

Duval County Public Schools

Duval Charter Scholars Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Duval Charter Scholars Academy

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www.duvalcharter.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.

Relentless commitment to student greatness in school and in life.

Provide the school's vision statement.

Purpose, Passion, Integrity and Grit

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
Schill, Eric	Principal	<p>The principal's responsibility it to ensure that the data monitoring and benchmarks are being reviewed monthly and as needed by all pertinent staff to ensure that the expectations and accountability are being meet relating to the SIP plan in turn allowing a plan for improvements that need to be made. Additional duties and responsibilities are:</p> <ul style="list-style-type: none"> Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential. Meeting and listening to concerns of students on a regular basis. Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential.

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 were utilized to reflect on data processes. During this review, analysis, needs, and accountability were reviewed. Stakeholders reviewed best practices, as well improvement opportunities based on research, and knowledge of interventions that are sustainable.

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))

SIP will be monitored through specific time period in natural break periods as reflected from standardized assessments, based on each quarter/nine weeks. During this timeframe classroom walkthroughs, student progress monitoring, common planning minutes/input, staff feedback, parental and community input are some of the assessments that will be utilized. These formal and informal assessments will be reviewed by stakeholders on a quarterly basis to assess current progress, and have opportunities for adjustments as needed based on the results of the data.

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)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* 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: D 2019-20: C 2018-19: C 2017-18: C
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	21	18	13	14	13	16	12	21	24	152	
One or more suspensions	0	0	2	0	1	3	17	38	39	100	
Course failure in English Language Arts (ELA)	3	2	3	13	10	1	11	29	9	81	
Course failure in Math	2	2	3	6	0	0	11	19	3	46	
Level 1 on statewide ELA assessment	34	27	34	21	21	26	38	29	19	249	
Level 1 on statewide Math assessment	28	28	45	25	27	35	15	16	24	243	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	34	27	34	21	21	26	38	24	14	239	

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	34	24	32	17	30	32	28	19	7	223

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	2	2	3	13	11	1	11	29	9	81
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		
The number of students identified retained:		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	1	2	0	1	3	17	28	29	81	
Course failure in English Language Arts (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 FSA ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide FSA 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	2	2	3	13	11	1	11	29	9	81
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*	35	45	53	28	47	55	27		
ELA Learning Gains				41			38		
ELA Lowest 25th Percentile				35			43		
Math Achievement*	30	46	55	25	40	42	26		
Math Learning Gains				39			35		
Math Lowest 25th Percentile				44			39		
Science Achievement*	37	45	52	16	45	54	31		
Social Studies Achievement*	57	62	68	48	50	59	30		
Middle School Acceleration	71	73	70	44	45	51	67		
Graduation Rate		72	74		41	50			
College and Career Acceleration		54	53		65	70			
ELP Progress	43	47	55	53	68	70	35		

* 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)	CSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	10
Percent Tested	98
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	17	Yes	4	2
ELL	23	Yes	2	2
AMI				
ASN				
BLK	40	Yes	2	
HSP	43			
MUL	45			
PAC				
WHT	57			
FRL	43			

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	24	Yes	3	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	41			

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%
MUL	30	Yes	1	1
PAC				
WHT	35	Yes	1	
FRL	37	Yes	1	

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	35			30			37	57	71			43
SWD	22			13			10	23			4	
ELL	13			14			33				5	43
AMI												
ASN												
BLK	33			29			26	48	64		6	
HSP	34			26			44		70		6	42
MUL	60			30							2	
PAC												
WHT	45			45			82				3	
FRL	32			27			36	52	72		7	41

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	28	41	35	25	39	44	16	48	44			53
SWD	13	32	34	9	26	39	8	29				
ELL	18	38	30	13	35	36	9					53
AMI												
ASN												

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
BLK	24	34	33	24	38	44	13	41	40			
HSP	38	49	38	23	39	44	19	58				58
MUL	30			30								
PAC												
WHT	39	57		29	39		10					
FRL	28	41	35	25	38	42	16	49	44			53

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	27	38	43	26	35	39	31	30	67			35
SWD	12	18	28	15	27	25	13	13				
ELL	23	51	42	29	53	46	50	33				35
AMI												
ASN												
BLK	22	33	43	20	28	31	20	19	64			38
HSP	34	44		41	48	55	47	29				39
MUL	25			42								
PAC												
WHT	44	50		31	41		54					
FRL	25	36	41	25	35	39	25	35	67			41

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
05	2023 - Spring	16%	47%	-31%	54%	-38%
07	2023 - Spring	39%	40%	-1%	47%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	36%	41%	-5%	47%	-11%
04	2023 - Spring	42%	50%	-8%	58%	-16%
06	2023 - Spring	17%	38%	-21%	47%	-30%
03	2023 - Spring	39%	46%	-7%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	43%	-1%	54%	-12%
07	2023 - Spring	24%	40%	-16%	48%	-24%
03	2023 - Spring	25%	59%	-34%	59%	-34%
04	2023 - Spring	36%	58%	-22%	61%	-25%
08	2023 - Spring	35%	45%	-10%	55%	-20%
05	2023 - Spring	11%	52%	-41%	55%	-44%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	35%	35%	0%	44%	-9%
05	2023 - Spring	18%	48%	-30%	51%	-33%

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	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	64%	19%	63%	20%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	63%	-11%	66%	-14%

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.

Based on data from last year, we learned we had a very high concentration of Level 1 learners in both ELA and Math. While partially contributed to the previous years (Covid), we believe that more intervention services were needed to remedy the gap knowledge/ deficiency in skills, as well as inconsistent staffing, and not enough skilled certified teachers.

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

When reviewing the data the most decline we are worried about is early literacy skills and MS acceleration. This year a focus was put into the MS acceleration, however we still have a deficiency in ELA skills sets.

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.

ELA and Math overall, but specifically 5th Grade in Math, ELA and Science. Inconsistent staff, lack of certified staff, poor attendance by students, and a culture issue where factors that contributed to this gap.

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

MS Acceleration, Algebra and Biology. School devoted resources and collaborated in PLCs to have additional tutoring, improved lessons, and extra staffing to help specifically in these areas.

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

Suspensions and Failure rates on Math and ELA were major areas of concerns as these data points show that behavior as well as lack of mastery of standards are areas of concern.

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

ELA, Math and Science- Overall growth is needed, remediation and intervention with tutoring structures to support the amount of gap knowledge.

Therefore-

Building a sustainable positive Culture #1

ELA and Math increase in proficiencies #2

Increasing effectiveness of PLCs #3

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 Teacher Retention and Recruitment**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.

Teacher Recruitment and Retention:

Teacher recruitment and retention will be an area of focus for our educational learning community. This focus area will ensure funds are utilized toward retaining highly qualified staff and reduce attrition by providing opportunities for our certified staff to seek professional learning in the following areas:

Student equity and diversity

Student mental health

Pedagogical practices

Licensure endorsements

Curricular development in STEM/Tech

Measurable Outcome:

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

Increase certified teacher retention rate from the 2324 to the 2435 school year from ____ to ____ .

Offering 3 professional learning opportunities for every certified teacher to improve their cultural and/or pedagogical practices.

Monitoring:

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

Ensure that all professional development opportunities are available to all staff for the purpose of furthering their development and engaging them in their profession. Tracking who attends each professional development opportunity. Engage in quarterly meeting with staff to determine retention goals.

Person responsible for monitoring outcome:

Eric Schill (eschill@duvalcharter.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.)

ASU/GSV

Ruthless Equity Summit

Youth Mental Health Workshop

Pedagogical Training

Licensure Dev & Endorsement (partnership Moreland University)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing these professional developments will promote teacher growth and satisfaction in an effort to retain highly qualified teachers.

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?

Yes

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.

Develop stronger professional development and learn what professional development is needed to reinforce a growth mindset, and develop stronger knowledge base of staff.

Person Responsible: Eric Schill (eschill@duvalcharter.org)

By When: By the end of October 2023.

#2. Instructional Practice specifically relating to Small Group Instruction

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.

To address academic proficiency in both math and language arts, small group instruction is an area of focus within our learning community. The school will focus on providing the lowest 25th percentile of students (of all subgroups) targeted instruction. This instruction will occur both in the classroom and during afterschool tutoring sessions. Within the classroom, a paraprofessional will assist with providing the targeted instruction in a small group setting or assist the teacher while the teacher provides the small group instruction. Additionally, tutoring will be made available for students, therefore the school is seeking funding to employ or provide a stipend for extra duties beyond the school day to provide these services.

Measurable Outcome:

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

150 minutes of small group instruction per week will occur in classroom supported by a grant funded paraprofessional per week. At least 20 tutoring sessions will be offered to students in the lowest 25 percentile per week.

Monitoring:

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

Benchmark data for the lowest 25 percentile in both Math and ELA will be tracked quarterly. Monthly tutoring attendance will be collected, and classroom walkthroughs will be completed to ensure that small groups are being pulled that include classroom with grants funded paraprofessionals.

Person responsible for monitoring outcome:

Eric Schill (eschill@duvalcharter.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.)

Small group instruction may include but is not limited to use of evidence based instructional software adopted by the school such as Lexia and Imagine Math software being purchased. Paraprofessional will be hired to assist with supporting students and teachers and professional learning communities to drive data-driven instruction (research and evidence based) including developing a structured Intervention system which will be monitored with explicit lessons based on data delivered to students in need. Paraprofessionals with behavior management training will assist in each classroom to assist with small group instruction, teach and model positive behaviors. Tutors will assist in early morning and or afterschool tutoring to assist in reaching the lowest 25 percentile student as well. "

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research based strategies help us to understand a methodology to obtain the desired result the most efficient ways possible. Using the strategies and information above, will save us time, and was used in the development of this planning to ensure a plan that works for our stakeholders without causing undue stress, thus helping with our goals for instructional practice.

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.

Develop a tutoring schedule and a determine placement and schedule for grant funded paraprofessional.

Person Responsible: Eric Schill (eschill@duvalcharter.org)

By When: Review tutoring schedule monthly. Paraprofessional will be determined during the hiring process.

#3. 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.

Addressing student culture and environment:

Focusing on student culture and environments within the school day will be an area of focus. The school will implement PBIS programming which includes the need to supplies and materials needs to supplement the implementation. Additionally, professional development for staff will be obtained to develop a deeper understanding of the students being served in the learning community, thus providing a student-centered learning environment. The broad areas of focus will be:

PBIS

Cultural and diversity

Grit

Growth Mindset

Kagan

Measurable Outcome:

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

School will provide professional development opportunities for 100% of certified staff by 5/24. A schoolwide PBIS plan will be implemented by 12/1/23.

Monitoring:

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

Monitoring affective schoolwide use of PBIS system and tracking the amount of behavior referrals. Classroom walkthrough to observe best practices that align with the three professional developments - Kagan, Culture & Diversity and PBIS.

Person responsible for monitoring outcome:

Eric Schill (eschill@duvalcharter.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.)

Strategies from Professional Development Services such as Kagan, as well as seeking additional PD knowledge base that can be brought back in a train the trainer modality can be very useful and has supported research in gains tied to academics. These strategies will help with classroom management, technology support, college and career readiness skill sets, as well as developing a stronger knowledge base of using what works with children.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schoolwide PBIS strategies inside each classroom, hallway, cafeteria, and all visible spaces implemented with the Deans who will disciplinary actions

Deans and Behavioral Specialists will teach students mindfulness so that students can self identify their triggers before behavioral disruptions begin, and how to calm themselves down after a trigger has been pushed. Bully prevention and DDe-escalation techniques supplies for events

Before, during and afterschool academic support paraprofessionals will assist with lowest foundational skills practices with students daily

Professional Development, including but not limited to Ron Clark, Avid, Wilson etc. school culture training for all staff. Students will have monthly awards ceremonies celebrating their growth in academic skills, meeting benchmark standards and improvements in how they manage their

Retaining highly qualified teachers through advanced trainings offered for free for teachers at year 1,3,5 and 7 at Duval Scholars such as Reading Endorsement, Gifted Education, ESOL, etc through our financial assistance 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?

Yes

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.

Train staff and students on the PBIS standards using the program HERO, also with Silent Dismissal. We will also utilize PD to help train our staff on these tools, and how to positively reinforce the behaviors wanted. Communication will also be extended to families to keep them knowledgeable of positives and negatives with our students.

Professional development time will also be used to teach an understanding of Science of Reading as well as Growth Mindset. Teaching all teachers on our overall goals of building a cohesive positive behavior system throughout our campus is our overall goal in this area, which will help lead to stronger academics.

Person Responsible: Eric Schill (eschill@duvalcharter.org)

By When: This will rollout in phases, as quarter one we will introduce both Silent Dismissal and HERO. By the end of Quarter 2 (12/22/23) we will have a sustainable model working, and additional training and follow up will happen inside our PLC meetings with administration. By the end of Quarter 4, we look to see a measurable change when our series of surveys come out to determine culture changes.

Meetings have already been started, and will continue, as we roll this out in accordance to the above paragraph.

Quarter 1- Rollout

Quarter 2- Follow up with All Staff

Quarter 4- Survey Data

All throughout these period we will be teaching in staff meetings as well as Grade Level PLC meetings to reinforce the correct behaviors.

Person Responsible: Eric Schill (eschill@duvalcharter.org)

By When: End of the year we will have a full sustainable system working with trained staff, and students.

#4. Instructional Practice specifically relating to Student Engagement**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 instruction will be an area of focus that is addressed by obtaining new instructional materials and supplies at DCSA. Specific focus will be given to the areas of STEM when supplementing the current curricular programs and instruction. Additionally, student consumables will be obtained to support instruction in the classrooms and increase their engagement.

Measurable Outcome:

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

To increase the student's proficiency in the area related to STEM and core curriculum.

Monitoring:

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

Monitoring the increase of student growth in STEM and core curriculum.

Person responsible for monitoring outcome:

Eric Schill (eschill@duvalcharter.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.)

Schill

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schill

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?

Yes

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.

Gather resources needed for students to take from school to home to promote learning outside of the classroom

Gather additional resources needed for small group high engagement activities utilized in the classrooms with additional staffing.

Person Responsible: Eric Schill (eschill@duvalcharter.org)

By When: By end of October 2023

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)).

When reviewing student needs, we review where the deficiencies lie, what issues/ concerns are the root cause, and analyze the data to decide where the targeted funding should be applied to achieve maximum results for student success.

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.

Throughout the school year, this plan will be shared with stakeholders via the school website, newsletters, and made available at Title 1 Event Nights. This way all of our parents have the opportunity to not only know what is going on, but also help participate in helping as a collaborative team member. www.duvalcharter.org

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))

At Duval Charter Scholars Academy we will be including parents in newsletters, weekly updates through email, as well as our Parent Nights. Our goal is to educate to all stakeholders we together are a helpful force that can and will impact our students for the better. There will also be a concerted effort to go out into the community to promote and seek active feedback on the needs and concerns of our community. Throughout the events, information will be updated on the schools website (www.duvalcharter.org) as well as shared in newsletter, video chats, and during events.

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)

We have targeted our schedule this year to have structured time for our core curriculum as well as intentional time for targeted remediation, and building knowledge based on deficits. The addition of a very directed and intentful RTI and Success times in our schedules with additional staffing will help utilize and make more effective targeting of opportunities for growth to be met with our students with a focus on priority standards. Duval Charter Scholars Academy staff is committed to improving student achievement

by focusing on

improvement of instruction. The PLC process is not a one and done activity, but a long range commitment by the staff. To maintain effectiveness, the staff is committed to ongoing review of the process, ongoing training on the program, and a commitment to meeting as a grade-level to review student data and discuss instructional plans. This comes with a commitment to training new staff.

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

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))

We have a position specifically targeted to help students succeed in this area in addition to outsourcing a mental health serviced position as well. We will have 80% Youth Mental Health trained staff prior to October as well. Our teachers will all be trained on the 2x10 model to ensure a support structure with an adult at school for this next year.

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))

This year we will be working to further develop the knowledge base of student choice for their future. This may include field trips to college campuses as well as in person presentations from stakeholders serving in different roles. We will also work on college and career readiness with students through a career day. We will also have credit available for those wanting to earn High School credits while in Middle School.

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).

We will teach a rating scale to help students self-reflect on where they are internally with their emotions. We will also be teaching strategies to help all student who become elevated on self-management as well as intervening strategies. That said this model will also be aligned to our RTI model, as well as sharing multiple modalities of seeking help. This will be targeted specifically through a building relationships with staff member initiatives.

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))

We will working on developing additional training of procedures, rules, classroom management, trauma, culture, and relationship building for our Professional Development this year. In addition to this,

professional development will be offered through outside sources as well to enhance teachers love of learning, as well as commitment to education.

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: Teacher Retention and Recruitment				\$27,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	333	1231 - Duval Charter Scholars Academy	UniSIG		\$15,000.00
			Notes: ASU+GSV Summit: 3 participants = \$3000 registration, \$250/day hotel (4 days); travel to san diego \$500/person, per diem \$200/person, rental \$250 By going to ASU/GSV we will learn about the new education technology that is coming to schools, and have the opportunity to find ways to service our students these opportunities for free. Information gained there will be shared with teachers and staff to help develop more knowledge base in the STEM field and what we need to do and offer to continue to make our curriculum relevant.			
	6400	510	1231 - Duval Charter Scholars Academy	UniSIG		\$4,000.00
			Notes: Ruthless Equity Workshop by Ken Williams: event @\$3000, PD books/materials 25 sets @\$40/each By providing additional professional development for staffing, we can continue our initiative to help student learn, as well as help our teachers understand true equity.			
	6400	510	1231 - Duval Charter Scholars Academy	UniSIG		\$3,000.00
			Notes: Youth Mental Health Workshop Sitpend: 60 participants @\$50/each By providing this opportunity we allow for our staff to continue to grow and be knowledgeable of true emotional concerns and understand the signs of a student struggling.			
	6400	510	1231 - Duval Charter Scholars Academy	UniSIG		\$5,000.00
			Notes: Pedagogical Training & Certifications: NEI-NEPP @\$2000; FTCE Certification @\$1000; Reading Endorsement @\$600; ESOL Endorsement @\$600.00; ESE Endorsement @\$500; Gifted Endorsement @\$300 By providing this opportunity to staff members we will help grow their knowledge base through professional development to learn more knowledge on the growing world and ever changing culture in our society. This knowledge helps us lead students appropriately based on backgrounds and culture. .			
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$105,779.66
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	1231 - Duval Charter Scholars Academy	UniSIG	3.0	\$57,500.00
			Notes: Paraprofessional Salary Instructional Aides are needed to help with instructional practices and provide small group opportunities to help our students continue to grow.			

			<i>Para will assist licensed teachers in providing targeted instruction based on benchmark data quarterly.</i>			
	5100	200	1231 - Duval Charter Scholars Academy	UniSIG		\$28,279.66
			<i>Notes: Paraprofessional Benefits- Please see above statement referencing Paraprofessional</i>			
	5900	120	1231 - Duval Charter Scholars Academy	UniSIG		\$20,000.00
			<i>Notes: Tutoring: 4 tutors x \$25.00 hr x 2 hours/day x 5 days/week x 20 week By providing tutoring opportunities it not only helps grow culture and foster a willingness to help students and families after school, it also helps fill gap knowledge due from the remnants from covid.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$24,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$6,000.00
			<i>Notes: PBIS School Store Materials & Supplies By having the supplies and materials needed to reinforce the teaching of skills/strategies in PBIS we will be able to help grow the social and emotional knowledge base. Includes the following items: Games – Clue/ Monopoly/Connect Four, Stickers, Motivation Posters/Cards, Modeling clay, Clip Charts, Voice level posters, Bookmarks, Erasers, Pencils, Puzzles</i>			
	6400	120	1231 - Duval Charter Scholars Academy	UniSIG		\$4,000.00
			<i>Notes: Culture and Diversity Training: Facilitator Stipend, 10 facilitators @\$400/each By providing this opportunity to staff members we will help grow their knowledge base through professional development to learn more knowledge on the growing world and ever changing culture in our society. This knowledge helps us lead students appropriately based on backgrounds and culture.</i>			
	6400	120	1231 - Duval Charter Scholars Academy	UniSIG		\$1,500.00
			<i>Notes: GRIT & Intergrity Workshop "Super Me" Anti Bullying School Assembly for 475 students in grades K-5th. The show focuses on CASEL's Social Emotional Learning Framework. Students observe and take part in theatrical games that teach competency in Self-Management, Self-Awareness, Responsible Decision Making, and Relationship Skills. The students not only see real life examples of bullying but are given clear step by step actions to help them deal with real world situations. https://www.thestoryship.com/bullying-school-show-assembly</i>			
	6400	510	1231 - Duval Charter Scholars Academy	UniSIG		\$4,000.00
			<i>Notes: Kagan Growth Mindset and Mindfulness Training by Excellertated Achievement 1 day training @\$3000 + PD books/materials @\$1000 By providing this opportunity to staff members we will help grow their knowledge base through professional development to learn more knowledge on the growing world and ever changing culture in our society. This knowledge helps us lead students appropriately based on backgrounds and culture.</i>			
	6400	510	1231 - Duval Charter Scholars Academy	UniSIG		\$5,500.00
			<i>Notes: Altitude is Attitude/Altitude Education USA Curriculum: K-8 schoolwide PBIS By providing this curriculum, to support growth in emotional intelligence and provide behavior support/management system to help our children learn strategies for life skills that are needed.</i>			
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$3,500.00
			<i>Notes: In-School Field Trips "The Original Magic of Science Show" and "Wacky Science Schow" for 475 students in grades K-5th</i>			

4	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$83,205.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$3,000.00
			Notes: Supplemental Intervention Curriculum: SAVVAS Prentice Hall Gr K-8 Reading @\$1000 and Math @\$750, J&J Sadler Gr5-8 Science @750.00; Florida Transformative Education Civics Gr7 @\$500.00 Viable curriculum is needed for those students with deficiencies in all areas. This extra curriculum will help us in our intervention cycles to help fill the gaps of knowledge our children have.			
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$2,000.00
			Notes: Math & STEM Manipulatives and Materials Extra manipulatives are needed to reinforce skills so that as many hands on opportunities as explored to help teach some of our children with lower skill sets a visible way to connect to math/science. Includes the following items: Math Games – Yahtzee/Skip Bo/Proof, Dry erase number lines, Word Games – Moose Match/Learn to Read, Safety goggles, Disposable gloves, Lab aprons, Eyewash station, Dissection kits			
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$1,000.00
			Notes: Student Planners: Gr5-8, 100 students, \$10/each By providing Postive Growth Mindset Planners, students will read and write thoughts that are helping them see a positive outcome to their lives. We are working on fostering a new culture based on what can be, and supporting that with positive affirmations as well as the students contributing to their our journal for growth.			
	5100	642	1231 - Duval Charter Scholars Academy	UniSIG		\$1,100.00
			Notes: Handheld Digital Translators: GrK-8, 15 items @\$70/each By providing these translators we help bridge the communication gap between our ESOL students and their teachers to help expedite the translation gap.			
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$1,500.00
			Notes: Translation Dictionaries: GrK-8, 250 @\$6/each By providing these dictionaries we help give a resource to our ESOL students to utilize throughout the school day.			
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$5,500.00
			Notes: Ed Tch Initiavei: GrK-8, Ference Science @\$2000, Rocktry @\$500, Engineering Contruction Water Ecosystem @\$3000.00 By providing New Science initiatives in the school system we can promote STEM and help students to learn new cutting edge job fields. This also allows an opportunity to retain high qualified science teachers as well, by providing a viable curriculum with rigor.			
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$8,600.00
			Notes: Office Supplies are needed to help facilitate and promote all the events, and activities for all parties included. Includes the following items: Construction Paper, Motivational posters, Blank drawing books, Railroad board, Graph paper, Markers, Post it easel pads			
	510	510	1231 - Duval Charter Scholars Academy	UniSIG		\$15,000.00
			Notes: Science/STEM Lab Kits: GrK-8, items include Makerspace, Robotics, Emerging Tech from Pitsco, Carolina, Lego, Foss Delta By providing this STEM Material we can help our students be at the forefront for exciting STEM opportunities. These materials are paramount also to instilling a positive culture and growing our students future.			
	5100	510	1231 - Duval Charter Scholars Academy	UniSIG		\$13,000.00

			<i>Notes: Computer Lab: 12 sets (laptops, keyboards, mice, printer) @\$1000/each By providing labs, we have the opportunity to promote a setting of technology skills that teachers can use to reinforce the lessons, whether this is from a reinforcer, a new lesson, a skill set focused on technology or a testing opportunity to assess current knowledge this will help our student continue to gain knowledge. This lab may also be used to focus on reading deficiencies with programs obtained through other means to reinforce reading skills (LEXIA).</i>			
	7800	390	1231 - Duval Charter Scholars Academy	UniSIG		\$32,505.00
			<i>Notes: Student Transportation To/From School: GrK-8 for 30 students By offering a route for students to get to school timely, we will be better able to engage students</i>			
Total:						\$240,484.66

Budget Approval

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

No