

Duval County Public Schools

Young Mens/Womens Leadership Academy At



2021-22 Schoolwide Improvement Plan

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Young Mens/Womens Leadership Academy At Eugene J Butler

900 ACORN ST, Jacksonville, FL 32209

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

Demographics

Principal: Tamara Feagins

Start Date for this Principal: 6/15/2020

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Young Mens/Womens Leadership Academy At Eugene J Butler

900 ACORN ST, Jacksonville, FL 32209

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

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 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 | 96% |

School Grades History

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

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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 the Leadership Academy is to prepare each students to be academically proficient in high school and to make an impact in their community as a leader.

Provide the school's vision statement.

To develop confident, dynamic, educated young men and young women to be leaders.

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 |
|------------------|---------------------|---|
| Feagins, Tamara | Principal | . To recruit and retain highly qualified staff to to carry out the school's vision and mission. To develop teachers professionally, and to monitor student data. To give teachers relevant feedback to improve their instruction. To attend Common Planning and Professional Learning Communities to assist teachers in planning standards aligned lessons. |
| Knoll, Alexandra | Assistant Principal | To assist the teacher in recruiting and retaining highly qualified staff to to carry out the school's vision and mission. To develop teachers professionally, and to monitor student data. To give teachers relevant feedback to improve their instruction. To attend Common Planning and Professional Learning Communities to assist teachers in planning standards aligned lessons. |
| Bailey, Tania | Science Coach | To provide support for science teachers. To lead professional learning communities and facilitate common planning in Science. |
| Cox, Wendy | Reading Coach | To provide support for Language Arts teachers. To lead professional learning communities and facilitate common planning in Language Arts. |
| Thomas, Tangelar | Math Coach | To provide support for Math teachers. To lead professional learning communities and facilitate common planning in Math. |
| Williams, Takita | Dean | To assist with the discipline and behavior management of students. |

Demographic Information

Principal start date

Monday 6/15/2020, Tamara Feagins

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

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.*

7

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

326

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

12

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

14

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 | 108 | 111 | 130 | 0 | 0 | 0 | 0 | 349 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 34 | 38 | 0 | 0 | 0 | 0 | 126 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 34 | 40 | 0 | 0 | 0 | 0 | 85 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 4 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 2 | 0 | 0 | 0 | 0 | 11 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 52 | 58 | 0 | 0 | 0 | 0 | 186 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 92 | 117 | 0 | 0 | 0 | 0 | 279 |
| Number of students with a substantial reading deficiency | 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 | 59 | 65 | 60 | 0 | 0 | 0 | 0 | 184 |

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 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Tuesday 7/6/2021

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 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

The number of students identified as retainees:

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

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 | 85 | 111 | 131 | 0 | 0 | 0 | 0 | 327 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 47 | 34 | 0 | 0 | 0 | 0 | 116 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 27 | 27 | 0 | 0 | 0 | 0 | 81 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 57 | 62 | 0 | 0 | 0 | 0 | 152 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 62 | 71 | 0 | 0 | 0 | 0 | 166 | |

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 | 59 | 65 | 60 | 0 | 0 | 0 | 0 | 184 | |

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 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 4 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

Part II: Needs Assessment/Analysis

School Data 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 | | | | 29% | 43% | 54% | 33% | 42% | 53% |
| ELA Learning Gains | | | | 40% | 49% | 54% | 42% | 47% | 54% |
| ELA Lowest 25th Percentile | | | | 40% | 45% | 47% | 41% | 44% | 47% |
| Math Achievement | | | | 36% | 49% | 58% | 45% | 46% | 58% |
| Math Learning Gains | | | | 42% | 50% | 57% | 52% | 50% | 57% |
| Math Lowest 25th Percentile | | | | 45% | 47% | 51% | 52% | 47% | 51% |
| Science Achievement | | | | 21% | 44% | 51% | 39% | 45% | 52% |
| Social Studies Achievement | | | | 59% | 68% | 72% | 66% | 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 | 24% | 47% | -23% | 54% | -30% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 27% | 44% | -17% | 52% | -25% |
| Cohort Comparison | | -24% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 31% | 49% | -18% | 56% | -25% |
| Cohort Comparison | | -27% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 35% | 51% | -16% | 55% | -20% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 34% | 47% | -13% | 54% | -20% |
| Cohort Comparison | | -35% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 21% | 32% | -11% | 46% | -25% |
| Cohort Comparison | | -34% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 20% | 40% | -20% | 48% | -28% |
| 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 | 59% | 69% | -10% | 71% | -12% |

| 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 | 55% | 57% | -2% | 61% | -6% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 61% | -61% | 57% | -57% |

Grade Level Data Review - Progress Monitoring Assessments

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

Students will take quarterly benchmarks exams:

Progress Monitoring Exam 1

Progress Monitoring Exam 2

Progress Monitoring Exam 3

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 13 | 22 | 20 |
| | Economically Disadvantaged | 9 | 17 | 17 |
| | Students With Disabilities | 1 | 0 | 1 |
| | English Language Learners | 0 | 0 | 0 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 11 | 20 | 14 |
| | Economically Disadvantaged | 9 | 0 | 0 |
| | Students With Disabilities | 0 | 2 | 1 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 7 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 23 | 37 | 26 |
| | Economically Disadvantaged | 14 | 25 | 17 |
| | Students With Disabilities | 2 | 3 | 3 |
| | English Language Learners | 1 | 1 | 1 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 32 | 29 | 32 |
| | Economically Disadvantaged | 27 | 25 | 28 |
| | Students With Disabilities | 5 | 4 | 7 |
| | English Language Learners | 0 | 1 | 0 |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 9 | 22 | 6 |
| | Economically Disadvantaged | 6 | 13 | 4 |
| | Students With Disabilities | 1 | 2 | 1 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 8 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 38 | 45 | 34 |
| | Economically Disadvantaged | 27 | 28 | 21 |
| | Students With Disabilities | 1 | 2 | 1 |
| | English Language Learners | 1 | 1 | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 44 | 45 | 65 |
| | Economically Disadvantaged | 28 | 30 | 42 |
| | Students With Disabilities | 6 | 7 | 5 |
| | English Language Learners | 0 | 4 | 2 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 39 | 31 | 40 |
| | Economically Disadvantaged | 26 | 21 | 26 |
| | Students With Disabilities | 1 | 1 | 2 |
| | English Language Learners | 1 | 0 | 0 |

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 | 4 | 13 | 10 | 5 | 23 | 30 | | 12 | | | |
| ELL | 20 | 40 | | 30 | 30 | | | | | | |
| BLK | 15 | 23 | 21 | 14 | 19 | 26 | 12 | 26 | 55 | | |
| HSP | 23 | 32 | | 27 | 38 | | 10 | | | | |
| MUL | 30 | | | 10 | | | | | | | |
| FRL | 13 | 22 | 24 | 12 | 20 | 27 | 9 | 25 | 50 | | |
| 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 | | | | | | |

| 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 |
| WHT | 50 | 42 | | 67 | 58 | | | | | | |
| FRL | 27 | 38 | 38 | 33 | 42 | 51 | 16 | 60 | 44 | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 14 | 42 | 53 | 19 | 45 | 44 | 14 | 53 | | | |
| ELL | | 70 | | | 50 | | | | | | |
| BLK | 31 | 39 | 39 | 44 | 50 | 52 | 39 | 66 | 72 | | |
| HSP | 62 | 85 | | 69 | 69 | | | | | | |
| WHT | 40 | 50 | | | | | | | | | |
| FRL | 32 | 41 | 42 | 45 | 53 | 54 | 37 | 67 | 70 | | |

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 | 25 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 221 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 12 |
| 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 | 30 |
| 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 | |
| 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 | 23 |
| 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 | 26 |
| 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 | 20 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 22 |
| 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?

All students in subgroups are performing below 50% on the math and reading FSA.

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

The greatest area of school improvement is in Reading. This is the area that is the lowest, and is the foundation to Civics and Science.

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

The largest contributing factor would be teacher quality. Core teachers at the Leadership Academy taught less than 3 years and were not Effective/Highly Effective.

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

Reading Gains of our LPQ students increased by 4%.

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

Teachers and administrators participated in data chats biweekly. In addition to data discussions, teachers differentiated instruction to students.

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

To accelerate learning, teachers will need to provide more equivalent assessments aligned to standards.

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.

Teachers will attend weekly PLC's and Common Planning to assist them in creating aligned assessments.

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

All departments will be monitored using the Standard Walkthrough tool to ensure all lessons and assessments are aligned to standards.

Part III: Planning for Improvement

Areas of Focus:

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

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|---|--|
| Area of Focus Description and Rationale: | Less than 50% of students in Reading and Math were proficient on the FSA. This year The Leadership Academy would like to focus on improving instruction in the classroom with an emphasis on standards alignment. |
| Measurable Outcome: | 100% of core classroom teachers will administer standards-aligned instruction, which will specifically impact student instruction. |
| Monitoring: | This area of focus will be monitored by administration through weekly walkthrough's. The area of Focus will be monitored by instructional coaches in Common Planning. |
| Person responsible for monitoring outcome: | Tamara Feagins (feaginst1@duvalschools.org) |
| Evidence-based Strategy: | Based upon the article "The Opportunity Myth" Students spend most of their time in school without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations. Students spent more than 500 hours per school year on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them—the equivalent of six months of wasted class time in each core subject research says that students not exposed to grade level material as often as needed. |
| Rationale for Evidence-based Strategy: | Based on the Standards Walk-through Tool, the YMYW Leadership Team will measure teachers who have implemented aligned standards based instruction in core classes. In the nearly 1,000 lessons we observed, students were working on activities related to class 88 percent of the time. They met the demands of their assignments 71 percent of the time, and more than half brought home As and Bs. Yet students only demonstrated mastery of grade-level standards on their assignments—a benchmark for being on track for the lives most of them want as adults—17 percent of the time. That gap exists because so few assignments actually gave students a chance to demonstrate grade-level mastery. |

Action Steps to Implement

All Core teachers will participate in common planning and learn how to write, and deliver standards aligned instruction.

Person Responsible Tamara Feagins (feaginst1@duvalschools.org)

#2. Culture & Environment specifically relating to Parent Involvement

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|---|---|
| Area of Focus Description and Rationale: | <p>According to the 5 Essentials Survey "schools with Involved Families, the entire staff builds strong external relationships. see parents as partners in helping students learn, value parents' input and participation in advancing the school's mission, and support efforts to strengthen its students' community resources".</p> <p>The Leadership Academy earned a score of 15 (Very Weak) on the 5 Essentials Parent Survey.</p> <p>. " Although students become more independent as they rise through grade levels and parent-teacher interactions typically lessen as students age, parental involvement in a child's education during the secondary school years plays an essential role in developing positive academic, behavioral, and emotional outcomes. Relations between parents and teachers are among the factors that can affect a student's success and well-being." Ming-Te Wang</p> |
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| Measurable Outcome: | The Leadership Academy will increase it's Involved Families rating to a score of a 40. |
| Monitoring: | This are of Focus will be monitored by monthly parent surveys administered to all parents montly. |
| Person responsible for monitoring outcome: | Alexandrea Knoll (knolla@duvalschools.org) |
| Evidence-based Strategy: | Parents will be invited to plan, and attend the following parent activities: Family Data Chat Nights, Report Card Nights, Math, Night, Reading Night. Parents will be asked to assist in planning each event, and given a survey at the end of each event. |
| Rationale for Evidence-based Strategy: | By having parents assist in creating the parent engagement activity, will increase parental involvement. Surveying parent at the end of each event will provide the school with immediate feedback and data before planning the next event. |

Action Steps to Implement

Electronic surveys and QR codes will be created for every event.

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| Person Responsible | Alexandrea Knoll (knolla@duvalschools.org) |
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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.

Analysis forthcoming

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.

Analysis forthcoming

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

Analysis forthcoming

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | | | | \$164,702.21 |
|---|----------|---|---|----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 110-Administrators | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | 0.5 | \$36,235.00 |
| | | | <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 Southside Middle (50%).</i> | | | |
| | 5100 | 210-Retirement | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$3,920.63 |
| | | | <i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i> | | | |

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|--|--------------------------------|--|--------|-----|-------------|
| 5100 | 220-Social Security | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$2,771.98 |
| Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65% | | | | | |
| 5100 | 231-Health and Hospitalization | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$5,808.47 |
| Notes: Supplemental Instructional Assistant Principal Group Health at 16.03% | | | | | |
| 5100 | 232-Life Insurance | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$7.25 |
| Notes: Supplemental Instructional Assistant Principal Group Life at 0.02% | | | | | |
| 5100 | 240-Workers Compensation | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$597.88 |
| Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65% | | | | | |
| 5100 | 290-Other Employee Benefits | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$188.42 |
| Notes: Supplemental Instructional Assistant Principal Flex benefits at 0.52% | | | | | |
| 5100 | 120-Classroom Teachers | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | 1.0 | \$42,129.10 |
| 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 & Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position will be funded 100% through UniSIG. This was approved last year using UniSIG funds. | | | | | |
| 5100 | 210-Retirement | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$4,558.37 |
| Notes: Supplemental Math Teacher Retirement at 10.82% | | | | | |
| 5100 | 220-Social Security | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$3,222.88 |
| Notes: Supplemental Math Teacher Social Security/Medicare at 7.65% | | | | | |
| 5100 | 231-Health and Hospitalization | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$6,753.29 |
| Notes: Supplemental Math Teacher Group Health at 16.03% | | | | | |
| 5100 | 232-Life Insurance | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$8.43 |
| Notes: Supplemental Math Teacher Group Life at 0.02% | | | | | |
| 5100 | 240-Workers Compensation | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$695.13 |
| Notes: Supplemental Math Teacher Workers Comp at 1.65% | | | | | |
| 5100 | 290-Other Employee Benefits | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$219.09 |
| Notes: Supplemental Math Teacher Flex benefits at 0.52% | | | | | |
| 5100 | 120-Classroom Teachers | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | 1.0 | \$42,129.10 |

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| | | | <i>Notes: Supplemental ELA 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 & Licenses: Must be eligible for Florida Department of Education Certification in appropriate subject area. This position will be funded 100% through UniSIG. This was approved last year using UniSIG funds.</i> | | | |
| | 5100 | 210-Retirement | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$4,558.37 |
| | | | <i>Notes: Supplemental ELA Teacher Retirement at 10.82%</i> | | | |
| | 5100 | 220-Social Security | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$3,222.88 |
| | | | <i>Notes: Supplemental ELA Teacher Social Security/Medicare at 7.65%</i> | | | |
| | 5100 | 231-Health and Hospitalization | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$6,753.29 |
| | | | <i>Notes: Supplemental ELA Teacher Group Health at 16.03%</i> | | | |
| | 5100 | 232-Life Insurance | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$8.43 |
| | | | <i>Notes: Supplemental ELA Teacher Group Life at 0.02%</i> | | | |
| | 5100 | 240-Workers Compensation | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$695.13 |
| | | | <i>Notes: Supplemental ELA Teacher Workers Comp at 1.65%</i> | | | |
| | 5100 | 290-Other Employee Benefits | 1561 - Young Mens/Womens Leadership Acad At Butler | UniSIG | | \$219.09 |
| | | | <i>Notes: Supplemental ELA Teacher Flex benefits at 0.52%</i> | | | |
| 2 | III.A. | Areas of Focus: Culture & Environment: Parent Involvement | | | | \$0.00 |
| | | | | | Total: | \$174,633.75 |