Charger Academy

2022-23 Schoolwide Improvement Plan

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Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

www.duvalschools.org/chargeracademy

Demographics

Principal: Andrea Talley

Start Date for this Principal: 7/1/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: D (37%) 2017-18: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	81%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Charger Academy is to meet the academic needs of all students, by continually motivating and encouraging students to achieve the highest standards in academics, technology, and the arts by creating a climate of excellence that will empower them to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement.

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

School Leadership Team

Membership
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.:

Name	Position Title	Job Duties and Responsibilities
Talley, Andrea	Principal	Ms. Talley's primary role and responsibility as principal of Charger Academy is to serve as the campus Instructional Leader. Through ongoing review of data and trends, Ms. Talley is responsible with leading the charge with other campus leaders and work collaboratively to ensure student learning gaps are being addressed.
Dobson, Erica	Assistant Principal	AP of Curriculum and Instruction, Lead Science Team, Lead ESE Team, Lead Guidance Team, Support Mission and Vision of the school. Create master schedule.
Bassett, Monique	Assistant Principal	Support Mission and Vision, AP of Operations and Student Services, Lead Math Team and Electives, Lead Technology
Rexroad, Megan	Instructional Coach	Teacher Development, support mission and vision of the school Supports ELA and Social Studies Teachers
Hickson, Tiffany	Instructional Coach	Teacher Development, support mission and vision of the school Supports Math and Science Teachers
Nixon, Paula	Reading Coach	Test Coordinator and Reading Interventionist, support mission and vision of the school Support Science Teachers
Martin, Michael	Dean	Joining the team with a vast skill set to student discipline and PBIS. Mr. Martin works closely with classroom teachers while providing strategies on how to deal with "challenging" students. Additionally, Mr. Martin monitors student discipline and serves as a campus liaison and district related PBIS initiatives.
Louis, Kevens	Other	Protect the students, faculty, and staff, as well as guest of Charger Academy. Lead the Safe Schools Team on Law Enforcement side.
Marquis, Nichole	Other	Positive Behavior Incentive System
Young, Paula	Teacher, ESE	ESE Lead Teacher, Ensure Compliance when comes to our students with disability
Stephanie, Leca	Other	Supports our New Teachers (to the profession and those new to Charger Academy)

Name	Position Title	Job Duties and Responsibilities
McGregor, Carol	School Counselor	Responsible for ensuring that school counselors play an active role in classroom guidance lessons while also ensuring students have opportunities for social and emotional needs to be addressed. Ms. McGregor and her team also work with students to ensure they meet all academic requirements associated with matriculation through middle school.
Abrams, Nekia	Other	Ensure the fidelity of our AVID program as well as maintain all required Certifications.
Marrs, Paige	Other	Ensure the fidelity of our Pre-Early college program.

Demographic Information

Principal start date

Monday 7/1/2019, Andrea Talley

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

952

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

20

Identify the number of instructional staff who joined the school during the 2022-23 school year.

16

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	352	295	277	0	0	0	0	924
Attendance below 90 percent	0	0	0	0	0	0	165	76	91	0	0	0	0	332
One or more suspensions	0	0	0	0	0	0	46	66	69	0	0	0	0	181
Course failure in ELA	0	0	0	0	0	0	2	7	6	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	4	7	12	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	138	125	121	0	0	0	0	384
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	133	121	97	0	0	0	0	351
Number of students with a substantial reading deficiency	0	0	0	0	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 who have 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	120	119	105	0	0	0	0	344

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	9	4	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	12	11	9	0	0	0	0	32

Date this data was collected or last updated

Tuesday 7/12/2022

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	12	20	7	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	15	15	18	0	0	0	0	48

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

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	12	20	7	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	15	15	18	0	0	0	0	48

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	24%	43%	50%				22%	43%	54%
ELA Learning Gains	38%						34%	49%	54%
ELA Lowest 25th Percentile	41%						30%	45%	47%
Math Achievement	37%	35%	36%				29%	49%	58%
Math Learning Gains	58%						40%	50%	57%
Math Lowest 25th Percentile	63%						40%	47%	51%
Science Achievement	20%	48%	53%				21%	44%	51%
Social Studies Achievement	59%	53%	58%				52%	68%	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	2022					
	2019	22%	47%	-25%	54%	-32%
Cohort Comparison						
07	2022					
	2019	22%	44%	-22%	52%	-30%
Cohort Comparison		-22%				
08	2022					
	2019	25%	49%	-24%	56%	-31%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	25%	51%	-26%	55%	-30%
Cohort Comparison						
07	2022					
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison		-25%				
08	2022					
	2019	29%	32%	-3%	46%	-17%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	19%	40%	-21%	48%	-29%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	69%	-19%	71%	-21%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	57%	9%	61%	5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	36	35	14	44	51	10	45			
ELL	24	48	41	39	59	60	22	65			
ASN	55	53		65	75						
BLK	19	36	41	31	57	66	16	53	71		
HSP	31	39	30	46	58	65	24	72	81		
MUL	22	30		46	55		25	90			
WHT	33	48	58	43	62	50	29	64			
FRL	22	36	40	34	57	64	17	54	72		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	29	24	15	30	32	13	25			
ELL	17	29	20	31	48	52	17				

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
ASN	50	61		55	61						
BLK	20	31	28	26	34	37	16	50	79		
HSP	30	37	20	38	47	48	36	64			
MUL	47	43		47	43		53	82			
WHT	27	41	50	37	39	52	29	68	100		
FRL	25	34	27	29	34	35	23	56	86		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	27	23	22	32	29	22	39			
ELL	15	29	30	22	48	58	11	35			
ASN	23	38		45	43			36			
BLK	20	32	26	24	38	37	17	52	57		
HSP	28	33	35	31	46	59	15	57			
MUL	28	38		35	42		15	67			
WHT	26	38	37	37	43	36	38	49	65		
FRL	21	31	26	25	38	38	18	48	58		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA proficiency was unchanged during the year while 8th-grade Biology and Science proficiency declined. Reading comprehension is an issue. We have a high population of students who need additional assistance and support for developing relevant and grade-level reading skills. We had increases in our ELA and Math learning gains as well as ELA and Math LPQ. We had increased proficiency in all levels of Math and in Civics.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- 8th grade Science
- Biology
- ELA
- Students with disabilities

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

- High population of students in need of Intensive Reading Instruction.
- New teacher in Biology and as well 8th-grade Science
- High population of students with disabilities
- Teacher vacancies and teachers with health issues that took them out of the classroom.
- Novice teachers
- Decreased instructional time due to classroom disruptions
- Professional development to assist with intensive teacher development and support through professional learning communities, common planning, and new teacher support meetings.
- Supplemental instruction for reading students and students with disabilities
- Recruit and retain teachers through strategies to promote a positive school climate and culture for collaboration among peers and community stakeholders.
- Utilize PBIS program to promote positive behaviors and supports in classrooms.
- Dean Martin will continue to modify and implement PBIS plan
- Paraprofessional to work with students during small group instruction per data and student needs
- Acaletics to support math goals
- ELA and Math teachers added to ensure optimal class size in order to maximize potential of meeting kids academic needs to move them academically
- Math Interventionist to push in and pullout
- Reading interventionist to work with all teachers to increase student lexile level and reading stamina
- Summer PD to ensure teachers prepared to start new year with new BEST standards (head start)

- Gizmo, Nearpod, Flocabulary, IXL, and Gimket to use as supplemental technology resources for academic accleeration
- Purchase of supplies to equip teachers with meeting needs of students and all learning modalities

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math proficiency demonstrated the most improvement with an overall gain of six points. Civics demonstrated a gain of one point over the previous year. We also demonstrated improvement in ELA and Math for learning gains and LPQ.

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

Contributing factors to the math increase were the addition of a Math Instructional Coach who provided structure and strategies for the math teachers, double-blocking of math classes, and supplemental instructional support from a large number of department teachers and district staff. Contributing factors for Civics included instruction focused on highly tested standards, collaboration among teachers to develop intentional lessons, and supplemental instructional support from department teachers and district staff.

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

Strategies that will accelerate learning are implementing effective small group and differentiated instruction, and participation in common planning and PLC's to assist teachers with developing common assessments, aligning instructional tasks, and analyzing data to inform instructional remediation and enrichment.

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.

Weekly Meetings for Departmental Professional Learning Communities and Grade Level Common Planning for topics to include:

Small Group and Differentiated Instruction
Classroom and Behavior Management
Interactive Notebooks
Positive Behavior Intervention Supports
Standards Alignment
Development of Lessons and Common Assessments
Data Analysis
Student Engagement
Strategies for Promoting Parental and Family Engagement

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

Leadership Development Training
Mentorship
District Support
Strategies for Promoting Parental and Family Engagement

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2019 ESSA data, SWD was the lowest performing subgroup on seven out of nine indicators. For the 2021 ESSA data, SWD was the lowest performing subgroup on eight out of nine indicators.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase learning gains for SWD to a minimum of 25%. 30% of SWD will demonstrate at least one year's growth for Lexile levels.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	These practices will be monitored by: - Review and analysis of common assessment results in Common Planning. - Review and analysis of District progress monitoring in PLC meetings - Coaching cycles and/or professional development to support teachers - Weekly classroom visits by admin and coaches - Quarterly Progress Reports on IEP Goals - Monthly Lexile progress monitoring for Achieve 3000 - Observe and Track services provided by Support Facilitators, Reading Interventionists, Math Interventionists.
Person responsible for monitoring outcome:	Paula Young (youngp1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	A. Visual Representations – Utilization of concrete, virtual manipulatives, and graphic organizers B. Increased Interactive & Indirect Instruction – Utilize discussion and cooperative learning methods to promote critical thinking. Gradual Release of instruction with proper modeling is needed to promote ownership of learning. Utilize computer-assisted instruction to address skill gaps through use of Gizmo, Nearpod, Flocabulary, IXL, Gimkit, and Acaletics. C. Promote Metacognition – Incorporate opportunities to activate background knowledge and access prior learning to build connections with new learning. Students track their own data for progress monitoring. D. Check for Student Understanding – Utilize formal/informal assessments and questioning to monitor for understanding on consistent basis. E. Small Group and Supplemental Instruction – Teachers, Reading and Math Interventionists, and Support Facilitators provide differentiated, small group instruction to address gaps in learning for core classes. Provide supplemental tutoring services as needed. Also, most SWD students are double-blocked for high accountability courses.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used	A. Visual Representations – Although graphic organizers were used consistently for ELA instruction, additional support with effective use/ incorporating writing to demonstrate understanding is needed. Concrete/ virtual manipulatives were not used consistently for math instruction. B. Increased Interactive & Indirect Instruction –Allowing increased opportunities for discussion and cooperative learning contributes to authentic

for selecting this strategy.	engagement and promotes critical thinking. SWD need additional modeling before independent practice. C. Promote Metacognition – Students were not provided regular opportunities to "think about their thinking": to develop critical thinking skills. Students struggle to connect/understand concepts without promoting metacognition. D. Check for Student Understanding – Data points assessing the targeted learning were not collected/analyzed consistently impacting lesson planning. SWD need more frequent checks for understanding to shape learning experiences. E. Small Group and Supplemental Instruction – Providing additional time through differentiation, small group, and supplemental tutoring support will assist these students in addressing knowledge and skill gaps.

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.

- Implement more visual representations in instruction with graphic organizers, provide class sets of manipulatives kits in math and supplies for other content areas,
- Implement more hands-on activities to engage students in authentic learning experiences.
- Create a plan for support facilitators, paraprofessional, reading and math interventionist, academic coaches to work with classroom teachers to implement small groups on a regular basis
- Identify students to provide targeted support on concepts, benchmarks, skills, and strategies through collection and analysis of various forms of data(state, county, classroom).
- Provide sentence frames to promote collaborative conversations relating to the content
- Plan Summer and ongoing professional development for use of graphic organizers, manipulative usage, additional lessons on small group instruction, gradual release, incorporating cooperative learning activities, metacognition, and schema activities.
-Purchase Software License for Gizmo, Nearpod, Flocabulary, IXL, and Gimkit.
- Provide Links to free virtual manipulative tools
-Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies

Person Responsible   Paula Young (youngp1@duvalschools.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Overall Science achievement for the 2021 – 22 school year was 20%. This was a four percentage point drop from the 2020 – 21 school year. The overall Science achievement for this past school year is the lowest achievement percentage for the past 7 – 8 years.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Outcome: Increase overall Science achievement (State) to a minimum of 30%. Increase district progress monitoring scores by 15%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	These practices will be monitored by: - Review and analysis of common weekly assessment results in Common Planning. - Review and analysis of District progress monitoring in PLC meetings - Coaching cycles and/or classroom visits as needed - Weekly classroom visits by admin and coaches
Person responsible for monitoring outcome:	Tiffany Hickson (hicksont1@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A. Increased Interactive & Indirect Instruction - Utilize discussion to facilitate learning. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered where students are highly involved in observation, investigation, inference, and hypothesis formation. B. Experiential Learning – Utilize real-world and/or hands-on experiences as an additional source of instruction. C. Check for Student Understanding – Get multiple data points from students on a regular basis. D. Direct Instruction – Teacher-centered strategy to explicitly convey information and develop skills in students with direct steps E. Small Group Instruction - Create small group instruction for remediation and enrichment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	A. Increased Interactive & Indirect Instruction – Last school year, lessons in the 8th-grade classrooms did not regularly include interactive methods that required students to observe, listen, and intervene as they engaged with the content. B. Experiential Learning – Students rarely utilized real-world and/or hands-on experiences as a source of instruction. When students personally reflect and analyze the experience, they are more likely to retain and utilize the subject content. C. Check for Student Understanding – Data points (summative &/or formative) were not collected and analyzed on regular basis in overall 8th grade levels. D. Direct Instruction –Direct instruction was overutilized and not always effective. Intentional planning with a focus on student learning will increase the effectiveness of direct instruction. E. Small Group Instruction - Increased and intentional use of small group

instruction to develop the proficiency of struggling learners as well as provide enrichment to higher performing students.

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.

- Implement collaborative activities that encourage discussions of the science content
- Create and implement activities such as science fair projects, experiments, and field trips that will develop and connect background knowledge to assignments in the classroom.
- Implement collaborative activities that encourage discussions of science content
- Utilize various approaches to collecting data to inform instruction, remediation, and enrichment.
- Implement a pacing calendar for Comp 3 and Biology, collaborative planning sessions for the creation of student assessments, and coaching cycles.
- Provide professional development on effective implementation of small groups and time in common planning to work with other teachers to plan small group instruction.
- Leadership will conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.
-Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies

Person Responsible   Tiffany Hickson (hicksont1@duvalschools.org)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Overall ELA achievement for the 2021 – 22 school year was 24%. This score is the same as the 2020 – 21 school year. The overall score was the highest in the previous three years. Through intentional planning and implementation of the new B.E.S.T. standards, we plan to increase the proficiency of our students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Outcome: Increase overall ELA achievement (State) to a minimum of 34%. Increase district progress monitoring scores by 15%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	These practices will be monitored by: - Review and analysis of common assessment results in Common Planning. - Review and analysis of District progress monitoring in PLC meetings - Coaching cycles and/or classroom visits as needed - Classroom visits by admin and coaches
Person responsible for monitoring outcome:	Megan Rexroad (rexroadm@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A. Increased Interactive & Indirect Instruction - Utilize discussion to facilitate learning. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered. Students are highly involved in reading, inference, text analysis, and writing. B. Experiential Learning – Utilize real-world research and writing to create connections to text and other task-based writings C. Check for Student Understanding – Get multiple data points from students on a regular basis. D. Small Group Instruction - Utilize Teachers, Reading interventionists, Paraprofessional, and Academic Coaches to provide small group instruction and supplemental tutoring for remediation and enrichment. E. Teacher Support and Development - Provide Summer and ongoing professional development for new and veteran teachers focused on standards analysis, lesson delivery, lesson planning and preparation, data analysis, and development of student relationships. F. Increase Student Reading Time - Incorporate dedicated time in ELA classes for students to read self-selected books.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	A. Increased Interactive & Indirect Instruction – Last school year, there were classes that did not actively engage in the collaborative learning process for students including the discussion of passages/writing. B. Experiential Learning – Students rarely utilized real-world experiences as a source of instruction. When students personally reflect/analyze situations, they are more likely to learn, retain, and utilize subject content. C. Check for Student Understanding – Data points were not collected and analyzed regularly throughout grade levels. D. Small Group Instruction - Increase intentional use of small group instruction to increase proficiency of struggling learners and enrichment to higher performing students. E. Teacher Support/Development - Develop teacher's content/standards

knowledge, planning/preparation, and understanding/application of new skills and strategies to promote student learning.
F. Increase Student Reading Time - Create time in ELA classrooms for self-selected reading to improve stamina of reading, text comprehension/ grammar, positive reading attitudes, and increased general/background knowledge.

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.

- Provide instructional support and professional development to increase content knowledge, lesson development, effective instructional strategies, and develop positive student relationships.
- Implement collaborative activities that encourage discussions relating to the passages and writing activities in the classroom.
- Create and implement research activities that will develop and connect background knowledge to the assignments in the classroom.
- Utilize various approaches to collecting data to inform instruction, remediation, and enrichment.
- Provide professional development on effective implementation of small groups and time in common planning to work with other teachers to plan small group instruction.
- Leadership will conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.
- Implement Drop Everything And Read program in the ELA classes.
-Purchase Software License for Nearpod, Flocabulary, IXL, and Gimkit to support student learning
-Purchase manipulatives and supplies to support instructional delivery
-Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies

Person Responsible   Megan Rexroad (rexroadm@duvalschools.org)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Provide specific and actionable feedback to teachers in a more timely manner. This is based on teacher feedback and end-of-year survey.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	80% of teachers will be notified of comments and suggestions for leadership classroom walkthroughs within 48 hours.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This will be monitored by utilizing and tracking the classroom walkthrough management tool on a weekly basis. Feedback will be discussed in weekly administrative meetings.
Person responsible for monitoring outcome:	Monique Bassett (bassettm@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A. Instructional Delivery - provide nonevaluative, actionable feedback to teachers to inform instructional and professional development goals. Additionally, it highlights teachers that are utilizing highly effective instruction and strategies successfully that can be shared with faculty. B. Student Learning - data collected through walk-throughs can be can support changes in instructional practices with a focus on student-centered learning and cultivating achievement C. Identify Schoolwide Professional Development Needs - create relevant and intentional professional development through PLCs and early release that teachers can take back to their classrooms and implement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	A. Instructional Delivery - While walkthroughs were conducted each week and the outcomes were discussed by leadership to identify areas of growth, instructional needs, and professional development, teachers only received anecdotal feedback from Instructional Coaches. B. Student Learning - Students who receive highly effective instruction and strategies will learn, retain, and apply content and develop critical thinking skills in a more consistent manner than those who do not. C. Identify Schoolwide Professional Development Needs - Schools that utilize strong instructional practices create a culture of learning and academic achievement.

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.

- Create a system to provide feedback to teachers
- Explain the system implemented to the teachers
- Provide teachers with the feedback tool in the classroom
- Identify and create relevant and intentional professional development in PLC
- Perform additional walk-throughs after professional development has been provided for support and follow-up for teachers
-Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies

Person Responsible   Monique Bassett (bassettm@duvalschools.org)

Person Responsible   Monique Bassett (bassettm@duvalschools.org)

#5. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Overall Biology achievement for the 2021 – 22 school year was 55%. This was an 11% point drop from the 2020 – 21 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase overall Science achievement (State) to a minimum of 30%. Increase district progress monitoring scores by 15%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	These practices will be monitored by: - Review and analysis of common weekly assessment results in Common Planning. - Review and analysis of District progress monitoring in PLC meetings - Coaching cycles and/or classroom visits as needed - Weekly classroom visits by admin and coaches
Person responsible for monitoring outcome:	Tiffany Hickson (hicksont1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	A. Teacher Support and Development - Provide professional development for new teacher focused on standards analysis, lesson delivery, lesson planning and preparation, data analysis, and development of student relationships. B. Increased Interactive & Indirect Instruction - Utilize discussion to facilitate learning. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered where students are highly involved in observation, investigation, inference, and hypothesis formation. C. Experiential Learning – Utilize real-world and/or hands-on experiences as an additional source of instruction. D. Check for Student Understanding – Get multiple data points from students on a regular basis. E. Small Group Instruction - Create small group instruction for remediation and enrichment. E. Small Group Instruction - Create small group instruction for remediation and enrichment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	A. Teacher Support and Development - Develop teacher's content and standards knowledge, planning/preparation, and understanding/application of new skills and strategies to promote student learning. B. Increased Interactive & Indirect Instruction – Last school year, lessons in the 8th-grade classrooms did not regularly include interactive methods that required students to observe, listen, and intervene as they engaged with the content. C. Experiential Learning – Students rarely utilized real-world and/or hands-on experiences as a source of instruction. When students personally reflect and analyze the experience, they are more likely to learn, retain, and utilize the subject content. D. Check for Student Understanding – Data points were not collected and

analyzed regularly in the classroom
E. Small Group Instruction - Increased and intentional use of small group instruction to increase the proficiency of struggling learners as well as provide enrichment to the higher performing students.

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.

- Provide instructional support and professional development to increase content knowledge, lesson development, effective instructional strategies, and develop positive student relationships.
- Implement collaborative activities that encourage discussions relating to the content.
- Create and implement activities such as experiments and field trips to develop and connect assignments in the classroom.
- Utilize various approaches to collecting data to inform instruction, remediation, and enrichment.
- Provide professional development on effective implementation of small groups and time in common planning to work with the instructional coach to plan small group instruction.
- Leadership will conduct classroom walk-throughs to gather information on the necessary professional development needs of the teacher and possible coaching cycles.
-Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies

Person Responsible   Tiffany Hickson (hicksont1@duvalschools.org)

#6. Positive Culture and Environment specifically relating to behavior	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021 Culture and Climate data report, SWD were assessed 23.2% of disciplinary referrals. 76% of SWDs receiving disciplinary referrals were male students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Reduce the number of disciplinary referrals received by SWDs by 10%. Reduce the number of disciplinary referrals received by male SWDs by 25%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	These practices will be monitored by: - Review and analysis of Culture and Climate data report. - Review and analysis of Dean classroom visit log - Coaching cycles and/or professional development to support teachers in classroom management - Weekly classroom visits by admin and coaches - Monthly PBIS Meetings to discuss disciplinary data and restorative practices - Observe and Track restorative justice practices and PBIS Incentives for students
Person responsible for monitoring outcome:	Monique Bassett (bassettm@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	A. Schoolwide PBIS Training – Utilization of PBIS manual to train teachers and staff members on best practices for proper implementation of PBIS program in the classroom. B. Increased Opportunities for Student Engagement in Classroom – Utilize discussion and cooperative learning methods to promote critical thinking and active student engagement. Demonstration of classroom expectations with proper modeling is needed. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered. C. Promote Positive Learning Environment – Incorporate opportunities to incentivize students for meeting classroom and schoolwide expectations for proper behavior. D. Check for Student Understanding – Utilize formal and informal opportunities to demonstrate knowledge of schoolwide expectations. E. Small Group and Supplemental Instruction – Provide differentiated, opportunities for restorative practice to include adult/peer-led mediation, student support circles and other restorative practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used	A. Schoolwide PBIS Training – Providing teachers/staff opportunities for PBIS training provides the staff foundational knowledge to properly implement school-wide PBIS expectations. B. Increased Opportunities for Student Engagement in Classroom – Increased opportunities for discussion/cooperative learning contribute to authentic engagement and promotes critical thinking leading to minimal off-task behavior(s).

	C. Promote Positive Learning Environment – Many students were not provided regular opportunities to contribute to classroom environment. Allowing students to take ownership of classroom morale contributes to formulation of classroom expectations, responsibilities, culture; giving students opportunities to own their behavior(s), incentives, and expectations.
for selecting this strategy.	D. Check for Student Understanding –Consistent implementation of expectations schoolwide, contributes to overall promotion of Positive School Culture and Climate.
	E. Small Group and Supplemental Instruction – Providing opportunities for on-campus restorative time will assist SWD with acquiring targeted learning. Utilize support facilitators, mentor teacher(s), grade level timeout breaks, and adult-led mediations to assist combating off-task behavior(s).

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.

Schoolwide PBIS Training
- Provided to staff during pre-planning and additional individualized training tailored to pre-identified behaviors.
- Monthly PBIS meeting allows teachers forum to ask questions/make suggestions to school-wide PBIS initiatives

Increased Opportunities
- Promote student engagement; allowing students to provide feedback on expectations/ incentives, learn through peer interactions with consistent modeling of expectations
- Identify opportunities to mitigate off-task behavior to decrease instructional time lost to off-task behavior.

Positive Learning Environment
- Provide opportunities for students to contribute to learning by allowing feedback on classroom-based expectations.
- Consistently provide opportunities for students to earn incentives for demonstrating school-wide behavior expectations.

Check for Student Understanding
- Students will be given daily opportunities to demonstrate knowledge of schoolwide guidelines for success.

Small Group and Supplemental Instruction
- Dean(s) of students will provide restorative justice opportunities utilizing support circles, adult-led mediations, peer mediation, mentor teacher assignments, and other restorative practices.

Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies

Person Responsible   Monique Bassett (bassettm@duvalschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Charger Academy will address building a positive culture and environment in a variety of ways.

We will work to increase the PTSA (Parent Teacher Student Association) from 5% to 10% by:
- promoting PTSA membership drive
- developing at least three no more than five school sponsored events throughout the school year
- providing a parent compact to all students
- host a community health fair

We will increase student participation in positive culture by:
-continue embedding PBIS into the culture of the school to build the positive student climate and legacy of the school
-implement the transition to middle school class for sixth-grade students
-continue working on AVID PD to support learning habits and strategies for students
-empowering students to take leadership roles through Student Council and our Ambassadors program
-reconstitute our NJHS charter
-implementation of more gifted and accelerated classes- added accelerated Science for sixth and seventh grades
-increasing ownership and school pride through student participation in governing of the school including running and planning the school-sponsored events mentioned above

Our PBIS program will:
-Award student of the month and most improved student of the month where students are
recognized in front of their peers and awarded lunch for their achievements
-Provide constant (daily, weekly and monthly) reinforcement of our Charger Guidelines for Success through teachers, deans, and
administration. Guidelines are presented in positive manner and exemplify how to be a model student on campus.
-Provide consistent recognition to students following our Charger Guidelines for Success through praise and rewards
-Teachers will award charger bucks to spend at the Charger Stop School Store that rewards positive behaviors, following Charger Guidelines for Success, honesty, integrity, respect, and responsibility
-Teachers will award Charger Idols of the month which recognize and reward students on a monthly basis for displaying honesty, integrity, respect, responsibility, and punctuality
-Student leaders will award a Student's choice award monthly to a teacher recognized by the students as the
teacher of the month
-Administration will award a PBIS Spotlight Award to teachers recognized by the deans as teachers who

exemplify the PBIS program at Charger Academy
-Awarding Feature Teacher of the month recognized by fellow teachers and administration

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

Andrea Y. Talley, Principal
Dr. Monique D. Bassett, Assistant Principal of Operations
Nichole Marquis, PBIS Coordinator and Lead Teacher
County Cardoza, PBIS Team Members and Student Council Co-Advisor, Secretary
Yolanda Blackshear, Achievers for Life Student Advocate (School Based Partner)
Alex Dorego, PBIS Team Member
Michael Martin, Dean of Students
Bernard Lane, Dean of Students
Arnold Bulanadi, Teacher of the Year
Nekia Abrams, AVID Coordinator
Paige Marrs, Pre-Early College Coordinator
Paula Young, ESE Lead Teacher
Schoolwide teachers, staff and administrators