

Duval County Public Schools

# Charger Academy



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>33</b>
<b>Budget to Support Goals</b>	<b>34</b>

# Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

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

## Demographics

**Principal: Andrea Talley**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: D (37%) 2017-18: C (41%) 2016-17: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>34</b>

# Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The mission of Charger Academy 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 Charger Academy is to provide an educational environment that is diverse, differentiated, effective, and rigorous in content, offering a learning experience to our students from a global perspective through the use of technology in order to prepare them to become college and career ready.

### School Leadership Team

#### **Membership**

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

Name	Position 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
Dobson, Erica	Assistant Principal	AP of Curriculum and Instruction, Lead Science Team, Lead Guidance Team, Support Mission and Vision of the school
Bassett, Monique	Assistant Principal	Support Mission and Vision, AP of Operations and Student Services, Lead Math Team and Electives, Lead Technology
Woodmoore, Devin	Other	AVID Coordinator, support mission and vision of the school
Brown, Wynnette	Math Coach	Math Coach, support mission and vision of the school, 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.
Rexroad, Megan	Instructional Coach	Teacher Development, support mission and vision of the school
Nixon, Paula	Reading Coach	Testing and Reading Interventionist, support mission and vision of the school
Martin, Michael	Dean	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.
Marquies, Nicole	Other	Positive Behavior Incentive System

**Demographic Information**

**Principal start date**

Monday 7/1/2019, Andrea Talley



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

1

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

11

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

62

**Total number of students enrolled at the school**

1,390

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

11

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	425	283	274	0	0	0	0	982
Attendance below 90 percent	0	0	0	0	0	0	177	91	99	0	0	0	0	367
One or more suspensions	0	0	0	0	0	0	33	53	39	0	0	0	0	125
Course failure in ELA	0	0	0	0	0	0	6	11	9	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	13	26	22	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	321	124	94	0	0	0	0	539
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	288	202	214	0	0	0	0	704
Number of students with a substantial reading deficiency	0	0	0	0	0	0	259	230	174	0	0	0	0	663
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	309	164	161	0	0	0	0	634

**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	12	20	7	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	15	15	18	0	0	0	0	48

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

Tuesday 6/15/2021

**2020-21 - As Reported**

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

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

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

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

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

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	369	292	325	0	0	0	0	986
Attendance below 90 percent	0	0	0	0	0	0	33	13	37	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	3	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	6	11	9	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	13	26	22	0	0	0	0	61
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	321	121	94	0	0	0	0	536
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	288	202	214	0	0	0	0	704

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

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

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

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				22%	43%	54%	23%	42%	53%
ELA Learning Gains				34%	49%	54%	37%	47%	54%
ELA Lowest 25th Percentile				30%	45%	47%	39%	44%	47%
Math Achievement				29%	49%	58%	24%	46%	58%
Math Learning Gains				40%	50%	57%	37%	50%	57%
Math Lowest 25th Percentile				40%	47%	51%	41%	47%	51%
Science Achievement				21%	44%	51%	27%	45%	52%
Social Studies Achievement				52%	68%	72%	70%	82%	72%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	22%	47%	-25%	54%	-32%
Cohort Comparison						
07	2021					
	2019	22%	44%	-22%	52%	-30%
Cohort Comparison		-22%				
08	2021					
	2019	25%	49%	-24%	56%	-31%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	51%	-26%	55%	-30%
Cohort Comparison						
07	2021					
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison		-25%				
08	2021					
	2019	29%	32%	-3%	46%	-17%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	19%	40%	-21%	48%	-29%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	69%	-19%	71%	-21%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	57%	9%	61%	5%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used by grade levels to compile the data below is the District Progress Monitoring Assessment that is administered three times a year.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	30%	30%
	Economically Disadvantaged	31%	30%	30%
	Students With Disabilities	11%	10%	5%
	English Language Learners	29%	13%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42%	37%	30%
	Economically Disadvantaged	41%	38%	30%
	Students With Disabilities	15%	12%	11%
	English Language Learners	38%	31%	31%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	42%	27%
	Economically Disadvantaged	32%	40%	24%
	Students With Disabilities	6%	5%	5%
	English Language Learners	4%	24%	4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	37%	40%
	Economically Disadvantaged	25%	32%	38%
	Students With Disabilities	8%	3%	14%
	English Language Learners	13%	17%	20%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	36%	30%	51%
	Economically Disadvantaged	34%	27%	54%
	Students With Disabilities	8%	13%	13%
	English Language Learners	29%	14%	20%

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		37%	39%	41%
	Economically Disadvantaged		37%	38%	38%
	Students With Disabilities		8%	14%	8%
	English Language Learners		20%	31%	23%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		44%	43%	58%
	Economically Disadvantaged		41%	38%	56%
	Students With Disabilities		20%	23%	24%
	English Language Learners		40%	46%	46%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		28%	31%	37%
	Economically Disadvantaged		28%	29%	34%
	Students With Disabilities		6%	16%	8%
	English Language Learners		20%	50%	25%
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	11	29	24	15	30	32	13	25			
ELL	17	29	20	31	48	52	17				
ASN	50	61		55	61						
BLK	20	31	28	26	34	37	16	50	79		
HSP	30	37	20	38	47	48	36	64			
MUL	47	43		47	43		53	82			
WHT	27	41	50	37	39	52	29	68	100		
FRL	25	34	27	29	34	35	23	56	86		
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			

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
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		

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	32
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	57
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
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	39
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	49
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Strengths:

- Strong leadership team
- PLC focus and guided common planning with content coaches
- Teacher buy in for coming to both of these in order to build practice and plan
- Use of the learning walk indicators to help drive the work and development of teachers
- Modeling with teachers during common planning to develop
- Monitoring what was being put in place and using this data to guide next steps in work both in planning and in coaching/support
- Positive culture and climate across the campus
- Strong implication of PBIS to support students and allow learning to take place
- Funding to support aligned resources to support teachers and student learning
- Ability to pivot to cover when needed
- Strength of coaches and interventionists
- Strong communication between all members of the leadership team

Challenges:

- Student attendance
- Continued adjustments to master schedules as students entered and exit
- Ability to cover classes when teachers were out-coaches and interventionists were pulled to cover and this took away from the opportunities to coach that are normally available during “traditional” years
- Building teacher capacity due to unusual year challenges presented this year
- Meeting with the leadership team consistently to ensure that the common vision and voice were always there
- Counseling services

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

- ELA between PMA 2 and 3 showed declines on students that were performing at grade level for the majority of the year
- Math for the second half of the school year due to number of assessments and missed instruction
- Civics students were not all performing at the rated needed were removed to help with targeted plan. Thinking forward, what is needed to support these students as they retake it in 8th grade.
  - o Consider having Mr. Yoo come out during pre-planning with the Civics teachers to plan for beginning of the year to help with planning for acceleration with the students that will be in 8th

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Common Planning:

- Development of strong lesson plans that meet the students where they are and leverage their learning styles
- Planning for and scripting high level questions as well as scaffolding questions
- Planning in lesson adjustments based on the skills of the students in each period
- Transfer of planning to instructional delivery
- Planning for specific formative assessments that provide information on where student learning is and what they need and provide opportunities to experience assessment type experiences
- Planning for small group instruction

Data:

- Look at formative assessments and using the data to adjust daily and weekly lessons to address needs of students
- PD on how to do this

Areas of Focus:

- Content Areas Proficiency LG and LPQ to ensure that all areas stay in the forefront of the work
- Consider setting benchmarks for monitoring using district assessment and progress monitoring throughout the year to help measure progress toward goals
- Planning for and Delivery of Aligned Instruction
- Use of data to set goals and define small groups

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

- Math
- ELA
- Science
- Civics

All of these showed growth though not at the rate expected throughout the year. This could be based on the impact that quarantine had on the consistency of instructional delivery.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

- started before and after tutoring semester 1
- double blocked math classes
- pullout tutoring semester II (provided moderate and extensive support to students)
- student incentives (example- Charger bucks to purchase items from Charger Stop)
- focused on the instructional development of teachers
- walk throughs and feedback
- common planning and modeling
- PLCs

**What strategies will need to be implemented in order to accelerate learning?**

Re-establishing the system of coaching to support teachers and build capacity of teachers

- Realigning leadership meetings with all members weekly
- Taking advantage of the summer program to help support the Civics students who will be retaking it in 8th grade
- Develop some coaches around how to support teachers to develop capacity and use data effectively.

o Consideration for replacing the Math coach or a plan for how to build the capacity

Summer PD plan for instructional staff

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

PBIS - Intervention/Classroom Management Strategies - Collaborative Nearpod training on the resources and strategies of effective interventions and classroom management strategies that lead to greater academic success for our students.

Interactive Notebooks - Explore the development and implementation of classroom based interactive notebooks, an AVID aligned instructional practice.

Organizing Materials Through a Digital E Binder – Learn how to develop student organization through the use of a classroom digital E binder. With this training, educators will be able to:

- Develop students' skills around the use of tools for organizing materials.
- Support students as they synthesize these tools into a system for organizing materials.
- Provide accountability for routine use of these systems, refining them, and adapting them to any task/goal requiring organization.

Focused Note-Taking Application: Educators will explore ways to apply AVID's focused note-taking process to increase student learning.

WICOR Workshop: Participants will engage in a collaborative setting to identify key components of WICOR and evaluate implementation of WICOR strategy use within their school site.

Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College Book Study: This teaching guide is a must-have for new and experienced teachers alike.

Student Discourse in the classroom and how to promote discourse: Student discourse is more than simply talking about your content. It is a set of tools and practices that make both learners' and teachers' thinking visible.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

- Weekly PLCs
- Weekly Common Planning
- 2 Book Studies

## Part III: Planning for Improvement

### Areas of Focus:

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

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	Principal will monitor and work with Literacy Coach and Interventionist. -Common Planning -PLC - Data Monitoring -Walk Throughs
<b>Monitoring:</b>	-Common Planning with the Literacy Coach to support teachers and students to ensure student achievement.
<b>Person responsible for monitoring outcome:</b>	Megan Rexroad (rexroadm@duvalschools.org)
<b>Evidence-based Strategy:</b>	-Common Planning with the Literacy Coach to support teachers and students to ensure student achievement. -Hire an ELA teacher to ensure student achievement across grade levels. -Purchase additional resources to enhance learning opportunities for increased student achievement. -Train support personnel. -Hire paraprofessionals to push-in and pull-out students who aren't showing mastery of standards. -Train instructional staff on utilization of additional resources.
<b>Rationale for Evidence-based Strategy:</b>	-School-wide focused note-taking system. This will assist student performance in the area of increase focused study habits. -Achieve 3000 Science will serve as supplemental resources for students during the After School program. In turn, this interactive student engagement supplement will assist in ensuring student performance in the area of Science.

**Action Steps to Implement**

1. Review Achieve data bi-weekly with Literacy Coach and classroom teachers.
2. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
3. Analyze Baseline and Mid-Year data.
4. Fidelity checks on training and implementation.
5. Title I funds will be utilized to fund the Reading Interventionist position as a layer of additional support to the Reading Coach, teachers, and students to ensure student achievement increase.
6. Title I funds will be utilized to fund a paraprofessional position to assist with in class support to meet individual instructional needs. This is assistance will include: small group instruction, assistance with differentiation of instruction and other tasks identified based on student need.

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

Title I funds will be used to purchase the following computer based programs, each program will be utilized to support differentiation of instruction to support individual student learning

- Nearpod - an online tool that allows teachers to use slide-based teaching both in the classroom and remotely.
- Flocabulary- a library of songs, videos and activities for K-12 interactive online learning

- IXL- A learning system with personalized comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner

- Gimkit Live is a classroom game-show platform where students compete by answering questions on their electronic devices

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

## #2. Instructional Practice specifically relating to Math

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

**Measurable Outcome:** Assistant Principal will monitor and work with Math Coach and Interventionist.  
 -Common Planning  
 -PLC  
 - Data Monitoring  
 -Walk Throughs

**Monitoring:** Assistant Principal over math will monitor and work with Math Coach and Interventionist.  
 -Common Planning  
 -PLC  
 - Data Monitoring  
 -Walk Throughs

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

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

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

### Action Steps to Implement

1. Review I-Ready data bi-weekly with Math Coach and classroom teachers.
2. Review data from Math 180 program (Intensive Math).
3. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
4. Fidelity checks on training and implementation.
5. Coaching cycle with teachers and Math Coach (Pre-conference, modeling, and feedback).
6. Title I funds will be utilized to fund a paraprofessional position to assist with in class support to meet individual instructional needs. This is assistance will include: small group instruction, assistance with differentiation of instruction and other tasks identified based on student need.

**Person Responsible** Monique Bassett (bassettm@duvalschools.org)

Title I funds will be used to purchase the following computer based programs, each program will be utilized to support differentiation of instruction to support individual student learning

- Nearpod - an online tool that allows teachers to use slide-based teaching both in the classroom and remotely.
- Flocabulary- a library of songs, videos and activities for K-12 interactive online learning
- IXL- A learning system with personalized comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner

**Person  
Responsible**

Monique Bassett (bassettm@duvalschools.org)



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

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

**Measurable Outcome:** Assistant Principal will monitor and work with Instructional Coach and District Academic Services Support  
 -Common Planning  
 -PLC  
 - Data Monitoring  
 -Walk Throughs  
 - Coach Cycle and lesson planning with district Science specialist  
 - Biology teacher to attend monthly district PLC  
 - Baseline and PMA data

**Monitoring:** Assistant Principal will monitor and work with Science Department Head and Reading Interventionist.  
 -Common Planning  
 -PLC  
 - Data Monitoring  
 -Walk Throughs

**Person responsible for monitoring outcome:** [no one identified]

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

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

**Action Steps to Implement**

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

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

Title I funds will be used to purchase the following computer based programs, each program will be utilized to support differentiation of instruction to support individual student learning  
 - Nearpod - an online tool that allows teachers to use slide-based teaching both in the classroom and remotely.

- Flocabulary- a library of songs, videos and activities for K-12 interactive online learning
- Gimkit Live is a classroom game-show platform where students compete by answering questions on their electronic devices

Title I funds will be used to purchase media carts to support student learning by providing the resources for teacher to utilize different platforms for instruction. Media carts include items such as : projector, elmo, built in speakers and dvd player

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

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

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

**Measurable Outcome:** Assistant Principal will monitor and work with Instructional Coach and Department Head.

- Common Planning
- PLC

- Data Monitoring
- Walk Throughs
- PMA data
- Common Assessments
- Lesson Planning
- Participation in SWT walks of content and non-content areas

**Monitoring:** Principal will monitor and work with Social Studies Department Head and Literacy Coach.

- Common Planning
- PLC
- Data Monitoring
- Walk Throughs

**Person responsible for monitoring outcome:**

Devin Woodmoore (woodmoored@duvalschools.org)

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**Action Steps to Implement**

1. Analyze Baseline and Mid-year Data.
2. Administration will conduct walk-throughs to collect and analyze observational data related to planning and instructional practices.
3. Fidelity checks on training and implementation.
4. Monitor use of School-wide focused note-taking system to ensure fidelity.
5. Common planning to allow for collaboration.
6. Title I funds will be used to purchase the following computer based programs, each program will be utilized to support differentiation of instruction to support individual student learning
  - Nearpod - an online tool that allows teachers to use slide-based teaching both in the classroom and remotely.
  - Flocabulary- library of songs, videos and activities for K-12 interactive online learning
  - IXL- A learning system with personalized comprehensive K-12 curriculum,

individualized guidance, and real-time analytics, IXL meets the unique needs of each learner  
- Gimkit Live is a classroom game-show platform where students compete by answering questions on their electronic devices

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

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

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

**Measurable Outcome:** By the end of the 1st 9 weeks, 85% of the veteran teachers' and 50% of the new teachers' lesson plan's learning tasks will be aligned to the standards. We will monitor this alignment via our SWT walks and the reflection of the calibration tool. Instructional coaches will work closely with the teachers and attend all common planning session to ensure finalized lesson plans are aligned as well as the learning task. Coaches are also assisting with the development of exit tickets.

**Monitoring:** Administration will monitor and work with the Instructional Coach  
 -Common Planning  
 -PLC  
 - Data Monitoring  
 -Walk Throughs

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

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

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

**Action Steps to Implement**

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

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

- Create strong learning objective aligned with standard and Item Specifications

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

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

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

Title I funds will be used to purchase poster making supplies to be used school wide to support the objective of providing standards aligned instruction. These supplies will be used to create posters to be posted in classrooms reflecting content to assist with student learning.

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

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

**Area of Focus Description and Rationale:** Based on data, we need to ensure connections are being made among faculty, staff, and students so that they are moving in the same direction, through common vision, practices and effective systems. To further expose students to examples of positive behavior and management strategies and character traits that support a governed community, students will have an opportunity to interact (both at the 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 lecture series and student classrooms.

**Measurable Outcome:** By the end of the the 21-22 school year 10% reduction in referrals processed for Level I and Level II disciplinary infractions.

**Monitoring:** Administration will monitor and work with the Dean of Students  
 - proper PBIS Guidelines for Success Implementation  
 - Classroom Management Training for novice teachers  
 - Data Monitoring  
 -Walk Throughs

**Person responsible for monitoring outcome:** Michael Martin (martinm@duvalschools.org)

**Evidence-based Strategy:** Utilization of district Champs policy to drive instruction and model expectations for behavior. PBIS implementation in every classroom and common area. Utilization of positive reward system (Charger Stop school store) to recognize students whom are meeting outlined behavior expectations.

**Rationale for Evidence-based Strategy:** PBIS data and research proper implementation of consistent rituals and routines in classroom and common area directly affects student performance and school culture and climate.

**Action Steps to Implement**

1. Title I funds will be utilized to fund an additional Dean of Students position to help support the schoolwide mission and vision. The additional dean will assist to ensure the school environment reflects a supportive and fulfilling environment with conditions which meet the needs of all students and members of the school community. Dean will directly support the primary area of concern of reducing the number of reported discipline incidents per one hundred students in the 21-22 school year.

**Person Responsible** Monique Bassett (bassettm@duvalschools.org)

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

**Area of Focus Description and Rationale:**

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

**Measurable Outcome:**

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

**Monitoring:**

**Person responsible for monitoring outcome:**

Andrea Talley (talleya@duvalschools.org)

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

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

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**In comparing the data of Charger Academy to discipline across the state, there are opportunities to increase the amount of positive behavior in the school and reduce the number of overall reported incident in the school. Charger Academy will achieve this through a multi-pronged approach based in PBIS. Although continued improvement is key, it is important to note that Charger Academy did see improvement in the 2020-2021 school year when compared to the 2019-2020 school year in terms of reported incidents, violent incidents, and suspensions per one hundred students when extrapolated out for the time missed due to the COVID pandemic. Charger Academy will look to build on that improvement moving into the 2021-2022 school year with continued consistency and implementation of our PBIS program, which now moves into year two. With a full year of the PBIS plan in the school, moving to year two with that consistency of an established PBIS plan will allow Charger Academy to continue to trend down in the incidents mentioned above.**

- Primary Area of Concern will be reducing the number of violent incidents per one hundred students in the school for the 2021-2022 school year**
- Secondary Area of Concern will be reducing the number of reported incidents per one hundred students in the school for the 2021-2022 school year**
- Tertiary Area of Concern will be reducing the number of suspensions per one hundred students in the school for the 2021-2022 school year**
- Charger Academy will reduce the overall number of reported incidents through the continued implementation of PBIS in the school**
- This implementation includes the use of many positive behavior recognition systems including:**
  - A. Living through the Charger Guidelines for Success. Students will be constantly reminded of guidelines on an everyday basis through morning announcements, afternoon announcements, and all lunch periods. School wide corrections of behavior will be made through the lens of the Charger Guidelines for Success. The Charger Guidelines for Success allow us to provide a consistent and common language when correcting behaviors, modeling behaviors, and communicating those behaviors to all stakeholders. Having that common and consistent language allows us to give students uniform expectations and examples of positive behaviors. This kind of consistency and having those positive expectations detract from unwanted behaviors in the school.**
  - B. Charger Idols of the month, which gives each teacher the ability to award one student based on those students exemplifying honesty, integrity, responsibility, integrity, and punctuality. Rewarding and recognizing students for their achievements and positive character traits gives them pride in both themselves and the school and shows the entire student body that we are actively rewarding positive behaviors in the school. This will encourage positive behaviors and diminish unwanted behaviors in the school.**
  - C. Student of the Month/Most Improved Student of the Month, which gives every adult in the school the ability to nominate a student for both categories. Students are then voted on and awarded their certificates and lunch for their achievement. Once again this allows us to recognize and encourage positive behaviors we want to have exhibited in the school. Additionally, recognizing an improved student of the month allows us to recognize not just students who always exhibit good behavior, but also those who might have some unwanted behaviors in the past. This empowers all students to know that they can make that positive change and be recognized for desired behaviors in our school.**
  - D. Student/Teacher Mentor Program, which identifies a specific subset of students, who may need some more direct or intense relationships and guidance when it comes to building or maintaining positive behaviors in the school. This helps to build positive relationships with these students, which leads to a decrease of the incidents mentioned above.**

**Charger Academy monitors culture and environment of the school through the lens of discipline data with monthly PBIS committee meetings. The PBIS committee is composed of administration, teachers, guidance counselors, and deans although all are welcome to attend. The committee**



## Part IV: Positive Culture & Environment

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

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

### Describe how the school addresses building a positive school culture and environment.

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
- continue embedding PBIS into the culture of the school to build the positive student climate and legacy of the school
- continue working on AVID PD to support learning habits of students
- empowering students to take leadership roles through Student Council and our Ambassadors program
- increasing ownership and school pride through student participation in governing of the school including running and planning the school sponsored events mentioned above
- Under PBIS, awarding student of the month and most improved student of the month where students are recognized in front of their peers and awarded lunch for their achievements
- Under PBIS, constant reinforcement of our Charger Guidelines for Success through teachers, deans, and administration. Guidelines are presented in positive manner and exemplify how to be a model student on campus.
- Under PBIS, consistent recognition to students following our Charger Guidelines for Success through praise and rewards
- Under PBIS, awarding charger bucks to spend at the Charger Stop School Store that rewards positive behaviors, following Charger Guidelines for Success, honesty, integrity, respect, and responsibility
- Under PBIS, awarding Charger Idols of the month which recognize and reward students on a monthly basis for displaying honesty, integrity, respect, responsibility, and punctuality
- Under PBIS, awarding a Student's choice award monthly to a teacher recognized by the students as the teacher of the month
- Under PBIS, awarding a PBIS Spotlight Award to teachers recognized by the deans as teachers who exemplify the PBIS program at Charger Academy
- Awarding Feature Teacher of the month recognized by fellow teachers and administration
- add NJHS

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

AVID- Devin Woodmore  
Pre-Early College- Paige Marrs

PBIS- Nicole Marquis  
 School Counselor- Carol McGregor  
 PTSA President  
 SAC Chair  
 School Administrative Team  
 School Leadership Team  
 Wellness Coordinator- Paula Young  
 Dean- Michael Martin  
 Assistant Principal of Operations  
 SRO- Officer Ramos

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$58,484.90
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	1.0	\$42,128.10
			<i>Notes: Supplemental Reading Teacher - This is a new position request. Please see the attached data to support the need for a supplemental reading teacher. This line item is for a standard middle school classroom teaching position that is being requested to supplement the districts' standard allocation allotted to the school. The qualifications for the position, as with all teachers requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position will be funded 100% through UniSIG pending approval (9/1/2021).</i>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$4,558.26
			<i>Notes: Supplemental Reading Teacher Benefits Retirement 10.82%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$3,222.80
			<i>Notes: Supplemental Reading Teacher Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$6,753.13
			<i>Notes: Supplemental Reading Teacher Benefits Group Health Insurance 16.03%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$8.43
			<i>Notes: Supplemental Reading Teacher Benefits Life Insurance 16.03%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$695.11
			<i>Notes: Supplemental Reading Teacher Benefits Workers Compensation 1.65%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$219.07
			<i>Notes: Supplemental Reading Teacher Benefits Flex .52%</i>			
	5100	310-Professional and Technical Services	2161 - Charger Academy	UniSIG		\$900.00
			<i>Notes: Substitute for Supplemental Reading Teacher</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$116,069.80
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	1.0	\$42,128.10
			<p><i>Notes: Math Interventionist - This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. The school will need to push-in and pull-out students for small group instruction. The qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identify students will receive assistance in reaching proficient common core skills. This position will be funded 100% through UniSIG. This position was approved using UniSIG funds last year.</i></p>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$4,558.26
			<p><i>Notes: Math Interventionist Retirement at 10.82%</i></p>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$3,222.80
			<p><i>Notes: Math Interventionist Social Security/Medicare at 7.65%</i></p>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$6,753.13
			<p><i>Notes: Math Interventionist Group Health at 16.03%</i></p>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$8.43
			<p><i>Notes: Math Interventionist Group Life at 0.02%</i></p>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$695.11
			<p><i>Notes: Math Interventionist Workers Comp at 1.65%</i></p>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$219.07
			<p><i>Notes: Math Interventionist Flex Benefits at 0.52%</i></p>			
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	1.0	\$42,128.10
			<p><i>Notes: Supplemental Math Teacher - This line item is for a standard middle school classroom teaching position that is being requested to supplement the districts standard allocation allotted to the school. The qualifications for the position, as with all teachers requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position is not a new position. This position will be funded 100% through UniSIG. This position was approved last year using UniSIG funds last year.</i></p>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$4,558.26
			<p><i>Notes: Supplemental Math Teacher Retirement at 10.82%</i></p>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$3,222.80
			<p><i>Notes: Supplemental Math Teacher Social Security/Medicare at 7.65%</i></p>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$6,753.13
			<p><i>Notes: Supplemental Math Teacher Group Health at 16.03%</i></p>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$8.43
			<p><i>Notes: Supplemental Math Teacher Group Life at 0.02%</i></p>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$695.11
			<p><i>Notes: Supplemental Math Teacher Workers Comp at 1.65%</i></p>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$219.07
			<p><i>Notes: Supplemental Math Teacher Flex Benefits at 0.52%</i></p>			

	5100	310-Professional and Technical Services	2161 - Charger Academy	UniSIG		\$900.00
			<i>Notes: Substitute funding for Supplemental Math Teacher - This line item will support student coverage when and if he Supplemental Math Teacher is out on leave.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$63,484.90</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	1.0	\$42,128.10
			<i>Notes: Supplemental Science Teacher - This line item is for a standard middle school classroom teaching position that is being requested to supplement the districts standard allocation allotted to the school. The qualifications for the position, as with all teachers requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position is not a new position. This position will be funded 100% through UniSIG. This line items was approved last year using UniSIG funds.</i>			
	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$4,558.26
			<i>Notes: Supplemental Science Teacher Retirement at 10.82%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$3,222.80
			<i>Notes: Supplemental Science Teacher Social Security/Medicare at 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$6,753.13
			<i>Notes: Supplemental Science Teacher Group Health at 16.03%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$8.43
			<i>Notes: Supplemental Science Teacher Group Life at 0.02%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$695.11
			<i>Notes: Supplemental Science Teacher Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$219.07
			<i>Notes: Supplemental Science Teacher Flex Benefits at 0.52%</i>			
	5100	369-Technology-Related Rentals	2161 - Charger Academy	UniSIG		\$5,000.00
			<i>Notes: School Site license for Penda Science - This line item will be used for all grade levels to engage in Science activities through a blended learning model.</i>			
	5100	310-Professional and Technical Services	2161 - Charger Academy	UniSIG		\$900.00
			<i>Notes: Substitute funding for Supplemental Science Teacher - This line item is needed to ensure students have coverage when and if the Supplemental Science Teacher takes any leave.</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Social Studies</b>				<b>\$58,484.90</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2161 - Charger Academy	UniSIG	1.0	\$42,128.10
			<i>Notes: Supplemental Social Studies Teacher - This line item is for a standard middle school classroom teaching position that is being requested to supplement the districts standard allocation allotted to the school. The qualifications for the position, as with all teachers requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications &amp; Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position is not new. This position will be funded 100% through UniSIG. This line item was approved using UniSIG funds last year.</i>			

	5100	210-Retirement	2161 - Charger Academy	UniSIG		\$4,558.26
			<i>Notes: Supplemental Social Studies Teacher Retirement at 10.82%</i>			
	5100	220-Social Security	2161 - Charger Academy	UniSIG		\$3,222.80
			<i>Notes: Supplemental Social Studies Teacher Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$6,753.13
			<i>Notes: Supplemental Social Studies Teacher Group Health at 16.03%</i>			
	5100	232-Life Insurance	2161 - Charger Academy	UniSIG		\$8.43
			<i>Notes: Supplemental Social Studies Teacher Group Life at 0.02%</i>			
	5100	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$695.11
			<i>Notes: Supplemental Social Studies Teacher Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$219.07
			<i>Notes: Supplemental Social Studies Teacher Flex Benefits at 0.52%</i>			
	5100	310-Professional and Technical Services	2161 - Charger Academy	UniSIG		\$900.00
			<i>Notes: Substitute funding for Supplemental Social Studies Teacher - This line item is needed to ensure students have coverage when and if the Supplemental Social Studies Teacher takes any leave.</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$100,893.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	2161 - Charger Academy	UniSIG	0.5	\$37,026.00
			<i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. - Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with JEB Stuart (50%).</i>			
	7300	210-Retirement	2161 - Charger Academy	UniSIG		\$4,006.21
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
	7300	220-Social Security	2161 - Charger Academy	UniSIG		\$2,832.49
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
	7300	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$5,935.27
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
	7300	232-Life Insurance	2161 - Charger Academy	UniSIG		\$7.41
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			

	7300	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$610.93
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
	7300	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$192.54
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			
	7300	110-Administrators	2161 - Charger Academy	UniSIG	0.25	\$18,513.00
			<p><i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. - Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Sallye B. Mathis (50%) and JEB Stuart (25%).</i></p>			
	7300	210-Retirement	2161 - Charger Academy	UniSIG		\$2,003.11
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
	7300	220-Social Security	2161 - Charger Academy	UniSIG		\$1,416.24
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
	7300	231-Health and Hospitalization	2161 - Charger Academy	UniSIG		\$2,967.63
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
	7300	232-Life Insurance	2161 - Charger Academy	UniSIG		\$3.70
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
	7300	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$305.46
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
	7300	290-Other Employee Benefits	2161 - Charger Academy	UniSIG		\$96.27
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	2161 - Charger Academy	UniSIG		\$12,003.78
			<i>Notes: Interactive Screen with cart bundle 2 qty \$5,370.99 each Microprocessors 2 qty \$1,261.80 each - These cart bundles will be used in Math and Intensive Math classrooms.</i>			
	5900	120-Classroom Teachers	2161 - Charger Academy	UniSIG		\$10,800.00
			<p><i>Notes: Tutoring 450 hours, \$24 per hour, per teacher - The line item will be used to support grade levels 6-8 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 6-8 Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - February 11th (before school, after school, or Saturday school).</i></p>			
	5900	210-Retirement	2161 - Charger Academy	UniSIG		\$1,168.56
			<i>Notes: Tutoring benefits Retirement 10.82%</i>			

	5900	220-Social Security	2161 - Charger Academy	UniSIG		\$826.20
			<i>Notes: Tutoring benefits Social Security 7.65%</i>			
	5900	240-Workers Compensation	2161 - Charger Academy	UniSIG		\$178.20
			<i>Notes: Tutoring benefits Social Security 1.65%</i>			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$8,289.35</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	330-Travel	2161 - Charger Academy	UniSIG		\$3,819.50
			<i>Notes: Field Trips Admission cost ELA/Math/Science/Avid students example of trips include, Jacksonville Zoo, IMAX Theater, Kingsley Plantation, American Beach Museum, MOSH, Edward Waters College, FAMU/FSU College Campus. Please see the attached breakdown of students, subject area the field trip is aligned to, and tentative dates to choose from.</i>			
	5100	330-Travel	2161 - Charger Academy	UniSIG		\$4,232.28
			<i>Notes: Field Trips Transportation Cost</i>			
	5100	330-Travel	2161 - Charger Academy	UniSIG		\$237.57
			<i>Notes: Field Trips supplies, printing supplemental curriculum pages, composition books, pencil, paper,</i>			
<b>7</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Leadership Development</b>				<b>\$11,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	330-Travel	2161 - Charger Academy	UniSIG		\$4,165.00
			<i>Notes: Avid Conference Fee 7 school staff members @ \$595 each. Please see the cost breakdown on the Travel Memo from last year attached. The teachers are a part of the AVID site team that meets monthly to ensure AVID is implemented with fidelity. There are multiple content and grade level teachers represented. 1-2 Coaches and 1-2 Administrators will also attend.</i>			
	6300	330-Travel	2161 - Charger Academy	UniSIG		\$6,835.00
			<i>Notes: Avid Conference Travel 7 school staff members approx @\$976 each per diem, mileage, and hotel</i>			
	6400	310-Professional and Technical Services	2161 - Charger Academy	UniSIG		\$200.00
			<i>Notes: PBIS Virtual Training 4 staff members @ \$50 each</i>			
					<b>Total:</b>	<b>\$441,322.50</b>