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Jacksonville Classical Academy

2043 FOREST ST, Jacksonville, FL 32204

<https://jaxclassical.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.

The mission of Jacksonville Classical Academy is to train the minds and improve the hearts of young people through a classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Provide the school's vision statement.

Our vision is to have a citizenry worthy of the legacy of our country's founders and the continuation of our American experiment, developed through a classical, great-books curriculum designed to engage the student in the highest matters and the deepest questions of truth, justice, virtue, and beauty.

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
Barker, Nick	Principal	Ensure that the vision and mission of the school, along with the directives of the Executive Director, are being implemented with fidelity.
Hoyt, Lindsay	Other	Ensure all systems are in place in order for the school to function as an outstanding educational institution.
Richardson, Kate	Other	Ensure that the vision and mission of the school, along with the directives of the Executive Director and Principal are being implemented with fidelity.

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.

Jacksonville Classical Academy involves stakeholders in the following ways:

Parents: Argonaut Parent group, School Information nights, campus events such as Poetry Day, chaperones for field trips and dances, etc.

Students: Safety Patrol, Argonaut Ambassadors, Homecoming Committee, Argonaut Mentors, etc.

Teachers: Professional Development, parent/teacher conferences, grade-level meetings, teacher led professional development, mentor teachers, Literacy coaching team, etc.

Instructional Coaches and Reading interventionists: Actively involved in the academic growth of our teachers and students. This will take place through tiered intervention, MTSS, instructional planning, lesson plan development, etc.

Community Leaders: Veteran involvement through presentations in assemblies and classrooms, Career presentations by local business men and women, club leadership, athletic coaching, etc.

School leadership: professional development leadership, connections with collegiate instruction (Flagler College), opportunities for team building, regular group and one on one meetings with teachers and staff, attendance at charter leader meetings, implementation of state standards, completion of documentation, etc.

Each of the stakeholders in these groups has opportunity to meet with administration to share counsel and perspective. They are actively involved in the planning, implementation, and success of school events and activities.

SIP Monitoring

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

The SIP will be monitored by leaders of the various stakeholder groups. Teacher performance will be monitored by the Principal and Assistant Principals through observation and evaluation in accordance with clearly communicated standards and expectations. Administrators will utilize observe4success.

Teachers will use science based reading strategies, instruction, and techniques to ensure effective growth and development and result in achievement beyond state standards. K - 5 Teachers will use Literacy Essentials and Singapore Math to provide effective instruction in reading and Math.

Student proficiency and progress will be tested using iReady in addition to F.A.S.T, CLT, and other standardized tests.

Tutoring will be offered to all students who are significantly behind grade level proficiency in math and reading. Tutors will also work in accord with teachers and the Student Services team to provide acute, effective instruction.

Reading interventionist will work in accord with Literacy coaches and teachers to implement and improve both classroom and small group tiered reading instruction.

Administrators, department leaders, and mentor teachers will consistently use observation and data collection to evaluate the success and efficacy of the academic programs and activities offered at Jacksonville Classical Academy.

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-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	55%
2022-23 Economically Disadvantaged (FRL) Rate	61%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* 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: 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	0	8	5	2	3	5	1	1	0	25
One or more suspensions	0	0	0	1	1	0	0	1	0	3
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	2	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	2	3	1	1	0	7
Level 1 on statewide Math assessment	0	0	0	1	1	3	1	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	6	1	0	0	0	0	0	9

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	1	0	5	1	1	2	1	1	0	12

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	3	19	3	11	6	2	5	13	1	63
Students retained two or more times	1	0	0	3	5	3	4	7	1	24

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	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	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0

The number of students identified retained:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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*	44	45	53	43	47	55	45		
ELA Learning Gains				42			44		
ELA Lowest 25th Percentile				34			39		
Math Achievement*	42	46	55	44	40	42	40		
Math Learning Gains				53			19		
Math Lowest 25th Percentile				49			9		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	37	45	52	28	45	54	22		
Social Studies Achievement*	57	62	68		50	59			
Middle School Acceleration	52	73	70		45	51			
Graduation Rate		72	74		41	50			
College and Career Acceleration		54	53		65	70			
ELP Progress		47	55		68	70			

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	287
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	7
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	23	Yes	2	2
ELL	10	Yes	1	1
AMI				
ASN				
BLK	21	Yes	2	2
HSP	43			
MUL	47			
PAC				
WHT	64			
FRL	31	Yes	2	1

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	28	Yes	1	1
ELL				
AMI				
ASN				
BLK	30	Yes	1	1
HSP	39	Yes	1	
MUL	54			
PAC				
WHT	56			
FRL	33	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	44			42			37	57	52			
SWD	17			20			24	45			5	
ELL	0			20							2	
AMI												
ASN												
BLK	25			18			4	33			5	
HSP	37			45			29				4	
MUL	65			29							2	
PAC												
WHT	58			61			65	72	58		6	
FRL	30			23			21	48	31		6	

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	43	42	34	44	53	49	28					
SWD	18	31	29	18	32	37						
ELL												
AMI												
ASN												
BLK	21	32	32	20	43	50	13					
HSP	39	30		45	42							
MUL	58			50								
PAC												
WHT	63	53		66	65	45	46					
FRL	27	35	33	25	45	41	27					

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	45	44	39	40	19	9	22					
SWD	15	13		15	27							
ELL												

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
AMI												
ASN												
BLK	21	26	35	15	9	11	5					
HSP	68	58		58	33							
MUL												
PAC												
WHT	66	64		64	24		50					
FRL	29	35	43	22	11	11	0					

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	43%	47%	-4%	54%	-11%
07	2023 - Spring	40%	40%	0%	47%	-7%
08	2023 - Spring	41%	41%	0%	47%	-6%
04	2023 - Spring	45%	50%	-5%	58%	-13%
06	2023 - Spring	38%	38%	0%	47%	-9%
03	2023 - Spring	52%	46%	6%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	33%	43%	-10%	54%	-21%
07	2023 - Spring	*	40%	*	48%	*
03	2023 - Spring	43%	59%	-16%	59%	-16%
04	2023 - Spring	43%	58%	-15%	61%	-18%
08	2023 - Spring	44%	45%	-1%	55%	-11%
05	2023 - Spring	39%	52%	-13%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	35%	6%	44%	-3%
05	2023 - Spring	32%	48%	-16%	51%	-19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	50%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	63%	-3%	66%	-6%

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.

Jacksonville Classical Academy's lowest performance was demonstrated in Science. We believe this was the result of the following: decreased time and focus on science instruction due to an emphasis on Math and Reading, lack of clarity and guidance in science curriculum, and science teacher turnover.

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

Prior year data (20-21) is not available.

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.

The data component with the greatest gap in comparison to state average at Jacksonville Classical is Science data. We believe this was the result of the following: decreased time and focus on science instruction due to an emphasis on Math and Reading, lack of clarity and guidance in science curriculum, and science teacher turnover.

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

Prior year data (20-21) is not available.

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

Two areas of concern at Jacksonville Classical are the data from Reading and Math, and culture of student behavior. We have some students who are significantly behind grade level in these subjects as demonstrated by diagnostics and state testing.

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

- 1) School Culture - emphasis on Joy and Excellence in all things
- 2) Behavioral Accountability - for all stakeholders
- 3) Academic Improvement in Science, Math, and Reading

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.

We seek to focus on creating a Positive culture and environment that is founded on Joy and Excellence in all employees at Jacksonville Classical Academy.

Measurable Outcome:

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

The measurable outcome that Jacksonville Classical Academy plans to achieve is a minimum of 80% teacher and staff retention.

Monitoring:

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

This area of focus will be monitored by administrative staff at Jacksonville Classical Academy including: Executive Director, Principal, Assistant Principals. Lead teachers will also serve as a valuable resource when measuring the progress of creating a positive school culture and environment. Monitoring will take place in all-staff meetings, bi-weekly grade level meetings, and regular one on one meetings between admin and teachers.

Person responsible for monitoring outcome:

Nick Barker (nbarker@jacksonvilleclassical.org)

Evidence-based Intervention:

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

The interventions being implemented are: 1) admin availability to teachers, staff, students, and parents; open door policy to express any/all needs, desires, concerns, and problems 2) regularly scheduled meetings between teachers, teachers and admin, teachers/admin/parents, etc. 3) Inspiring and challenging professional development sessions that actually meet the needs of teachers and help them grow in their profession as educators.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We believe that we are working in partnership at Jacksonville Classical Academy. Staff, teachers, and students are partnering together to pursue the best education and experience toward academic and character growth. We want to make sure that every stakeholder feels they are seen, heard, and appreciated. We seek to develop a culture of truth and transparency as we discuss areas of strength and weakness. To foster this, we maintain availability, commitment to growth as educators, and accountability between all stakeholders.

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.

Regular bi-weekly meetings with each teaching team.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year.

Availability and accessibility for regular parent meetings.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year.

High-level professional development.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year.

Bagel-Wednesdays, Staff parties, athletic events, school-wide events, etc.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

One Area of Focus for Jacksonville Classical Academy is improvement in ELA progress and performance.

Measurable Outcome:

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

Jacksonville Classical Academy plans to achieve the following measurable outcomes: 55% or above in ELA learning gains, ELA achievement, and rising above the "lowest 25th percentile" group.

Monitoring:

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

This Area of Focus will be monitored by the Principal, Assistant Principals, and lead teachers with regular attention to data, test scores, and tiered interventions.

Person responsible for monitoring outcome:

Nick Barker (nbarker@jacksonvilleclassical.org)

Evidence-based Intervention:

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

Interventions being implemented for this Area of Focus are as follows: professional development in science based reading instruction, tutoring program, summer school program, tiered intervention action steps, early identification of students in need of growth and improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We believe that we will best serve our students and achieve our ELA goals by providing the best ELA and literacy training for our teaching team and an abundance of opportunity of further instruction for our students in need.

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.

Provision of training and curriculum in science based literacy/ela instruction.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year.

Tiered intervention, tutoring, summer school, etc.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: These things will continue to occur through the duration of the school year.

High-level professional development in areas of science based reading, Literature, and Composition.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year.

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

One Area of Focus for improvement at Jacksonville Classical Academy is improvement and progress in Mathematics.

Measurable Outcome:

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

Jacksonville Classical Academy plans to achieve the following measurable outcomes: 55% or above in Math learning gains, Math achievement, and rising above the "lowest 25th percentile" group.

Monitoring:

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

This Area of Focus will be monitored by the Principal, Assistant Principals, and lead teachers with regular attention to data, test scores, and tiered interventions.

Person responsible for monitoring outcome:

Nick Barker (nbarker@jacksonvilleclassical.org)

Evidence-based Intervention:

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

Interventions being implemented for this Area of Focus are as follows: professional development in science based Singapore Math instruction, tutoring program, summer school program, tiered intervention action steps, early identification of students in need of growth and improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We believe that we will best serve our students and achieve our Mathematics goals by providing the best Math training for our teaching team and an abundance of opportunity of further instruction for our students in need.

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.

Tiered intervention, tutoring, summer school, etc.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year and into the summer.

High-level professional development in Singapore Math.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This action step will begin in January '24 and continue.

Provision of excellent curriculum, supplemental materials, and teaching aids.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year.

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

One Area of Focus for improvement at Jacksonville Classical Academy is Science performance.

Measurable Outcome:

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

Jacksonville Classical Academy plans to achieve the following measurable outcomes: 55% or above in Science learning gains.

Monitoring:

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

This Area of Focus will be monitored by the Principal, Assistant Principals, and lead teachers with regular attention to data, test scores, and tiered interventions.

Person responsible for monitoring outcome:

Nick Barker (nbarker@jacksonvilleclassical.org)

Evidence-based Intervention:

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

Interventions being implemented for this Area of Focus are as follows: professional development in science based science curriculum and instruction, tutoring program, summer school program, tiered intervention action steps, early identification of students in need of growth and improvement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We believe that we will best serve our students and achieve our Science goals by providing the best Science training, curriculum, and teaching supplements for our teaching team along with an abundance of opportunity of further instruction for our students in need.

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.

Provision of excellent curriculum, supplemental material, teaching aides, science experiment materials and tools, etc.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: This is already taking place and will continue through the school year.

Observation of performance data and identification of students in need of science tutoring.

Person Responsible: Nick Barker (nbarker@jacksonvilleclassical.org)

By When: Spring '24

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).

Jacksonville Classical Academy's leadership team (including Executive Director, Principal, and Assistant Principals) will collaborate to identify areas of need in effort to allocate funding for the following:

Science-based reading - curriculum, training, supplemental materials

ELA instruction - curriculum, training, supplemental materials

Science performance - curriculum, training, supplemental materials

Math performance - curriculum, training, supplemental materials

Mentor teacher stipends and training

School wide community events such as: Back to School BBQ, Class parties, Spring Carnival, etc.

Athletic improvement and development: stipends for coaches, teams, facilities

After school care and clubs

School leadership will meet to discuss and plan how to use funding, how and where to fundraise, and how to involve students and parents in the process of school improvement and development.