Darnell Cookman Middle/ High School

2023-24

Schoolwide Improvement Plan (SIP)

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Darnell Cookman Middle/High School

1701 N DAVIS ST, Jacksonville, FL 32209

http://www.duvalschools.org/darnellcookman

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 prepare students for collegiate success through a rigorous college preparatory curriculum integrated with professional medical standards, emphasizing integrity, the pursuit of excellence, and a passion for lifelong learning.

Provide the school's vision statement.

Fulfilling Excellence, Pursuing Greatness

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
Davis, Paul	Principal	School and Instructional Leadership

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.

Stakeholders will be involved in the SIP development through DCSoMA's School Advisory Council, Faculty and staff will be involved through Shared Decision Team, Parents and families will have access and involvement through PTSA, SAC and Title 1.

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))

DCSoMA's SIP will be revisited quarterly using progress monitoring data and PLC's to ensure its effective implementation and impact of student achievement. Based on data progress monitoring data results and instructional practice implementation in PLC's, the SIP will be continued and/or revised to ensure it is meeting the instructional needs and achieving the necessary academic achievement measures.

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)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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	32	13	9	54
One or more suspensions	0	0	0	0	0	0	24	54	55	133
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	15	9	32
Course failure in Math	0	0	0	0	0	0	13	17	8	38
Level 1 on statewide ELA assessment	0	0	0	0	0	0	31	35	22	88
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	50	58	144
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	

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	39	53	49	141

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	16	13	4	33
Students retained two or more times	0	0	0	0	0	0	1	3	3	7

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	32	13	9	68
One or more suspensions	0	0	0	0	0	0	37	12	6	63
Course failure in ELA	0	0	0	0	0	0	5	12	6	27
Course failure in Math	0	0	0	0	0	0	5	12	6	27
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	30	19	91
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	
	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	0	

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	32	13	9	54
One or more suspensions	0	0	0	0	0	0	37	12	6	55
Course failure in ELA	0	0	0	0	0	0	5	12	6	23
Course failure in Math	0	0	0	0	0	0	5	12	6	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	30	19	91
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	
	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	0	

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*	70	46	50	68	45	51	70		
ELA Learning Gains				56			57		
ELA Lowest 25th Percentile				47			45		
Math Achievement*	49	44	38	54	37	38	56		
Math Learning Gains				48			24		
Math Lowest 25th Percentile				39			18		
Science Achievement*	78	62	64	78	43	40	73		
Social Studies Achievement*	81	66	66	86	53	48	80		
Middle School Acceleration	66			61	52	44	69		
Graduation Rate	99	88	89	100	50	61	100		
College and Career Acceleration	95	77	65	96	63	67	99		
ELP Progress	73	37	45	75			79		

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)	ATSI
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	99

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	808
Total Components for the Federal Index	12
Percent Tested	99
Graduation Rate	100

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	27	Yes	2	1
ELL	62			
AMI				
ASN	87			
BLK	69			
HSP	72			
MUL	69			
PAC				
WHT	85			
FRL	64			

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	32	Yes	1	
ELL	55			
AMI				
ASN	75			
BLK	62			
HSP	60			
MUL	68			
PAC				
WHT	72			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY

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	70			49			78	81	66	99	95	73
SWD	26			28							2	
ELL	63			41			80	80	36		6	73
AMI												
ASN	85			68			83	95	77	100	7	
BLK	63			37			70	78	53	88	7	
HSP	69			51			88	86	64		5	
MUL	70			61			85	50	78		5	
PAC												
WHT	81			61			88	85	83	100	7	
FRL	65			40			75	76	56		6	73

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	68	56	47	54	48	39	78	86	61	100	96	75
SWD	17	40	35	14	24	25	60	40				
ELL	64	47	42	49	36	35	83	75	44			75
AMI												
ASN	82	60	57	74	61	40	91	92	75	100	93	
BLK	61	52	46	44	41	32	71	82	52	100	97	
HSP	67	57	44	55	48	39	82	88	56			
MUL	75	67		59	52		77	80	67			
PAC												
WHT	75	59	39	67	52	67	80	98	66	100	94	
FRL	60	54	43	42	39	33	66	80	47			80

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	70	57	45	56	24	18	73	80	69	100	99	79
SWD	28	38	27	26	19	16	54	50	40			
ELL	64	61	52	66	34	25	75	82	80			79
AMI												
ASN	82	67	37	76	28	18	87	94	84			
BLK	64	53	40	45	20	17	66	75	61	100	97	
HSP	62	58	50	62	25	29	57	71	67			
MUL	68	56		55	18		77	80	59			
PAC												
WHT	83	63	68	70	33	30	83	90	72	100	100	
FRL	62	50	41	46	20	16	66	71	60	100	96	

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	73%	44%	29%	50%	23%
07	2023 - Spring	66%	40%	26%	47%	19%
08	2023 - Spring	79%	41%	38%	47%	32%
09	2023 - Spring	74%	42%	32%	48%	26%
06	2023 - Spring	60%	38%	22%	47%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	30%	43%	-13%	54%	-24%
07	2023 - Spring	*	40%	*	48%	*
08	2023 - Spring	47%	45%	2%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	74%	35%	39%	44%	30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	52%	9%	50%	11%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	52%	12%	48%	16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	64%	21%	63%	22%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	63%	15%	66%	12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	60%	38%	63%	35%

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.

Mathematics: Algebra 1 has been declining since the 2020-2021 school year (62%-51%) and Geometry fell 13% from 2021-2022 to 2022-2023. This can be explained by changes in the state EOC to the BEST Standards and Covid-19.

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

Mathematics (Geometry): Geometry fell 13% from 2021-2022 to 2022-2023. This can be explained by changes in the state EOC to the BEST Standards and Covid-19.

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.

Mathematics (Geometry): Geometry fell 13% from 2021-2022 to 2022-2023. This can be explained by changes in the state EOC to the BEST Standards and Covid-19.

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

Mathematics (accelerated 7th Grade): DCSoMA brought in district specialists for support.

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

Mathematics (accelerated 6th and 7th grade)

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

Mathematics (Algebra 1 and Geometry)
Mathematics (Grade 6)

ELA (Grade 10)
Absenteeism (20+ days)

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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.

DCSoMA area of focus is early warning systems related to positive culture and environment surrounding absences and tardies. These areas were identified using 2022-2023 data.

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

DCSoMA goal/outcome is to decrease attendance for students missing 20 or more days by 4% (13% 2022-2023 to 9% 2023-2024) for the current year.

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

This area will be monitored by the Attendance monitoring team, leadership and administration team. AIT team will meet monthly to discuss, identify and create plans for targeted students. The Leadership and Administrative team will track and follow-up with students.

Person responsible for monitoring outcome:

Paul Davis (davisp1@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.)

Interventions for attendance:
1. Tracking and monitoring
2. PBIS award system
3. Leadership mentoring

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

Leadership mentoring allows for relationship building and targeted individual support
Rewards through PBIS allows for positive reinforcements
Tracking and monitoring is for data.

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.

Monitoring to ensure that students are being identified and tracked for excessive absentness

Person Responsible: Paul Davis (davisp1@duvalschools.org)

By When: Monthly

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).

The process for reviewing school improvement funding allocations will be based of magnet program alignment, and will be discussed with school stakeholders such as PTSA and SAC.. The review will take place quarterly (every nine weeks). This will allow for current student monitoring data to be taken and examined. This examination will allow for the continuation of resources in a specific area or the changing of resource allocation and focus. Ensuring that funding is allocated/assigned to directly support and impact accountability areas and school programs.

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.

DCSoMA's SIP will be shared with families and stakeholders through the following:
1. School website
2. PTSA/SAC meetings
3. Title 1 Parent room
4. School Newsletter
5. Social Media

SIP progress will be shared primarily through PTSA, SAC and Title 1 meetings. Updates will be limited through the school newsletter and social media platform.

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))

DCSoMA will build positive relationships with families and stakeholders by ensuring communication is transparent and timely, school based events (Title 1), PTSA/SAC, and DCSoMA website. Parents/guardians will be informed through various meetings about their students progress (academic, attendance and wellness (if needed)). This will primarily be the duty of administration and the counselors.

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))

DCSoMA will strengthen academic programs by ensuring instructors are receiving content based and standard focused professional development, data chats (plc, teacher, and student). Teachers will also receive district based support from specialist in their content area.

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))

DCSoMA is launching career and technical education programs to fully support its magnet charter (medical). DCSoMA is currently revamping its program of studies and integrating new courses to align with the CTE programs being offered.

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

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))

DCSoMA ensures that these elements are in place though staff professional development (Youth mental health training), full time therapist, school based counselors who are trained in ALERT and CRISIS procedures, and Positive Behavior and Intervention Supports (PBIS).

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))

Darnell Cookman has expanded its career and technical education programs with BioMedical and CNA programs and preparation to launch a practical nursing program in 2024-2-25 school year. Darnell Cookman offer access to postsecondary credit through Advanced Placement courses and early college courses through Florida Community College of Jacksonville and the University of Florida.

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).

Darnell Cookman uses restorative justice, peer-mediation through the Positive Behavior and Intervention Supports (PBIS) along with a full time therapist and 80% of the staff being trained in Youth Mental Health. Darnell Cookman also has a fully released varying exceptionalities teacher (FRVE) and a gifted coordinator.

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))

Teachers are encouraged to attended professional development activities offered through the district. Teachers and staff participate in Professional learning communities and common planning to analyze

data and identify learning strategies and supports for students. Teachers participate in data chats with administrators and students.

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: Positive Culture and Environment: Early Warning System	$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.

Yes