

Duval County Public Schools

Young Mens/Womens Leadership Academy At



2019-20 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: 7/1/2014

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* 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%) 2014-15: No Grade
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	97%

School Grades History

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

School Board Approval

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SIP Authority

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

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

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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Moreland, Truitte	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.
Dukes, Berreath	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.
Butler, Rhodessia	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.
Francis, Khelia	Instructional Coach	Carry out the school's mission as defined by my job responsibilities. Support standards based instruction and differentiation based on assessment results. 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.

Name	Title	Job Duties and Responsibilities
Hardison, James	Instructional Coach	Carry out the school's mission as defined by my job responsibilities. Support standards based instruction and differentiation based on assessment results. 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.
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 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.
Thomas, Catrice	Teacher, ESE	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.
Williams, Takita	Dean	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

Name	Title	Job Duties and Responsibilities
		solutions. The MTSS facilitator is responsible for documenting the process and reporting the results to the Principal monthly.

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	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	

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

502

Date this data was collected or last updated

Saturday 8/17/2019

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

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
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
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%	
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%	

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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	37
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	54
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	39
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.

ELA Achievement performed the lowest. This component has consistently been a trend for the last 3 years. Time management: Historical monitoring systems which included ADPD (administrative directed professional development) were not present. Systemic practices such as the effective utilization of the common planning framework were mutated by the time constraints of the newly adopted 7 period schedule. Common planning time was not structured in way that allowed teachers to insure student tasks aligned to standards. Educators stated they did not have enough time to plan lessons together. Even though student data was reviewed, and plans were put into place, the monitoring and follow up was inconsistent. With the time constraints and the lack of personnel, school leadership was not able to adjust systems and properly monitor student growth.

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

Science showed the greatest decline from the previous year.

Science: The 2 teachers that taught the 8th grade content and worked with district science specialists from 2015-2018, moved out of state. This resulted in 2 new educators taking over teaching science in our accountability grade. We needed science support from day 1 and we knew it.

Staffing: Which includes the loss of key support personnel positions, teacher turnover, daily unfilled substitutes, and the placement of low performing surplus teachers from traditionally low performing schools in our most critical areas (2 in Reading, 1 in Science). Our small size made the impact of staffing barriers catastrophic. With a population of 500 students, each teacher has a student load of an estimated 120 (example: 2 teachers = 240 out of 500 students).

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.

8th Grade Science. Staffing: Which includes the loss of key support personnel positions, teacher turnover, daily unfilled substitutes, and the placement of low performing surplus teachers from traditionally low performing schools in our most critical areas (2 in Reading, 1 in Science). Our small size made the impact of staffing barriers catastrophic. With a population of 500 students, each teacher has a student load of an estimated 120 (example: 2 teachers = 240 out of 500 students).

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

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

TBD

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

1. Reading Gains
2. Math Gains
3. Professional Development (standards based instruction, data analysis and differentiation, MTSS, single gender)
4. Culture/Climate: Monitoring & Accountability (all stakeholders)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Academic Achievement.
Rationale	Our students should graduate college or career ready. Reading and computing mathematics on grade level will be our focus. Our school dropped experience declines in all cells of the school grade. Their was a decline in literacy based content and math content.
State the measurable outcome the school plans to achieve	We plan to improve reading proficiency by 5% and achieve 50% learning gains/LPQ for reading. We plan to improve math proficiency by 5% and achieve 60% learning gains/LPQ for math.
Person responsible for monitoring outcome	Truitte Moreland (morelandt@duvalschools.org)
Evidence-based Strategy	Because of declines in literacy based content and math. We dropped 20% in science, 6% in civics, & 11% in reading. We dropped 31% in algebra, and 30% in cohort math. We are purchasing a reading coach, math interventionists, dean of students, math teacher, language arts teacher, math coach, and 5 instructional paraprofessionals. The Reading Coach, Math Coach, and Administration will facilitate or co facilitate the listed 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 Step	
Description	<p>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.</p> <ol style="list-style-type: none"> 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.

9. Students will participate in field trips (field experiences) that are directly tied to the academic focus of the school improvement plan. Students will visit museums, tour colleges, local libraries, zoo, MOSH, Downtown Jacksonville, Kingsley Plantation, local National Parks, the beach, high schools, and elementary schools.

Person Responsible Truitte Moreland (morelandt@duvalschools.org)

#2

Title Culture and Climate

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.

State the measurable outcome the school plans to achieve

1. Total referrals 2464 Goal decrease by 50% = 1232
2. 5 students went to Alternative school decrease to 1
3. 437 SESIR students decrease 50% = 218

Person responsible for monitoring outcome Truitte Moreland (morelandt@duvalschools.org)

Evidence-based Strategy * Hire additional personnel to support teachers and students to ensure a decrease in culture and climate incidents that align with school goal, vision and practices.

Rationale for Evidence-based Strategy Additional staff will help execute the action steps and provide a comprehensive PBIS plan. 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.

Action Step

Description

1. Meet with PBIS Team to update the PBIS Plan.
2. Review school discipline data bi-weekly with data coach, administration, deans and classroom teachers
3. Administration will conduct walk-throughs to collect and analyze observational data related to culture and climate
4. Fidelity checks on training and implementation

Person Responsible Truitte Moreland (morelandt@duvalschools.org)

#3	
Title	ESSA: Students With Disabilities
Rationale	Our students should graduate college or career ready. Reading and computing mathematics on grade level will be our focus. Our school dropped experience declines in all cells of the school grade. Their was a decline in literacy based content and math content.
State the measurable outcome the school plans to achieve	Currently federal index is 23% goal for 2019-20 is 41%. We plan to improve reading proficiency by 5% and achieve 50% learning gains/LPQ for reading. We plan to improve math proficiency by 5% and achieve 60% learning gains/LPQ for math.
Person responsible for monitoring outcome	Truitte Moreland (morelandt@duvalschools.org)
Evidence-based Strategy	Because of declines in literacy based content and math. We dropped 20% in science, 6% in civics, & 11% in reading. We dropped 31% in algebra, and 30% in cohort math. We are purchasing a reading coach, math interventionists, dean of students, math teacher, language arts teacher, math coach, and 5 instructional paraprofessionals. The Reading Coach, Math Coach, and Administration will facilitate or co facilitate the listed 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 Step	
Description	<p>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.</p> <ol style="list-style-type: none"> 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

Truitte Moreland (morelandt@duvalschools.org)

#4	
Title	ESSA: Economically Disadvantaged
Rationale	Currently federal index is 39% goal for 2019-20 is 41%. Our students should graduate college or career ready. Reading and computing mathematics on grade level will be our focus. Our school dropped experience declines in all cells of the school grade. Their was a decline in literacy based content and math content.
State the measurable outcome the school plans to achieve	We plan to improve reading proficiency by 5% and achieve 50% learning gains/LPQ for reading. We plan to improve math proficiency by 5% and achieve 60% learning gains/LPQ for math.
Person responsible for monitoring outcome	Truitte Moreland (morelandt@duvalschools.org)
Evidence-based Strategy	Because of declines in literacy based content and math. We dropped 20% in science, 6% in civics, & 11% in reading. We dropped 31% in algebra, and 30% in cohort math. We are purchasing a reading coach, math interventionists, dean of students, math teacher, language arts teacher, math coach, and 5 instructional paraprofessionals. The Reading Coach, Math Coach, and Administration will facilitate or co facilitate the listed 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 Step	
Description	<p>1The 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.</p> <ol style="list-style-type: none"> 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	Truitte Moreland (morelandt@duvalschools.org)
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#5	
Title	ESSA: Black/African American
Rationale	Our students should graduate college or career ready. Reading and computing mathematics on grade level will be our focus. Our school dropped experience declines in all cells of the school grade. Their was a decline in literacy based content and math content.
State the measurable outcome the school plans to achieve	Currently federal index is 39% goal for 2019-20 is 41%.We plan to improve reading proficiency by 5% and achieve 50% learning gains/LPQ for reading. We plan to improve math proficiency by 5% and achieve 60% learning gains/LPQ for math.
Person responsible for monitoring outcome	Truitte Moreland (morelandt@duvalschools.org)
Evidence-based Strategy	Because of declines in literacy based content and math. We dropped 20% in science, 6% in civics, & 11% in reading. We dropped 31% in algebra, and 30% in cohort math. We are purchasing a reading coach, math interventionists, dean of students, math teacher, language arts teacher, math coach, and 5 instructional paraprofessionals. The Reading Coach, Math Coach, and Administration will facilitate or co facilitate the listed 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 Step	
Description	<p>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.</p> <ol style="list-style-type: none"> 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

Truitte Moreland (morelandt@duvalschools.org)

#6	
Title	ESSA: Hispanic
Rationale	Our students should graduate college or career ready. Reading and computing mathematics on grade level will be our focus. Our school dropped experience declines in all cells of the school grade. Their was a decline in literacy based content and math content.
State the measurable outcome the school plans to achieve	Currently federal index is 37% goal for 2019-20 is 41%.We plan to improve reading proficiency by 5% and achieve 50% learning gains/LPQ for reading. We plan to improve math proficiency by 5% and achieve 60% learning gains/LPQ for math.
Person responsible for monitoring outcome	Truitte Moreland (morelandt@duvalschools.org)
Evidence-based Strategy	Because of declines in literacy based content and math. We dropped 20% in science, 6% in civics, & 11% in reading. We dropped 31% in algebra, and 30% in cohort math. We are purchasing a reading coach, math interventionists, dean of students, math teacher, language arts teacher, math coach, and 5 instructional paraprofessionals. The Reading Coach, Math Coach, and Administration will facilitate or co facilitate the listed 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 Step	
Description	<p>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.</p> <ol style="list-style-type: none"> 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 / Paras 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 / Paras 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**

Truitte Moreland (morelandt@duvalschools.org)

#7	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	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
State the measurable outcome the school plans to achieve	We plan to improve reading proficiency by 5% and achieve 50% learning gains/LPQ for reading. We plan to improve math proficiency by 5% and achieve 60% learning gains/LPQ for math.
Person responsible for monitoring outcome	Truitte Moreland (morelandt@duvalschools.org)
Evidence-based Strategy	As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."
Rationale for Evidence-based Strategy	https://www.jstor.org/stable/3699585?seq=1 Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.
Action Step	
Description	<ol style="list-style-type: none"> 1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; 3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in

the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Truitte Moreland (morelandt@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).

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.

Pending Completion

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.

Pending Completion

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

Pending Completion

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.

Pending Completion

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

Pending Completion

Part V: Budget

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

1	III.A.	Areas of Focus: Academic Achievement.				\$188,190.91
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.9	\$42,300.00
			Notes: Supplemental ELA Teacher. Will provide targeted small group instruction and model instructional best practices for teachers. They will support single gender implementation in Language Arts classrooms.			
	5100	120-Classroom Teachers	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.9	\$42,300.00
			Notes: Supplemental Math Teacher. Will provide targeted small group instruction and model instructional best practices for teachers. They will support single gender implementation in Math classrooms.			
	5100	130-Other Certified Instructional Personnel	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.9	\$42,300.00
			Notes: Math Interventionist Will provide targeted small group instruction and model instructional best practices for teachers. They will support single gender implementation in Math classrooms.			
	5100	210-Retirement	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$3,583.00
			Notes: ELA Teacher Benefits Retirement 8.47%			
	5100	220-Social Security	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$3,236.00
			Notes: ELA Teacher Benefits Social Security 7.65%			
	5100	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$7,826.00
			Notes: ELA Teacher Benefits Health and Hospitalization 18.50%			
	5100	232-Life Insurance	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$13.00
			Notes: ELA Teacher Benefits Life Insurance .03%			
	5100	240-Workers Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$398.00
			Notes: ELA Teacher Benefits Workers Compensation .94%			
	5100	250-Unemployment Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$4.00
			Notes: ELA Teacher Benefits Unemployment Compensation .01%			
	5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$241.00
			Notes: ELA Teacher Benefits Other Employee Benefits Flex Medical .57%			
	5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$592.00
			Notes: ELA Teacher Benefits Other Employee Benefits Leave 1.4%			

5100	210-Retirement	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$3,583.00
Notes: Math Teacher Benefits Retirement 8.47%					
5100	220-Social Security	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$3,236.00
Notes: Math Teacher Benefits Social Security 7.65%					
5100	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$7,826.00
Notes: Math Teacher Benefits Health and Hospitalization 18.50%					
5100	232-Life Insurance	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$13.00
Notes: Math Teacher Benefits Life Insurance .03%					
5100	240-Workers Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$398.00
Notes: Math Teacher Benefits Workers Compensation .94%					
5100	250-Unemployment Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$4.00
Notes: Math Teacher Benefits Unemployment Compensation .01%					
5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$241.00
Notes: Math Teacher Benefits Other Employee Benefits Flex Medical .57%					
5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$592.00
Notes: Math Teacher Benefits Other Employee Benefits Leave 1.4%					
5100	210-Retirement	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$3,583.00
Notes: Math Interventionist Benefits Retirement 8.47%					
5100	220-Social Security	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$3,236.00
Notes: Math Interventionist Benefits Social Security 7.65%					
5100	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$7,826.00
Notes: Math Interventionist Benefits Health and Hospitalization 18.50%					
5100	232-Life Insurance	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$13.00
Notes: Math Interventionist Benefits Life Insurance .03%					
5100	240-Workers Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$398.00
Notes: Math Interventionist Benefits Workers Compensation .94%					
5100	250-Unemployment Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$4.00
Notes: Math Interventionist Benefits Unemployment Compensation .01%					

	5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$241.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$592.50
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	510-Supplies	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$2,161.00
			<i>Notes: Paper, pens, pencils, chart paper, chart stick poster paper, ink cartridge, binders, folders, memo pads,</i>			
	5100	510-Supplies	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$4,500.00
			<i>Notes: Acaletics Supplementary materials for Science and Math supplementary materials to support 78 students with building numbers and operations skills and enhance math fluency in all grade levels.</i>			
	6400	310-Professional and Technical Services	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$5,500.00
			<i>Notes: Acaletics PD 2 days of teacher on site coaching and program implementation support for the Algebra I</i>			
	5100	510-Supplies	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$1,450.41
			<i>Notes: paper, pencils, folders, composition books, rulers, calculators, and crayons to complete some of the assignments provided by the district (both virtual and during the summer)</i>			
2	III.A.	Areas of Focus: Culture and Climate				\$97,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	1561 - Young Mens/Womens Leadership Acad At Butler	Title, I Part A	1.0	\$23,800.00
			<i>Notes: Paraprofessional</i>			
	6100	130-Other Certified Instructional Personnel	1561 - Young Mens/Womens Leadership Acad At Butler	Title, I Part A	1.0	\$74,000.00
			<i>Notes: Dean of Students</i>			
3	III.A.	Areas of Focus: ESSA: Students With Disabilities				\$23,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	130-Other Certified Instructional Personnel	1561 - Young Mens/Womens Leadership Acad At Butler	Title, I Part A	1.0	\$23,800.00
			<i>Notes: Paraprofessional</i>			
4	III.A.	Areas of Focus: ESSA: Economically Disadvantaged				\$23,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	130-Other Certified Instructional Personnel	1561 - Young Mens/Womens Leadership Acad At Butler	Title, I Part A	1.0	\$23,800.00
			<i>Notes: Paraprofessional</i>			
5	III.A.	Areas of Focus: ESSA: Black/African American				\$23,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	6100	130-Other Certified Instructional Personnel	1561 - Young Mens/Womens Leadership Acad At Butler	Title, I Part A	1.0	\$23,800.00
			Notes: Paraprofessional			
6	III.A.	Areas of Focus: ESSA: Hispanic				\$23,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	130-Other Certified Instructional Personnel	1561 - Young Mens/Womens Leadership Acad At Butler	Title, I Part A	1.0	\$23,800.00
			Notes: Paraprofessional			
7	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	1561 - Young Mens/Womens Leadership Acad At Butler	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	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$2,965.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%			
	7300	220-Social Security	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$2,678.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$6,475.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$11.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$329.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%			
	7300	250-Unemployment Compensation	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$4.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%			
	7300	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$200.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%			
	7300	290-Other Employee Benefits	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$490.00
			Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%			

	7300	330-Travel	1561 - Young Mens/Womens Leadership Acad At Butler	UniSIG	0.0	\$250.00
			<i>Notes: Travel In County Assistant Principal</i>			
Total:						\$442,676.50