

Duval County Public Schools

Young Mens/Womens Leadership Academy At



2020-21 Schoolwide Improvement Plan

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Young Mens/Womens Leadership Academy At Eugene J Butler

900 ACORN ST, Jacksonville, FL 32209

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

Demographics

Principal: Tamara Feagins

Start Date for this Principal: 6/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (49%) 2016-17: C (53%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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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Young Mens/Womens Leadership Academy At Eugene J Butler

900 ACORN ST, Jacksonville, FL 32209

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	99%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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SIP Authority

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Ensure all students make adequate yearly progress as defined by Florida Department of Education.

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career. To become a world class single gender middle school.

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
Feagins, Tamara	Principal	Building a Team to carry out the school's mission. The team consists of principal and administrators plus a team of teachers that come from each grade and core content area. Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Academy and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools.
Gary, Gareth	Assistant Principal	Team Member: Carry out the school's mission as defined by my job responsibilities. The team consists of principal and administrators plus a team of teachers that come from each grade and core content area. Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Academy and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive or Teams. As teams begin to move into Tier 2 or 3 supports, a MTSS facilitator is enlisted to coordinate the work. Parents, tutors, teachers, administrators, and additional resources such as guidance counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve. All members help identify tier support, resources, and solutions. The MTSS facilitator is responsible for documenting the process and reporting the results to the Principal monthly.
Speers, Anastasia	Assistant Principal	Team Member: Carry out the school's mission as defined by my job responsibilities. Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Academy and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive or Teams. As teams begin to move into Tier 2 or 3 supports, a MTSS facilitator is enlisted to coordinate the work. Parents, tutors, teachers, administrators, and additional resources such as guidance counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve. All members help identify tier support, resources, and solutions. The MTSS facilitator is responsible for documenting the process and reporting the results to the Principal monthly.
Upton, Alzic	School Counselor	Implements school counseling program activities that align with measurable program goals. Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Academy and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive or Teams. As teams begin to move into Tier 2 or 3 supports, a MTSS facilitator is enlisted to coordinate the work. Parents, tutors, teachers, administrators, and additional resources such as guidance

Name	Title	Job Duties and Responsibilities
		<p>counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve. All members help identify tier support, resources, and solutions. The MTSS facilitator is responsible for documenting the process and reporting the results to the Principal monthly.</p>
Thomas, Catrice	Teacher, ESE	<p>Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Academy and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive or Teams. As teams begin to move into Tier 2 or 3 supports, a MTSS facilitator is enlisted to coordinate the work. Parents, tutors, teachers, administrators, and additional resources such as guidance counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve. All members help identify tier support, resources, and solutions. The MTSS facilitator is responsible for documenting the process and reporting the results to the Principal monthly.</p>
Williams, Takita	Dean	<p>Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Academy and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive or Teams. As teams begin to move into Tier 2 or 3 supports, a MTSS facilitator is enlisted to coordinate the work. Parents, tutors, teachers, administrators, and additional resources such as guidance counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve. All members help identify tier support, resources, and solutions. The MTSS facilitator is responsible for documenting the process and reporting the results to the Principal monthly.</p>
Thomas, Tangelar	Instructional Coach	<p>Team Member: Carry out the school's mission as defined by my job responsibilities. Teacher members' responsibility is to be familiar with the MTSS problem solving process at The Leadership Academy and to facilitate its use among teacher teams, departments, and committees. Part of their function is to carry the problem-solving process to those venues and utilize the selected school wide documentation tools. These key documents are provided to all via the share drive or Teams. As teams begin to move into Tier 2 or 3 supports, a MTSS facilitator is enlisted to coordinate the work. Parents, tutors, teachers, administrators, and additional resources such as guidance counselors, the ESE lead teacher, or the school psychologist are brought together to problem solve. All members help identify tier support, resources, and solutions. The MTSS facilitator is responsible for documenting the process and reporting the results to the Principal monthly.</p>
Cox, Wendy	Instructional Coach	

Demographic Information

Principal start date

Tuesday 6/30/2020, Tamara Feagins

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

20

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (49%) 2016-17: C (53%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	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	

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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/30/2020

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	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
One or more suspensions	0	0	0	0	0	0	70	80	66	0	0	0	0	216	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2	
Level 1 on statewide assessment	0	0	0	0	0	0	121	142	132	0	0	0	0	395	

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	92	93	106	0	0	0	0	291	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	0	2	0	0	0	0	0	2	
One or more suspensions	0	0	0	0	0	0	70	80	66	0	0	0	0	216	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2	
Level 1 on statewide assessment	0	0	0	0	0	0	121	142	132	0	0	0	0	395	

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	92	93	106	0	0	0	0	291	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	29%	43%	54%	27%	41%	52%
ELA Learning Gains	40%	49%	54%	38%	48%	54%
ELA Lowest 25th Percentile	40%	45%	47%	38%	43%	44%
Math Achievement	36%	49%	58%	46%	44%	56%
Math Learning Gains	42%	50%	57%	61%	49%	57%
Math Lowest 25th Percentile	45%	47%	51%	59%	46%	50%
Science Achievement	21%	44%	51%	40%	45%	50%
Social Studies Achievement	59%	68%	72%	85%	65%	70%

EWS Indicators as Input Earlier in the Survey

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	24%	47%	-23%	54%	-30%
	2018	29%	44%	-15%	52%	-23%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	27%	44%	-17%	52%	-25%
	2018	28%	41%	-13%	51%	-23%
Same Grade Comparison		-1%				
Cohort Comparison		-2%				
08	2019	31%	49%	-18%	56%	-25%
	2018	42%	51%	-9%	58%	-16%
Same Grade Comparison		-11%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	35%	51%	-16%	55%	-20%
	2018	30%	42%	-12%	52%	-22%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	34%	47%	-13%	54%	-20%
	2018	51%	50%	1%	54%	-3%
Same Grade Comparison		-17%				
Cohort Comparison		4%				
08	2019	21%	32%	-11%	46%	-25%
	2018	34%	31%	3%	45%	-11%
Same Grade Comparison		-13%				
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	20%	40%	-20%	48%	-28%
	2018	40%	44%	-4%	50%	-10%
Same Grade Comparison		-20%				
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	59%	69%	-10%	71%	-12%
2018	65%	84%	-19%	71%	-6%
Compare		-6%			
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	55%	57%	-2%	61%	-6%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	61%	25%	62%	24%
Compare		-31%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	61%	-61%	57%	-57%
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	7	29	30	13	39	44	5	16			
ELL	25	59		44	67						
BLK	28	38	39	35	41	45	19	57	52		
HSP	29	45		33	40						
WHT	50	42		67	58						
FRL	27	38	38	33	42	51	16	60	44		
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	14	42	53	19	45	44	14	53			
ELL		70			50						
BLK	31	39	39	44	50	52	39	66	72		
HSP	62	85		69	69						
WHT	40	50									
FRL	32	41	42	45	53	54	37	67	70		
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	16	36	41	16	54	53	15				
BLK	26	39	39	44	60	60	39	86	83		
HSP	29	35		53	76						
WHT	27			64							
FRL	25	37	40	44	61	60	37	84	87		

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

ESSA Federal Index	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
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
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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	54
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	39
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.

-

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

-

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.

-

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

-

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

-

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

1. -
- 2.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	<p>Less than 50% of students in Reading and Math were not proficient on the FSA. This year I would like to focus on improving Standards Based instruction in the classroom with an emphasis on Quality Professional Development.</p> <p>Based on the 5 Essentials Survey, the Young Men's/Young Women's Leadership received a score of 28(WEAK) in the area of Quality Professional Development.</p> <p>When asked about the quality of professional development many teachers rated the PD received as being short term and unrelated. The school's 2020 rating was an overall -22 decline from the previous year.</p>
Measurable Outcome:	100% of core teachers will engage in quality professional development aligned to standards-aligned instruction, which will specifically impact student instruction.
Person responsible for monitoring outcome:	Tamara Feagins (feaginst1@duvalschools.org)
Evidence-based Strategy:	<p>In schools with strong Quality Professional Development, professional development is rigorous and focused on student learning. To ensure professional development is relevant and focused on student learning we will engage all teachers in the following:</p> <p>September 2020 professional development surveys completed by each teacher at the beginning of the school year based off of data from the Standards Walk-through tool dashboard</p> <p>Professional development rubric completed after each PLC</p>
Rationale for Evidence-based Strategy:	<p>Based on the Standards Walk-through Tool, the YMYW Leadership Team will measure teachers who have implemented aligned standards based instruction in core classes.</p> <p>As defined in Teaching Tolerance: "Linking Professional Development to Teachers Real Work" To be effective, professional development must provide teachers with a way to directly apply what they learn to their teaching. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success.</p>

Action Steps to Implement

Create a professional development rubric with coaches

Person Responsible Tamara Feagins (feaginst1@duvalschools.org)

Train Reading and Math Coach on the Standards Walk-through Tool

Person Responsible Anastasia Speers (speersa@duvalschools.org)

Calibrate with new Assistant Principals on the Standards Based Walk-through Tool

Person Responsible Tamara Feagins (feaginst1@duvalschools.org)

Train teachers on the use of the Learning ARC's and Common PLC template during PLC's

Person Responsible	Anastasia Speers (speersa@duvalschools.org)
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#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Reading and computing mathematics on grade level will be our focus. Our school experienced declines in Reading and Math from the previous year. This was identified as a critical are in our school.
Measurable Outcome:	<p>Currently federal index is 23% is Students With Disabilities Black/African American index 39% Hispanic Students 37% The goal for 2020-2021 school year is 37%. We plan to improve reading proficiency by 8% and achieve 50% learning gains/LPQ for reading. We plan to improve math proficiency by 5% and achieve 50% learning gains/LPQ for math.</p>
Person responsible for monitoring outcome:	Wendy Cox (coxw@duvalschools.org)
Evidence-based Strategy:	The Reading Coach, and Math Coach, and Administration will facilitate or co facilitate professional development. They will provide professional development in data analysis, standards analysis, and differentiation strategies.
Rationale for Evidence-based Strategy:	-If we plan and deliver rigorous lessons that are aligned to the content standards and employ strategic instructional best practices, then we will meet or exceed our targets. The math teacher and interventionist will provide support for the for students using Math 180 & Acaletics. The instructional paraprofessionals with provide support for differentiation in reading and math classes.

Action Steps to Implement

The Reading Coach, Math Coach, and Administration will facilitate or co facilitate the listed professional development. They will also support the professional development with specific follow up.

1. Teachers will participate in professional development on a Protocol for task alignment. The PD will prepare them to complete a task alignment consistently (aligning student task to complexity level of the standard). Protocol is to be completed for 80% of the standards in each teacher's content area.
2. Monthly, School Leadership team will tier teachers in four categories: Planning, Classroom management, Instructional Delivery, and Professionalism. Initially teachers will self-reflect and tier themselves. This information will be used to discuss write IPDP (individual professional development plans).
3. ADPD – One ADPD per month will be dedicated to peer walk through using school rubric for instructional delivery.
4. APDP during weeks 2 and 3 coaches and administrators to meet individually with all teachers individually to review their student data and their previous year's performance data and set expectations. Information from this meeting will be used to write IPDPs
5. APDP – One ADPD a month will be dedicated to review and analysis of individual teacher data. Teachers will prepare an action plan to address the following four areas – Pacing, Standard deficiency, LPQ and Bubble Students
6. Teachers will track tiered groups of students using individual student data folders that will be updated biweekly and discussed with Admin and Coach

(during PLCs).

7. The teachers will work during common planning and early release to create lessons that involve explicit instruction, modeling, and differentiated activities for stations/rotations. Lesson plan binders will be checked quarterly by administration and feedback provided to the teachers.

8. Grade Level PLC will take place once a month during early release days

Person Responsible [no one identified]

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Leadership specifically relating to Teacher Feedback will focus on providing teachers with specific and timely feedback to help improve their instructional practices.

Based on the 5Essentials Survey Young Men's and Young Women's Leadership Academies at Eugene J. Butler received a score of 40. When teachers were asked if they were provided with feedback to improve their instruction, many of them disagreed. In schools with strong Instructional Leadership, the leadership team is an active and skilled group that sets high standards for teaching and student learning.

Measurable Outcome: 90% of teachers will receive immediate and relative feedback regarding instructional practices.

Person responsible for monitoring outcome: Tamara Feagins (feaginst1@duvalschools.org)

Evidence-based Strategy: Based on the Standards Based walk-through Tool and the TLA walk-through guide, teachers will receive feedback on their instructional practices weekly.

Focus Walks
Cast Evaluations
Standards Based Walks

Rationale for Evidence-based Strategy: Providing teachers with quality feedback allows them to improve upon their instruction changing their practices for student learning and instruction. Based on research teachers perform better and are able to improve their practices for students when they receive consistent meaningful feedback. Relative feedback ensures teachers are able to refine instructional practices to meet the needs of students daily.

Action Steps to Implement

Calibrate with administrators on the Standards Walk-through Tool.

Person Responsible Gareth Gary (garyg@duvalschools.org)

Train Instructional Coaches on Standards Based-Walkthrough Tool

Person Responsible Tamara Feagins (feaginst1@duvalschools.org)

Train Administrators on TLA Walkthrough Guide

Person Responsible [no one identified]

#4. Culture & Environment specifically relating to Discipline

Area of Focus	Culture and Environment specially related to
Description and Rationale:	During the 2019 school year the students at the Leadership Academy received more than 1,500 discipline referrals. When students receive discipline referrals it prohibits students from attending class consistently.
Measurable Outcome:	70% of our teachers will receive discipline training and 100% will complete a classroom management plan.
Person responsible for monitoring outcome:	Takita Williams (williamst14@duvalschools.org)
Evidence-based Strategy:	Classroom Manage Plan and CHAMPS Training. Management plans will outline steps teachers will take to monitor negative behavior in their classes before writing a referral.
Rationale for Evidence-based Strategy:	A growing body of research provides evidence of a link between school discipline practices—especially the use of suspensions—with lower academic achievement. The level of disciplinary involvement also has a strong negative relationship with the ability of students to achieve at grade level or graduate from high school. We will monitor the behavior of students through our number of discipline referrals.

Action Steps to Implement

Train Dean on how to monitor a classroom behavior plan.

Person Responsible Tamara Feagins (feaginst1@duvalschools.org)

Train teachers on how to develop and implement a classroom behavior plan.

Person Responsible Takita Williams (williamst14@duvalschools.org)

Send all teachers to CHAMPS Training.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

Based on our ELA proficiency of 29% we are utilizing Title I dollars to purchase a Reading teacher and Reading Interventionist.

Based on our Science proficiency 59% we are utilizing Title I dollars to purchase a Science teacher.

Based on our Math proficiency 36% we are utilizing Title I dollars to purchase a Math Interventionist.

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.

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.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$215,596.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.5	\$36,937.26
			<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 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. No, there is a new candidate for this position for the 20-21 School Year, however this position was approved in the 19-20 UniSIG grant; This position is shared and split funded with Southside Middle.</i>			
	7300	210-Retirement	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$3,693.73
			<i>Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%</i>			
	7300	220-Social Security	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$2,825.70
			<i>Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%</i>			

	7300	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$6,478.80
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$7.39
			Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%			
	7300	240-Workers Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$347.21
			Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%			
	7300	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$199.46
			Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%			
	7300	330-Travel	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$200.00
			Notes: Supplemental Assistant Principal In County Travel			
	5100	120-Classroom Teachers	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	1.0	\$43,884.07
			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 from 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 & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support position that provide students the needed intervention on mastery of objectives. Identified students will receive assistance in reaching proficient Florida standards. We do have a candidate for this position. This position will be funded by UniSIG (100%).			
	5100	120-Classroom Teachers	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	1.0	\$38,099.75
			Notes: *Supplemental Language Arts 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 & 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.			
	5100	120-Classroom Teachers	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	1.0	\$37,181.75
			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 & 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.			
	5100	210-Retirement	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$4,388.41
			Notes: Math Interventionist Benefits Retirement at 10.00%			
	5100	210-Retirement	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$3,809.98

			<i>Notes: Language Arts Teacher Benefits Retirement at 10.00%</i>			
	5100	210-Retirement	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$3,718.18
			<i>Notes: Math Teacher Benefits Retirement at 10.00%</i>			
	5100	220-Social Security	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$2,914.63
			<i>Notes: Language Arts Teacher Benefits Social Security at 7.65%</i>			
	5100	220-Social Security	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$3,357.13
			<i>Notes: Math Interventionist Benefits Social Security at 7.65%</i>			
	5100	220-Social Security	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$2,844.40
			<i>Notes: Math Teacher Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$7,697.27
			<i>Notes: Math Interventionist Benefits Group Health at 17.54</i>			
	5100	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$6,682.70
			<i>Notes: Language Arts Teacher Benefits Group Health at 17.54%</i>			
	5100	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$6,521.68
			<i>Notes: Math Teacher Benefits Group Health at 17.54%</i>			
	5100	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$8.78
			<i>Notes: Math Interventionist Benefits Life Insurance at .02%</i>			
	5100	232-Life Insurance	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$7.62
			<i>Notes: Language Arts Teacher Benefits Life Insurance at .02%</i>			
	5100	232-Life Insurance	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$7.44
			<i>Notes: Math Teacher Benefits Life Insurance at .02%</i>			
	5100	240-Workers Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$412.51
			<i>Notes: Math Interventionist Benefits Workers Compensation at .94%</i>			
	5100	240-Workers Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$358.14
			<i>Notes: Language Arts Teacher Benefits Workers Compensation at .94%</i>			
	5100	240-Workers Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$349.51
			<i>Notes: Math Teacher Benefits Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$236.97

			Notes: Math Interventionist Benefits Benefits Flex Medical at .54%			
	5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$205.74
			Notes: Language Arts Teacher Benefits Benefits Flex Medical at .54%			
	5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$200.78
			Notes: Math Teacher Benefits Benefits Flex Medical at .54%			
	5100	310-Professional and Technical Services	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$900.00
			Notes: Language Arts Teacher Substitute - This line item is to support coverage of the Lang. Arts teacher, if absent.			
	5100	310-Professional and Technical Services	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$900.00
			Notes: Math Teacher substitute - in the event the math teacher is unable to attend, this line item will be used to pay for substitute teachers.			
	5100	510-Supplies	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG		\$219.76
			Notes: classroom supplies paper, pencils, toner, binders,			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
					Total:	\$226,527.50