Duval Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Duval Academy

7500 RICKER RD, Jacksonville, FL 32244

http://www.duvalschools.org/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To establish a highly academic environment that will foster the academic success of all students while participating in a Department of Juvenile Justice Program or Neglected and at risk program. This will ensure that every student is provided educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Students will be provided a safe and nurturing community so that every student is inspired and prepared for success in college or career, and life.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Robinson, Edward	Principal	Principal: Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walk-throughs. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings. The principal is responsible for budget and other monetary obligations to meet student needs. The principal is responsible for hiring and maintaining a highly qualified group of teachers to provide the academic instruction for every student enrolled.
Copeland, Kimberly	Assistant Principal	Assistant Principal: Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walk-throughs. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings. The Assistant Principal monitors the scheduling process and guidelines and required by Duval County Public Schools.
Bell, Faye	School Counselor	Guidance Counselor: Academic and student resource and academic support. This includes credit checks, transcript evaluations and regular academic monitoring for students in the program. The counselor guides the registrar in properly scheduling students and making sure accurate grade reporting and supporting services are available for the students.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In order to design a School Improvement Plan (SIP), stakeholders such as the school leadership team, teachers, and staff must be involved. The following steps are commonly involved in the process: Instructors, counselors, and administrators gathered for a meeting to discuss the value of their contribution. During the discussion, FOCUS groups were formed to allow instructors to collaborate and exchange ideas in a safe and inclusive setting.
The team analyzed and edited the stakeholder feedback (strategies and goals) before incorporating it into the final plan. This collaborative approach enhances plan ownership and commitment, resulting in better plan execution and outcomes for the school community.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be monitored quarterly. The data used to monitor the plan will be teacher grade distribution reports, Common Assessment scores, and stakeholder input (when applicable)

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	

DJJ Accountability Rating History	2022-23: Acceptable
	2021-22: Commendable
	2020-21: Unsatisfactory

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	1	1
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	3	4
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	2	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	2	2

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	2
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		46	50		45	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		44	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		62	64		43	40			
Social Studies Achievement*		66	66		53	48			
Middle School Acceleration					52	44			
Graduation Rate		88	89		50	61			
College and Career Acceleration		77	65		63	67			
ELP Progress		37	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Attendance was the lowest performing component of the DJJ Accountability Rubric. The contributing factor is the home district's delaying the enrollment of students back into school:

Denominator – The following students are included in the denominator:
• Eligible students in the cohort year who have non-DJJ education programs attendance data in both the previous and subsequent years reported to the FDOE.
Numerator – The following students are included in the numerator:
• Students included in the denominator whose percentage of days present in a non-DJJ education program in the subsequent year are greater than the percentage of days present in a non-DJJ education program in previous year.
• Students included in the denominator whose percentage of days present in the subsequent year are 95% or greater.

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

Math showed the greatest decline falling 3%. The factor that contribute to the decline are: Students not enrolled in school for 1+ years, students missing 20+ days in their previous district school. Students not receiving a standards based education in their previous district school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A

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

Reading showed the most improvement (65%) measured by the Common Assessment. Using the curriculum guide with fidelity, along with using reading strategies in Social Studies classes improved reading scores. Implementing reading strategies across all curriculum has benefited student achievement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1) ELA/Reading gain(65%): Students showed a decline in reading scores of the Common Assessment. ELA teachers will use the curriculum guide and available resources with fidelity to ensure the success of

every student.
2) Math gains(55%): Students have shown both increases and decreases in math. Certified Math teachers have been given an additional planning period to do pullout sessions with math students who have not met graduation requirements. This is to add and additional layer of support to improve student performance.

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

1) Graduation and promotion rate
2) Improved attendance once released from program
3)Post Secondary enrollment for graduating students
4)Employment Rate for qualified students
5) Data integrity

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student learning is below grade level partially due to teachers having to prepare for multiple subject areas/ courses; Example: M/J 2, Algebra 1, Algebra 2, Geometry and MCR taught simultaneously. While this type of demand on teachers is time consuming and difficult, by using the evidence based strategies listed below, teachers will be able to rely on multiple teaching strategies and resources to assist with daily instruction and to provide high level standard aligned lessons.

The amount of students below grade level is also attributed to students not fully engaged during content delivery. The curriculum and use of technology will provide the necessary resources to increase engagement and improve student outcomes.

Strategies include:

•Edmentum/PLATO will be used for grade recovery and online tutoring.
•Students will use instructional software on a daily basis to further support standard mastery and tier II support.
•Individualized student support through data chats on a bi-weekly basis. The teacher-student data discussion will include goal setting.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The teachers and administrators will increase the use of the strategies listed below (Evidence-based Strategies) with daily instruction and through weekly common planning time. The measurable outcomes will be shown by improved WIN Assessment scores, and improved grade recovery rates.
The strategies are:
Grade recovery to increase promotion/graduation
Data chats with school counselor
Tutoring to assist with Tier II and Tier III support
Positive behavior incentives

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored by classroom walkthroughs by the leadership team. This will be done on a monthly schedule. School leadership will also monitor student engagement during weekly walk throughs and common assessment results.

Person responsible for monitoring outcome:

Edward Robinson (robinsone2@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The interventions used at Jacksonville Youth Academy are: grade recovery, tutoring, and school counseling groups. These interventions are provided to increase the promotion rate and decrease the retention rate

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Over 65% of the students enrolled at Jacksonville Youth Academy are 2 or more years overage. These interventions are paramount for the success of all students in the program.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Professional development to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3. Teachers will incorporate the four (4) pillars of instruction, (full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Early dismissal days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.

Person Responsible: Edward Robinson (robinsone2@duvalschools.org)

By When: This action step will be reviewed every quarter for measurable outcomes.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Duval Academy uses a multi-tiered approach to building a positive school environment for the students. The aligned behavior modification plan that is used by the facility is also used to promote a positive school culture in the classroom. Students can earn points to improve their level and earn field trips, snacks and food, entertainment and awards. The school also has awards assembly that include honor roll and student of the week. This approach has led to improved participation and excitement among the youth in the program. Through the English classes we have started the Art4All Program. This program incorporates drama, writing, monologues and has a very strong connection with the reading curriculum while implementing various art forms. The graduating seniors have a full graduation at the facility which includes full regalia and guest speakers. they are also provided with a graduation bag that includes various memorabilia. The facility and the school has an outstanding working relationship and it is evident by the increased student engagement and improved classroom behaviors.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The measurable specific outcome will be a decreased retention rate, increase credit earned rate, and more positive interactions in the classroom.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by the instructional leadership team during PLC meetings. It will also be part of the PMP process and the treatment team process.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The interventions used at Duval Academy are: grade recovery, tutoring, and school counseling groups. These interventions are provided to increase the promotion rate and decrease the retention rate.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Over 50% of the students enrolled at Duval Academy are 2 or more years overage. These interventions are paramount for the success of all students in the program.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and the PLATO instructional software will also be implemented.

Person Responsible: Edward Robinson (robinsone2@duvalschools.org)

By When: This action step will be reviewed every quarter for measurable outcomes.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Duval Academy has an advisory board that consist of local community members. They meet monthly and discuss ways to support the youth through academic and social experiences. The advisory board sponsors community events for the youth and they can earn community service points. These events also serve as an incentive to support the the culture and environment of the facility.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Duval Academy uses a multi-tiered approach to building a positive school environment for the students. The aligned behavior modification plan that is used by the facility is also used to promote a positive school culture in the classroom. Students can earn points to improve their behavior level and earn field trips, snacks and food, entertainment and awards. The school also has awards assembly that include honor roll and student of the week. This approach has led to improved participation and excitement among the youth in the program.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Through the English classes we have started the Arts4All program. This program incorporates drama, writing, monologues and has a very strong connection with the reading curriculum while implementing various art forms. The graduating seniors have a full graduation at the facility which includes full regalia and guest speakers. they are also provided with a graduation bag that includes various memorabilia. The facility and the school has an outstanding working relationship and it is evident by the increased student engagement and improved classroom behaviors.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

<div style="background-color:#7da6d9; padding:8px">

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

</div>

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

1. Professional development to support student engagement and differentiation.
2.Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3.Teachers will incorporate the four (4) pillars of instruction, (full engagement, rigorous content, student ownership, and demonstration of student learning), with an emphasis on student engagement.
4. Early dismissal days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.
5. Work with the district on developing policies/procedures for oversight for the approval of curriculum and technology.
6. Develop procedures that include the process for school board notification of out-of-field teachers and reporting of teacher certification in the management information system (MIS), per Florida Administrative Code R.6A-10503.

7. Complete and sign a cooperative agreement between the district and DJJ.
8. Collaborate with the district to ensure the maintenance of records and reporting data verification for surveys 1-5 and 9.
9. Ensure school policy/procedures are revised to include processes for recruitment, professional development, and access to substitutes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No