

Duval County Public Schools

Charger Academy



2019-20 Schoolwide Improvement Plan

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Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

www.duvalschools.org/chargeracademy

Demographics

Principal: Andrea Talley

Start Date for this Principal: 7/25/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (37%) 2017-18: C (41%) 2016-17: C (48%) 2015-16: D (34%) 2014-15: F (31%)
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 was approved by the Duval County School Board on 10/1/2019.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	77%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	D

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<https://www.floridacims.org>.

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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 and position title 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

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	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

FTE units allocated to school (total number of teacher units)

51

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

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	
Attendance below 90 percent	0	0	0	0	0	62	67	57	0	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	1	3	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	8	16	26	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	124	126	139	0	0	0	0	0	389

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	34	47	42	0	0	0	0	123

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%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	369 (0)	292 (0)	325 (0)	986 (0)
Attendance below 90 percent	33 ()	13 ()	37 ()	83 (0)
One or more suspensions	0 (0)	3 (0)	0 (0)	3 (0)
Course failure in ELA or Math	6 (0)	9 (0)	30 (0)	45 (0)
Level 1 on statewide assessment	173 (0)	174 (0)	184 (0)	531 (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.

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

ELA						
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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-2%				
Cohort Comparison		8%				

MATH						
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%				

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

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
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%
Subgroup Data	
Students With Disabilities	
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%	
English Language Learners	
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%	
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%	

Asian Students	
Federal Index - Asian Students	34
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
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%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
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%	
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%	

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? (see Guidance tab for additional information)

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	
Title	ELA achievement
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.
State the measurable outcome the school plans to achieve	Proficiency- 27% Learning Gains- 39% LPQ- 35%
Person responsible for monitoring outcome	Paula Nixon (nixonp@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Hire Literacy Coach to support teachers and students to ensure student achievement - Purchase additional resources to enhance learning opportunities for increased student achievement - Train support personnel - Hire paras 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	<ul style="list-style-type: none"> - 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 literary concepts. - School-wide Focused note-taking system. This will assist student performance in the area of increase focused study habits. - Study Island will serve as a supplemental resource for students during After School Program. In turn, this interactive student engagement supplement will assist in ensuring student performance in the area of science.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review Achieve 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. 4. Analyze Baseline and Mid-Year data 5. Fidelity checks on training and implementation
Person Responsible	Andrea Talley (talleya@duvalschools.org)

#2	
Title	Math Achievement
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.
State the measurable outcome the school plans to achieve	Proficiency- 34% Learning Gains- 43% LPQ- 43%
Person responsible for monitoring outcome	Wynnette Brown (brownw4@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Hire Math Interventionist as an addition to support the Math Coach, teachers and students to ensure student achievement increases. - Purchase additional resources to enhance learning opportunities for increased student achievement. - Purchase program- Acaletics 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 Step	
Description	1. Review iReady data bi-weekly with data 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 (pre-conference, modeling, and feedback)
Person Responsible	Sabrina Hall (halls3@duvalschools.org)

#3	
Title	Climate and Culture
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 classroom.
State the measurable outcome the school plans to achieve	- Decrease students referred to alternative school and SESIR incidents by 26%
Person responsible for monitoring outcome	Erica Dobson (dobsone@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - 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.
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.
Action Step	
Description	<ol style="list-style-type: none"> 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	
Title	Science Achievement
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.
State the measurable outcome the school plans to achieve	Proficiency- 21%
Person responsible for monitoring outcome	Erica Dobson (dobsone@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Hire additional personnel to support teachers and students to ensure student achievement increases - Hire additional Science teacher to meet class size - Hire Science Coach to support teacher needs
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> - Train support personnel - Train instructional staff on utilization of additional resources
Action Step	
Description	<ol style="list-style-type: none"> 1. Review data bi-weekly with Science Coach 2. Utilization of Penda learning to track Data 3. Implementation of Data Chat 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
Person Responsible	Andrea Talley (talleya@duvalschools.org)

#5	
Title	Leadership Development (Principal on Special Assignment)
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 serves as a mentoring and coaching partner to a new/novice principal assigned to a differentiated accountability school. This peer mentoring principal will provide and 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.
State the measurable outcome the school plans to achieve	- 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 Step	
Description	<ol style="list-style-type: none"> 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	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	<p>Supplemental Assistant Principal (Average Salary)</p> <p>The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors 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 & 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</p>
State the measurable outcome the school plans to achieve	- 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	<p>- Provide coaching in research based, core classroom instructional strategies that build students' higher order thinking skills</p> <p>- Providing teachers with developmental expertise in releasing autonomy to students, creating a student centered pedagogy</p>
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 Step	
Description	<ol style="list-style-type: none"> 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. 6. Standards based instructional material Goalbook Pathway will be purchased through Title I funds. 7. A poster printer which will be utilized for visual aids to increase students' retention of information, will be purchased through Title I funds. 8. Standards based instructional materials Achieve 3000 Science, will be purchased through Title I funds.

9. The poster ink and printer paper are supplies for the poster printer, will be purchased through Title I funds.
10. ESOL Dictionaries will be utilized to help students to learn and understand words in context and will be purchased through Title I funds.

Person Responsible Andrea Talley (talleya@duvalschools.org)

#7	
Title	Social Studies Achievement
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.
State the measurable outcome the school plans to achieve	Proficiency- 57% (Civics)
Person responsible for monitoring outcome	Andrea Talley (talleya@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Hire Literacy Coach to support teachers and students to ensure student achievement - Purchase additional resources to enhance learning opportunities for increased student achievement - Train support personnel - Train instructional staff on utilization of additional resources - Monitor implementation of training to ensure fidelity
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> - 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 increase focused study habits.
Action Step	
Description	<ol style="list-style-type: none"> 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	
Title	AVID Advanced Via Individual Determination
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. Students will focus on organization and study skills. Students will become masters at focused note-taking in order to reflect upon notes to prepare for formal and informal assessments.
State the measurable outcome the school plans to achieve	Overall decrease in levels 1's and 2's and increase in the amount of proficient students
Person responsible for monitoring outcome	Sabrina Hall (halls3@duvalschools.org)
Evidence-based Strategy	-AVID coordinator AVID elective teachers (total of 2) -AVID site team (consisting of teachers, deans, department heads, coaches, and administrations - 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 increase focused study habits. - Use of binders for all classes, one binder to house all subject area notes, handouts, etc.
Action Step	
Description	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 system to ensure fidelity 4. AVID binder check list for administrative use during walk-through to ensure implementation and fidelity 3. 4. 5.
Person Responsible	Andrea Talley (talleya@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students. Support programs and personnel available to students include:

- C.S.I Communities in School
- Team-Up
- A.F.L.- Achievers for Life Program
- School Counselors/Cafe Corner
- ESOL paraprofessional
- ESE Support Facilitators
- United Way of Northeast Florida
- SRO
- Mental Health Awareness Training
- AWARE counseling
- National Junior Honor Society
- 500 Role Models of Excellence

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

- Florida Choices
- College and Career planning through the US History Curriculum
- IEP transition plans for students with disabilities

Jefferson Davis Middle School offers students 8th grade transition nights and feeder pattern 5th graders are invited to our school to tour the school We partner with our immediate, direct feeder schools. Orientation, Open House, and evening Family Events offer parents, students, and community members the opportunity to tour the campus, collaborate with employees and coordinate transition support.

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

The data-based problem-solving processes for implementing and monitoring MTSS/SIP includes several levels. On the school-wide level, SDM Team will implement the necessary structures and procedures to facilitate the smooth operation of the school. On the department level, teachers participate in PLCs and common planning, supported by coaches and administrators, to address teacher and student needs by subject area. Teachers will be monitored and supported by coaches and teachers needing intensive support who will participate in coaching cycles with the subject area coach. On the individual student level, ESE/ESOL students will be monitored and supported by designated Support Facilitators. Weekly meetings are conducted with Administration and Coaches, Site Coach PDF, Deans and Wrap Around Service support personnel with discussions surrounding updated school data, testing calendar and data highlights.

Jeff Davis is a Title 1 school. All entities are integrated throughout the school making positive impact within various organizations and safety nets. We use Title 1 to funds to enhance academic opportunities for students. (1) additional instructional staff, (2) instructional consumable materials/supplies purchase research based supplemental materials and (3) parent liaison assist with meeting needs of parents.

Additional SAI and UNISIG Funds are allocated to provide resources to support Supp. Academic Instruction to the identified bottom quartile and low socio-economic subgroups of students in ELA, math, and science. In addition to using resources for academic improvement and critical support personnel positions. An additional dean was purchased via UNISIG funds to assist with addressing culture and climate, a science teacher to address deficits at the 8th grade level and a paraprofessional that supports our learning lab for all accountability areas. All federal and local funds are used to help improve student achievement and socio-emotional growth. Funds support Saturday School, after school tutoring (Reading, Science, Math), Coaches (Reading and Math), Corrective Reading and ACALETICS.

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

Partnering with the SAC businesses and community leaders to provide guest speakers through the US History classes.

The campus screams the theme of Keys 4 Success (#nothingbutthebest) through post secondary choices. College pennants, "future" occupation stickers on all classroom doors and positive motivation decals throughout the building.

The guidance department will host an annual Career Night for both students and parents to encourage parents to participate in their student's future career success.

Course selection process occurs annually whereas individual students are advised and then allowed to choose courses of interest for the subsequent year. School Counselors meet with students to advise about academic opportunities, grades/GPAs, test scores, career planning and preparation for high school. We also house some wrap around services (Achievers for Life, Communities in Schools, Team Up, etc.) in which the coordinators are located on campus. The services provided include: family support/ education, mentoring and academic support.

Part V: Budget

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

1	III.A.	Areas of Focus: ELA achievement				\$11,238.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	2161 - Charger Academy	UniSIG	0.0	\$9,600.00
			<i>Notes: Tutoring</i>			
	5900	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$813.00
			<i>Notes: Tutoring Benefits Retirement 8.47%</i>			
	5900	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$734.00
			<i>Notes: Tutoring Benefits Social Security 7.65%</i>			
	5900	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$90.00
			<i>Notes: Tutoring Benefits Workers Compensation .94%</i>			
	5900	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$1.00
			<i>Notes: Tutoring Benefits Unemployment Compensation .01%</i>			
2	III.A.	Areas of Focus: Math Achievement				\$155,099.89
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	0.9	\$42,300.00
			<i>Notes: Math Interventionist</i>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$3,583.00
			<i>Notes: Math Interventionist Benefits Retirement 8.47%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$3,236.00
			<i>Notes: Math Interventionist Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG	0.0	\$7,826.00
			<i>Notes: Math Interventionist Benefits Health and Hospitalization 18.50%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG	0.0	\$13.00
			<i>Notes: Math Interventionist Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$398.00
			<i>Notes: Math Interventionist Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$4.00
			<i>Notes: Math Interventionist Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$241.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$592.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	0.9	\$42,300.00

			<i>Notes: Math Classroom Teacher</i>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$3,583.00
			<i>Notes: Math Classroom Teacher Benefits Retirement 8.47%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$3,236.00
			<i>Notes: Math Classroom Teacher Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG	0.0	\$7,826.00
			<i>Notes: Math Classroom Teacher Benefits Health and Hospitalization 18.50%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG	0.0	\$13.00
			<i>Notes: Math Classroom Teacher Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$398.00
			<i>Notes: Math Classroom Teacher Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$4.00
			<i>Notes: Math Classroom Teacher Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$241.00
			<i>Notes: Math Classroom Teacher Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$592.00
			<i>Notes: Math Classroom Teacher Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	140-Substitute Teachers	2161 - Charger Academy	UniSIG	0.0	\$900.00
			<i>Notes: Substitutes for Math Classroom Teacher</i>			
	5900	120-Classroom Teachers	2161 - Charger Academy	UniSIG	0.0	\$9,600.00
			<i>Notes: Tutoring</i>			
	5900	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$813.00
			<i>Notes: Tutoring Benefits Retirement 8.47%</i>			
	5900	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$734.00
			<i>Notes: Tutoring Benefits Social Security 7.65%</i>			
	5900	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$90.00
			<i>Notes: Tutoring Benefits Workers Compensation .94%</i>			
	5900	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$1.00
			<i>Notes: Tutoring Benefits Unemployment Compensation .01%</i>			
	5100	510-Supplies	2161 - Charger Academy	UniSIG	0.0	\$17,099.53
			<i>Notes: (61) 8th grade Algebra ACALETIC's Student/Teacher Supplementary materials packs @ a total cost of \$3,437.53 (230) 8th Grade ACALETICS Math Student/Teacher Supplementary material packets @ \$54 (+ s/h estimated @ 10%) = \$13,662.00</i>			
	6400	310-Professional and Technical Services	2161 - Charger Academy	UniSIG	0.0	\$5,500.00
			<i>Notes: On-Site Professional Development @ \$2,750 per day- Math</i>			
	5100	510-Supplies	2161 - Charger Academy	UniSIG	0.0	\$3,976.36

			Notes: ACALETICS: To further support the students at home for virtual learning, the additional ACALETICS materials (70 Supplemental Packages) will assist students with the online program while the students are at home.			
3	III.A.	Areas of Focus: Climate and Culture				\$74,155.79
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	2161 - Charger Academy	UniSIG	0.9	\$15,030.00
			Notes: Para			
	5100	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$1,273.00
			Notes: Para Benefits Retirement 8.47%			
	5100	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$1,150.00
			Notes: Para Benefits Social Security 7.65%			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG	0.0	\$6,903.00
			Notes: Para Benefits Health and Hospitalization 45.93%			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG	0.0	\$5.18
			Notes: Para Benefits Life Insurance .03%			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$141.00
			Notes: Para Benefits Workers Compensation .94%			
	5100	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$2.00
			Notes: Para Benefits Unemployment Compensation .01%			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$86.00
			Notes: Para Benefits Other Employee Benefits Flex Medical .57%			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$21.00
			Notes: Para Benefits Other Employee Benefits Leave 1.4%			
	5100	730-Dues and Fees	2161 - Charger Academy	UniSIG	0.0	\$1,480.00
			Notes: Educational Field trips Admission Fees			
	7800	390-Other Purchased Services	2161 - Charger Academy	UniSIG	0.0	\$461.33
			Notes: Educational Field trips Busing			
	5100	510-Supplies	2161 - Charger Academy	UniSIG	0.0	\$25,576.50
			Notes: Supplies, paper, pens, pencils, toner, chart paper, markers, dry erase boards,			
	5100	640-Furniture, Fixtures and Equipment	2161 - Charger Academy	UniSIG	0.0	\$22,026.78
			Notes: Technology			
4	III.A.	Areas of Focus: Science Achievement				\$71,872.80
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	2161 - Charger Academy	UniSIG	0.9	\$42,300.00
			Notes: Science Coach			

	6400	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$3,583.00
			Notes: Science Coach Benefits Retirement 8.47%			
	6400	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$3,236.00
			Notes: Science Coach Benefits Social Security 7.65%			
	6400	231-Health and Hospitalization	2161 - Charger Academy	UniSIG	0.0	\$7,826.00
			Notes: Science Coach Benefits Health and Hospitalization 18.50%			
	6400	232-Life Insurance	2161 - Charger Academy	UniSIG	0.0	\$13.00
			Notes: Science Coach Benefits Life Insurance .03%			
	6400	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$398.00
			Notes: Science Coach Benefits Workers Compensation .94%			
	6400	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$4.00
			Notes: Science Coach Benefits Unemployment Compensation .01%			
	6400	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$241.00
			Notes: Science Coach Benefits Other Employee Benefits Flex Medical .57%			
	6400	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$592.00
			Notes: Science Coach Benefits Other Employee Benefits Leave 1.4%			
	5100	510-Supplies	2161 - Charger Academy	UniSIG	0.0	\$2,544.80
			Notes: (291) 8th grade Science ACALETICS's Student Supplementary materials @ \$2,544.80			
	6400	310-Professional and Technical Services	2161 - Charger Academy	UniSIG	0.0	\$5,500.00
			Notes: On-Site Professional Development @ \$2,750 per day			
	5900	120-Classroom Teachers	2161 - Charger Academy	UniSIG		\$4,800.00
			Notes: Tutoring			
	5900	210-Retirement	2161 - Charger Academy	UniSIG		\$406.00
			Notes: Tutoring Benefits Retirement			
	5900	220-Social Security	2161 - Charger Academy	UniSIG		\$368.00
			Notes: Tutoring Social Security			
	5900	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$60.00
			Notes: Tutoring workers comp			
	5900	250-Unemployment Compensation	2161 - Charger Academy	UniSIG		\$1.00
			Notes: Tutoring benefits unemployment			
5	III.A.	Areas of Focus: Leadership Development (Principal on Special Assignment)				\$37,833.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2161 - Charger Academy	UniSIG	0.25	\$27,500.00
			Notes: Additional Support Supplemental Principal. The primary role of the supplemental Principal is to provide additional administrative instructional support to content areas.			

	7300	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$2,329.00
			Notes: Additional Support Supplemental Principal Benefits Retirement 8.47%			
	7300	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$2,104.00
			Notes: Additional Support Supplemental Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	2161 - Charger Academy	UniSIG	0.0	\$5,088.00
			Notes: Additional Support Supplemental Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	2161 - Charger Academy	UniSIG	0.0	\$8.00
			Notes: Additional Support Supplemental Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$259.00
			Notes: Additional Support Supplemental Principal Benefits Workers Compensation .94%			
	7300	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$3.00
			Notes: Additional Support Supplemental Principal Benefits Unemployment Compensation .01%			
	7300	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$157.00
			Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Flex Medical .57%			
	7300	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$385.00
			Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits 1.94%			
6	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$48,402.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2161 - Charger Academy	UniSIG	0.5	\$35,000.00
			Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.			
	7300	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$2,965.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%			
	7300	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$2,678.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	2161 - Charger Academy	UniSIG	0.0	\$6,475.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	2161 - Charger Academy	UniSIG	0.0	\$11.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$329.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%			
	7300	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$4.00

			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$200.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$490.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	2161 - Charger Academy	UniSIG	0.0	\$250.00
			<i>Notes: Travel In County Assistant Principal</i>			
7	III.A.	Areas of Focus: Social Studies Achievement				\$63,039.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	0.9	\$42,300.00
			<i>Notes: Science Teacher</i>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG	0.0	\$3,583.00
			<i>Notes: Science Teacher Benefits Retirement 8.47%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG	0.0	\$3,236.00
			<i>Notes: Science Teacher Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG	0.0	\$7,826.00
			<i>Notes: Science Teacher Benefits Health and Hospitalization 18.50%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG	0.0	\$13.00
			<i>Notes: Science Teacher Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG	0.0	\$398.00
			<i>Notes: Science Teacher Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	2161 - Charger Academy	UniSIG	0.0	\$4.00
			<i>Notes: Science Teacher Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$241.00
			<i>Notes: Science Teacher Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG	0.0	\$592.00
			<i>Notes: Science Teacher Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	310-Professional and Technical Services	2161 - Charger Academy	UniSIG	0.0	\$900.00
			<i>Notes: Substitute for teacher budget</i>			
	5900	120-Classroom Teachers	2161 - Charger Academy	UniSIG		\$3,400.00
			<i>Notes: Tutoring</i>			
	5900	210-Retirement	2161 - Charger Academy	UniSIG		\$287.00
			<i>Notes: Tutoring benefits retirement</i>			
	5900	220-Social Security	2161 - Charger Academy	UniSIG		\$254.00

			Notes: Tutoring benefits social security			
	5900	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$4.00
			Notes: Tutoring benefits workers comp			
	5900	250-Unemployment Compensation	2161 - Charger Academy	UniSIG		\$1.00
			Notes: Tutoring benefits unemployment			
8	III.A.	Areas of Focus: AVID				\$0.00
Total:						\$485,951.12