacancy for the 18-19 school year)
- District support provided via Mr. Wiggs
- Intense coaching cycle and strategic planning

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

ELL students (PD for teachers to incorporate learning strategies, ELL students properly and appropriately scheduled)

Minority students (Asians, African-Americans, Hispanic, and Multiracial students)- large percentage of non-proficient students as well as students who are not showing an increase in learning gains

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increasing Student Learning Gains across the four content areas
2. Intense coaching cycles and strategic planning
3. Focused and data-driven PLCs
4. Focused, relevant, and intentional PD for teachers
5. Building that is fully staffed with certificated teachers.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.

**Measurable Outcome:** Proficiency - 27%  
Learning Gains -39%  
LPQ - 35%

**Person responsible for monitoring outcome:** Paula Nixon (nixonp@duvalschools.org)

**Evidence-based Strategy:**

- Common Planning with the Literacy Coach to support teachers and students to ensure student achievement.
- Hire an ELA teacher to ensure student achievement across grade levels.
- Purchase additional resources to enhance learning opportunities for increased student achievement.
- Train support personnel
- Hire paraprofessionals to push-in and pull-out students who aren't showing mastery of standards
- Train instructional staff on utilization of additional resources.

**Rationale for Evidence-based Strategy:**

- Align Reading strategies to cross-curricular core (specifically Science). This will assist student performance in the area of decoding non-fiction in addition to other literacy concepts.
- School-wide focused note-taking system. This will assist student performance in the area of increase focused study habits.
- Achieve 3000 Science and I-Ready will serve as a supplemental resources for students during the After School program. In turn, this interactive student engagement supplement will assist in ensuring student performance in the area of Science.

**Action Steps to Implement**

1. Review Achieve and I-Ready data bi-weekly with Literacy Coach and classroom teachers.
2. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
3. Analyze Baseline and Mid-Year data
4. Fidelity checks on training and implementation.
5. Title I funds will be utilized to fund the Reading Interventionst position as a layer of additional support to the Reading Coach, teachers, and students to ensure student achievemet increase.

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

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency progress.

**Measurable Outcome:** Proficiency - 34%  
Learning Gains - 43%  
LPQ - 43%

**Person responsible for monitoring outcome:** Wynnette Brown (brownw4@duvalschools.org)

**Evidence-based Strategy:**  
-Hire Math Interventionist as an addition to support the Math Coach, teachers and students to ensure student achievement increases.  
-Hire a Math Teacher for the Intensive Math Program (Math 180) for extra support to students.  
-Purchase additional resources to enhance learning opportunities for increased student achievement.  
-Acaletics will be utilized to improve the academic achievement of students and close existing achievement gaps.

**Rationale for Evidence-based Strategy:**  
-Train support personnel.  
-Train instructional staff on the utilization of additional resources.

**Action Steps to Implement**

1. Review I-Ready data bi-weekly with Math Coach and classroom teachers.
2. Review data from Math 180 program (Intensive Math).
3. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
4. Fidelity checks on training and implementation.
5. Coaching cycle with teachers and Math Coach (Pre-conference, modeling, and feedback).

**Person Responsible:** Sabrina Hall (halls3@duvalschools.org)

**#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Based on data, we need to ensure connections are being made among faculty, staff, and students so that they are moving in the same direction, through common vision, practices and effective systems. To further expose students to examples of positive behavior and management strategies and character traits that support a governed community, students will have an opportunity to interact (both at school and in their official work places) with various public and civic professionals. Target field trip experiences will be incorporated to further support real world connections to the lecture series and student classrooms.

**Measurable Outcome:** Decrease students referred to alternative school and SESIR incidents by 26%/

**Person responsible for monitoring outcome:** Erica Dobson (dobsone@duvalschools.org)

**Evidence-based Strategy:**

- Hire additional personnel to support teachers and students to ensure an increase in culture and climate incidents that align with school goals, vision, and practices.
- Partner with community leaders, both civics and governed officials to provide real world connection lecture series as well as identify other experiential learning events (student field trips) that further supports deepening students background knowledge of governed community.
- Implementation of a PBIS plan to provide incentives to reward students for positive behaviors.

**Rationale for Evidence-based Strategy:**

- Provide real time examples of positive behaviors that support a positive community environment. Such events may include visits to juvenile courts, mayor's office, IMAX movies that support the theme of lecture series, and other city/government locations that support character traits necessary for productive members in a community environment.
- Provide students with opportunities to be rewarded for positive behavior supports and interventions to increase positive behaviors in the school.

**Action Steps to Implement**

1. Review school discipline bi-weekly with data coach, administration, deans and classroom teachers.
2. Administration will conduct walk-throughs to collect and analyze observational data related to culture and climate.
3. Fidelity check on training and implementation.
4. Student reflection journals and increase student participation in school climate and community planning through self governance.
5. Policies promoting social, emotional, knowledge and engagement to address barriers to learning and teaching in order to reengage students.

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

**#4. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.

**Measurable Outcome:** Proficiency - 21%

**Person responsible for monitoring outcome:** Erica Dobson (dobsone@duvalschools.org)

**Evidence-based Strategy:**  
 -Hire additional personnel to support teachers and students to ensure student achievement increases.  
 -Hire Science Coach to support teacher needs.  
 -Addition of two cohorts of the Biology curriculum.

**Rationale for Evidence-based Strategy:**  
 -Train support personnel.  
 -Train instructional staff on utilization of additional resources.  
 -Addition of the Biology curriculum will serve as a continuation of the Comprehensive Science 1-3 curriculum and provide a range of learning experiences through which students develop the necessary scientific knowledge and understanding, skills and processes.

**Action Steps to Implement**

1. Review data bi-weekly with Science Coach.
2. Utilization of Penda Learning as well as Achieve 3000 Science to track data.
3. Implementation of Data Chats for (Coach to Teacher, Teacher to Student).
4. Administration and Coach to conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
5. Fidelity checks on training and implementation.
6. The purchase and utilization of Gizmos with Title I funds will provide a supplemental curriculum for Science in order to increase student achievement.

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

**#5. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:**

To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Mentoring Principal on special assignment, who will serve as a mentoring and coaching partner to a new/novice principal assigned to a differentiated accountability school. This peer mentoring principal will provide an additional layer of administrative and instructional support in research based strategies and best practices for cultivating an instructional team of teachers by: guidance with creating data driven academic leadership teams and teacher PLC's that create systemic and transformational change, and support best practices for supporting and guiding staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.

**Measurable Outcome:**

Increase of an additional layer of support to transform daily instructional practices.

**Person responsible for monitoring outcome:**

Andrea Talley (talleya@duvalschools.org)

**Evidence-based Strategy:**

-Implement training of effective use and application of instructional strategies, support and coaching that will ensure continuous improvement and deliberate job-embedded plans to develop instructional leaders and increase overall student achievement.

**Rationale for Evidence-based Strategy:**

-To build capacity through the cultivation of all Professional Learning Communities.  
 -Ensures the alignment of rigorous curricula, research based practices in instruction, and formative and summative assessment approaches through coaching and training.  
 -Promotes the collaborative creation, monitoring, and refinement of short and long term school improvement plans through consistent monitoring.

**Action Steps to Implement**

1. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
2. Facilitates professional learning opportunities that lead to increased student achievement.
3. Develops internal leaders and nurtures an environment of distributed leadership, collective responsibility, and collaborative decision making.
4. Implementation of individual capacity of the staff through differentiated supervision, coaching, feedback, and evaluation practices.
5. Monitors systems to inform instruction and intervention at the teacher and school site level.

**Person Responsible**

Andrea Talley (talleya@duvalschools.org)

**#6. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. They will also assist teachers of students who are in a state assessed grade and/or course and provide content teachers with direct instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve as Assistant Principal grade level for ELA, Math, and Science Learning Communities. Monitors the success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support and promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth.

**Measurable Outcome:** Increase the level of rigor through standards based instruction in classrooms by 25%.

**Person responsible for monitoring outcome:** Andrea Talley (talleya@duvalschools.org)

**Evidence-based Strategy:** -Provide coaching in research based, core classroom instructional strategies that build students' higher order thinking skills.  
-Providing teachers with developmental expertise in releasing autonomy to students, creating a student centered pedagogy.

**Rationale for Evidence-based Strategy:** -Provide diagnostic walk-throughs with administration to gain insight and actionable data to measure the level of rigor in classrooms in order to provide support and ensure implementation.

**Action Steps to Implement**

1. Standards based instructional strategies to increase rigor.
2. Standards based planning and peer collaboration to increase learning expectations.
3. Leveraging real time data for reflection and action.
4. Ongoing support and implementation to ensure alignment of curriculum and instruction.
5. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.

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

**#7. Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale:** Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency and progress.

**Measurable Outcome:** Proficiency - 57% (Civics)

**Person responsible for monitoring outcome:** Andrea Talley (talleya@duvalschools.org)

**Evidence-based Strategy:**

- Literacy Coach used to support teachers and students to ensure student achievement.
- Purchase additional resources to enhance learning opportunities for increased student achievement.
- Hire a Social Studies teacher to ensure student achievement across grade levels.
- Train support personnel.
- Train instructional staff on utilization of additional resources.
- Monitor implementation of training to ensure fidelity.

**Rationale for Evidence-based Strategy:**

- Align Reading strategies to cross-curricular core (specifically Social Studies and Civics). This will assist student performance in the area of decoding in addition to other literary concepts.
- School-wide Focused note-taking system. This will assist student performance in the area of increased focused study habits.

**Action Steps to Implement**

1. Analyze Baseline and Mid-year Data.
2. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
3. Fidelity checks on training and implementation.
4. Monitor use of School-wide focused note-taking system to ensure fidelity.
5. Common planning to allow for collaboration.

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



**#8. Leadership specifically relating to Managing Accountability Systems**

**Area of Focus Description and Rationale:** AVID (Advanced Via Individual Determination) - Based on data, we need to ensure connections are being made among quality planning, quality instruction, and desired outcomes with teachers. The data shows that we fell short of predicted proficiency progress. Students will focus on organization and study skills, and become masters at focused note-taking in order to reflect upon notes to prepare for formal and informal assessments.

**Measurable Outcome:** Overall decrease in levels 1's and 2's and an increase in the amount of proficient students.

**Person responsible for monitoring outcome:** Sabrina Hall (halls3@duvalschools.org)

**Evidence-based Strategy:** -AVID Coordinator and AVID elective teachers (total of 2).  
- AVID site team (consisting of teachers, deans, department heads, coaches, and administrators).  
-AVID school wide strategies - binders, WICOR strategies, and focused note taking.

**Rationale for Evidence-based Strategy:** -School-wide Focused note-taking system. This will assist student performance in the area of increased focused study habits.  
-Use of binders for all classes, one binder to house all subject area notes, handouts, etc.

**Action Steps to Implement**

1. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
2. Fidelity checks on training and implementation.
3. Monitor use of School-wide focused note-taking systems to ensure fidelity.
4. AVID binder check list for administrative use during walk-throughs to ensure implementation and fidelity.

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

**#9. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** To ensure students develop mastery of the standards through activities aligned with the teacher's stated learning objectives. This will assure that desired outcomes in all subject areas will be achieved.

**Measurable Outcome:** By the end of the 1st 9 weeks, 85% of the veteran teachers' and 50% of the new teachers' lesson plan's learning tasks will be aligned to the standards.

**Person responsible for monitoring outcome:** Andrea Talley (talleya@duvalschools.org)

**Evidence-based Strategy:** - Unpack standards to develop a clear understanding of the components of the standards and item specifications.  
- Analyze student capacity of the standard through pretest and previous unit outcomes.

**Rationale for Evidence-based Strategy:** Creating a systematic approach to task/objective alignment assists teachers in the continued process of sustainable growth for both teachers and students.

**Action Steps to Implement**

- Unpack standards and item specifications for each standard in each subject area in PLC and or grade level planning time

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

-- Understand the levels of the Achievement Level Descriptors (ALD) for each standard addressed

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

- Discuss how the standards integrate with other standards of the subject

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

- Create strong learning objective aligned with standard and Item Specifications

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

- Design learning activities that deepen students' understanding of the standard and how the standard can be used in conjunction with other standards.

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

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

To increase the PTSA (Parent Teacher Student Association) from 3% to 5% by:

- promoting PTSA membership drive
- developing at least three no more than five school sponsored events throughout the school year
- encouraging school uniform policy
- providing a parent compact to all students

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$199,459.78</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	1.0	\$43,146.00
		<i>Notes: *Supplemental Math Teacher - This line item is for a standard middle school classroom teaching position that is being requested to supplement the district's standard allocation allotted to the school. The qualifications for the position, as with all teacher's requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position is not a new position, last year, the school had this position, but was unable to fill it. We do have a candidate for the position. This position will be funded 100% through UniSIG.</i>				
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG		\$43,146.00
		<i>Notes: *Math Interventionist - This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students for small group instruction. This position's qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identify students will receive assistance in reaching proficient common core skills. This position is not a new position, last year, the school had this position, but was unable to fill it. We do have a candidate for the position. This position will be funded 100% through UniSIG.</i>				

	5100	510-Supplies	2161 - Charger Academy	UniSIG		\$80,607.24
			<i>Notes: ACALETICS MATERIALS used as supplemental materials for grades 6-8 for math instruction. The attached quoted reflect the cost as follows: (97) 8th grade Algebra ACALETIC's Student/Teacher Supplementary materials packs @ a total cost of \$5,466.24 (1242) 6th - 8th Grade ACALETICS Math Student/Teacher Supplementary material packets @ \$54 (+ s/h estimated @ 10%) = \$75,141.00</i>			
	5100	310-Professional and Technical Services	2161 - Charger Academy	UniSIG		\$900.00
			<i>Notes: Substitute for Math Teacher in the event the teacher is absent. The substitute cost per day is \$125.</i>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$4,314.60
			<i>Notes: Supplemental Math Teacher Benefit Retirement at 10.00%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$3,300.67
			<i>Notes: Supplemental Math Teacher Benefit Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$7,567.81
			<i>Notes: Supplemental Math Teacher Benefit Group Health at 17.54%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$8.63
			<i>Notes: Supplemental Math Teacher Benefit Life Insurance at .02%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$405.57
			<i>Notes: Supplemental Math Teacher Benefit Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$232.99
			<i>Notes: Supplemental Math Teacher Benefit Benefits Flex Medical at .54%</i>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$4,314.60
			<i>Notes: Math Interventionist Benefit Retirement at 10.00%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$3,300.67
			<i>Notes: Math Interventionist Benefit Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$7,567.81
			<i>Notes: Math Interventionist Benefit Group Health at 17.54%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$8.63
			<i>Notes: Math Interventionist Benefit Life Insurance at .02%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$405.57
			<i>Notes: Math Interventionist Benefit Workers Compensation at 1.45%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$232.99
			<i>Notes: Math Interventionist Benefit Benefits Flex Medical at .54%</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$53,615.87</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	1.0	\$36,262.84

			<p><i>Notes: *Supplemental Science Teacher - This line item is for a standard middle school classroom teaching position that is being requested to supplement the district's standard allocation allotted to the school. The qualifications for the position, as with all teacher's requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position is not a new position, last year, the school had this position filled and we would like the position to continue in 2020-2021. This position will be funded 100% through UniSIG.</i></p>			
	5100	510-Supplies	2161 - Charger Academy	UniSIG		\$3,148.20
			<p><i>Notes: ACALETICS for Science to be used for 8th grade science for supplemental materials. 360 Science Quik Pik Books at \$3,148.20 (including S/H).</i></p>			
	5100	310-Professional and Technical Services	2161 - Charger Academy	UniSIG		\$900.00
			<p><i>Notes: Substitute in the event the Science teachers is absent, this will allow coverage of the classroom.</i></p>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$3,626.28
			<p><i>Notes: Supplemental Science Teacher Benefits Retirement at 10.00%</i></p>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$2,774.11
			<p><i>Notes: Supplemental Science Teacher Benefits Social Security at 7.65%</i></p>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$6,360.50
			<p><i>Notes: Supplemental Science Teacher Benefits Group Health at 17.54%</i></p>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$7.25
			<p><i>Notes: Supplemental Science Teacher Benefits Life Insurance at .02%</i></p>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$340.87
			<p><i>Notes: Supplemental Science Teacher Benefits Workers Compensation at 1.45%</i></p>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$195.82
			<p><i>Notes: Supplemental Science Teacher Benefits Benefits Flex Medical at .54%</i></p>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Leadership Development</b>				<b>\$22,400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	330-Travel	2161 - Charger Academy	UniSIG		\$8,330.00
			<p><i>Notes: Avid Conference Fee 14 school staff members @ \$595 each. Please see the cost breakdown on the Travel Memo from last year. The AVID Conference does not have the updated costs and registration fees due to COVID-19. The teachers are a part of the AVID site team that meets monthly to ensure AVID is implemented with fidelity. There are multiple content and grade level teachers represented. 1-2 Coaches and 1-2 Administrators will also attend.</i></p>			
	6300	330-Travel	2161 - Charger Academy	UniSIG		\$14,070.00
			<p><i>Notes: Avid Conference Travel 14 school staff members @\$1,005 each per diem, mileage, and hotel</i></p>			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$76,891.39</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	2161 - Charger Academy	UniSIG	0.5	\$37,434.00
			<p><i>Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and</i></p>			

			<p><i>School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. Yes, this is a new employee to continue for the 20-21 SY; This position was approved in the 19-20 UniSIG grant; This position is split funded and shared with JEB Stuart.</i></p>			
	7300	330-Travel	2161 - Charger Academy	UniSIG		\$200.00
			<p><i>Notes: Travel for Assistant Principals to travel between schools that are split funded.</i></p>			
	7300	210-Retirement	2161 - Charger Academy	UniSIG		\$3,743.40
			<p><i>Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%</i></p>			
	7300	220-Social Security	2161 - Charger Academy	UniSIG		\$2,863.70
			<p><i>Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%</i></p>			
	7300	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$6,565.92
			<p><i>Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%</i></p>			
	7300	232-Life Insurance	2161 - Charger Academy	UniSIG		\$7.49
			<p><i>Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%</i></p>			
	7300	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$351.88
			<p><i>Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%</i></p>			
	7300	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$202.14
			<p><i>Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%</i></p>			
	5100	640-Furniture, Fixtures and Equipment	2161 - Charger Academy	UniSIG		\$20,706.00
			<p><i>Notes: Student Laptop 34 qty @ \$609 each: This line item will be used to support all grade levels. The laptops and charging cart will be used for blended learning platforms such as iReady, Achieve 3000, ACALETICS, etc).</i></p>			
	5100	510-Supplies	2161 - Charger Academy	UniSIG		\$1,990.51
			<p><i>Notes: Toner and cardstock is needed to support daily lessons for all grade levels and content areas, and parent communication.</i></p>			
	5100	510-Supplies	2161 - Charger Academy	UniSIG		\$534.69
			<p><i>Notes: Supplies, storeroom order, paper, index cards, ziplock bags,pencils, pens are needed to support small group instruction. As JEB Stuart has a high percentage of economically disadvantaged students, this line item will help support students with needed materials to complete assignments.</i></p>			
	5100	369-Technology-Related Rentals	2161 - Charger Academy	UniSIG		\$2,291.66
			<p><i>Notes: Nearpod License School site license Nearpod School License including access to the Nearpod Lesson Library featuring thousands of ready to run lessons. A digital site license to Flocabulary and The Week in Rap for all teachers and students.</i></p>			
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Social Studies</b>				<b>\$59,640.24</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21



	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	1.0	\$42,946.00
			<i>Notes: Supplemental Social Studies Teacher - This line item is for a standard middle school classroom teaching position that is being requested to supplement the district's standard allocation allotted to the school. The qualifications for the position, as with all teacher's requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position is a new position that we have a candidate for. This position will be funded 100% through UniSIG.</i>			
	5100	310-Professional and Technical Services	2161 - Charger Academy	UniSIG		\$900.00
			<i>Notes: Substitutes in the event the Social Studies Teacher is absent. The cost of a substitute per day is 125.</i>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$4,294.60
			<i>Notes: Supplemental Social Studies Teacher Benefit Retirement at 10.00%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$3,284.64
			<i>Notes: Supplemental Social Studies Teacher Benefit Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$7,567.81
			<i>Notes: Supplemental Social Studies Teacher Benefit Group Health at 17.54%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$8.63
			<i>Notes: Supplemental Social Studies Teacher Benefit Life Insurance at .02%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$405.57
			<i>Notes: Supplemental Social Studies Teacher Benefit Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$232.99
			<i>Notes: Supplemental Social Studies Teacher Benefit Benefits Flex Medical at .54%</i>			
<b>8</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Managing Accountability Systems</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$431,846.25</b>