

Duval County Public Schools

Charger Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Charger Academy

7050 MELVIN RD, Jacksonville, FL 32210

www.duvalschools.org/chargeracademy

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

Provide the school's vision statement.

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

School Leadership Team, 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
Talley, Andrea	Principal	Ms. Talley's primary role and responsibility as principal of Charger Academy is to serve as the campus Instructional Leader. Through ongoing review of data and trends, Ms. Talley is responsible with leading the charge with other campus leaders and work collaboratively to ensure student learning gaps are being addressed.
Dobson, Erica	Assistant Principal	AP of Curriculum and Instruction, Lead Science Team, Lead ESE Team, Lead Guidance Team, Support Mission and Vision of the school. Create master schedule.
Bassett, Monique	Assistant Principal	Support Mission and Vision, AP of Operations and Student Services, Lead Math Team and Electives, Lead Technology
Rexroad, Megan	Instructional Coach	Teacher Development, support mission and vision of the school Supports ELA and Social Studies Teachers
Hickson, Tiffany	Instructional Coach	Teacher Development, support mission and vision of the school Supports Math and Science Teachers
Nixon, Paula	Reading Coach	Test Coordinator and Reading Interventionist, support mission and vision of the school Support Science Teachers
Martin, Michael	Dean	Joining the team with a vast skill set to student discipline and PBIS. Mr. Martin works closely with classroom teachers while providing strategies on how to deal with "challenging" students. Additionally, Mr. Martin monitors student discipline and serves as a campus liaison and district related PBIS initiatives.
Louis, Kevens	Other	Protect the students, faculty, and staff, as well as guest of Charger Academy. Lead the Safe Schools Team on Law Enforcement side.
Marquis, Nichole	Other	Positive Behavior Incentive System
Young, Paula	Teacher, ESE	ESE Lead Teacher, Ensure Compliance when comes to our students with disabilities.
McGregor, Carol	School Counselor	Responsible for ensuring that school counselors play an active role in classroom guidance lessons while also ensuring students have opportunities for social and emotional needs to be addressed. Ms. McGregor and her team also work with students to ensure they meet all academic requirements associated with matriculation through middle school.

Name	Position Title	Job Duties and Responsibilities
Abrams, Nekia	Other	Ensure the fidelity of our AVID program as well as maintain all required Certifications.

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.

The school leadership team meets regularly to review, discuss and modify the SIP. During Early Release meetings, once a quarter, the SIP targets and progressions towards goals are discussed with the faculty and staff. SIP progress is also shared with parents, business partners, community, and stakeholders at the annual Mid Year Stakeholder's meeting. All input is taken back to the leadership and considered through the year as we make modifications and at the beginning of the year when we review state testing data, goals from previous year, and feedback to set target for the current school year.

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 review quarterly by the Leadership during meetings, faculty and staff quarterly during Early Release meetings and at the SAC Mid Year Stakeholder's meeting for parents, community, business partners and stakeholders.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN)

(subgroups below the federal threshold are identified with an asterisk)	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 2019-20: D 2018-19: D 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	0	0	0	0	0	0	264	148	151	563
One or more suspensions	0	0	0	0	0	0	77	113	103	293
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	11	15	30
Course failure in Math	0	0	0	0	0	0	8	16	28	52
Level 1 on statewide ELA assessment	0	0	0	0	0	0	223	185	153	561
Level 1 on statewide Math assessment	0	0	0	0	0	0	210	137	107	454
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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	243	187	182	612

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	11	16	15	42
Students retained two or more times	0	0	0	0	0	0	17	14	15	46

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	165	76	91	332
One or more suspensions	0	0	0	0	0	0	46	66	69	181
Course failure in ELA	0	0	0	0	0	0	2	7	6	15
Course failure in Math	0	0	0	0	0	0	4	7	12	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	138	125	121	384
Level 1 on statewide Math assessment	0	0	0	0	0	0	133	121	97	351
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	120	119	105	344

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	165	76	91	332
One or more suspensions	0	0	0	0	0	0	46	66	69	181
Course failure in ELA	0	0	0	0	0	0	2	7	6	15
Course failure in Math	0	0	0	0	0	0	4	7	12	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	138	125	121	384
Level 1 on statewide Math assessment	0	0	0	0	0	0	133	121	97	351
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	120	119	105	344

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

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*	28	42	49	24	43	50	25		
ELA Learning Gains				38			35		
ELA Lowest 25th Percentile				41			30		
Math Achievement*	39	49	56	37	35	36	31		
Math Learning Gains				58			38		
Math Lowest 25th Percentile				63			42		
Science Achievement*	30	48	49	20	48	53	24		
Social Studies Achievement*	67	66	68	59	53	58	58		
Middle School Acceleration	76	82	73	73	47	49	86		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress	30	31	40	44	85	76	39		

** 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)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	457
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	27	Yes	4	4
ELL	39	Yes	1	
AMI				
ASN	56			
BLK	42			
HSP	50			
MUL	46			
PAC				

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%
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	31	Yes	3	3
ELL	45			
AMI				
ASN	62			
BLK	43			
HSP	49			
MUL	45			
PAC				
WHT	48			
FRL	43			

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	28			39			30	67	76			30
SWD	15			25			17	50			4	
ELL	19			31			42	71			5	30
AMI												
ASN	44			67							2	
BLK	24			34			21	59	76		6	40
HSP	27			42			53	72	80		6	24

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
MUL	37			40			42	64			4	
PAC												
WHT	34			49			42	83	76		5	
FRL	26			36			27	64	73		6	29

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	24	38	41	37	58	63	20	59	73			44
SWD	13	36	35	14	44	51	10	45				
ELL	24	48	41	39	59	60	22	65				44
AMI												
ASN	55	53		65	75							
BLK	19	36	41	31	57	66	16	53	71			
HSP	31	39	30	46	58	65	24	72	81			44
MUL	22	30		46	55		25	90				
PAC												
WHT	33	48	58	43	62	50	29	64				
FRL	22	36	40	34	57	64	17	54	72			37

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	25	35	30	31	38	42	24	58	86			39
SWD	11	29	24	15	30	32	13	25				
ELL	17	29	20	31	48	52	17					39
AMI												
ASN	50	61		55	61							
BLK	20	31	28	26	34	37	16	50	79			
HSP	30	37	20	38	47	48	36	64				30
MUL	47	43		47	43		53	82				
PAC												
WHT	27	41	50	37	39	52	29	68	100			

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
FRL	25	34	27	29	34	35	23	56	86			35

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
07	2023 - Spring	23%	40%	-17%	47%	-24%
08	2023 - Spring	31%	41%	-10%	47%	-16%
06	2023 - Spring	22%	38%	-16%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	28%	43%	-15%	54%	-26%
07	2023 - Spring	31%	40%	-9%	48%	-17%
08	2023 - Spring	52%	45%	7%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	16%	35%	-19%	44%	-28%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	52%	35%	50%	37%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	64%	23%	63%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	63%	4%	66%	1%

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.

- 8th Grade Science showed the lowest performance. Contributing factors included the following.
- *2 Novice Science Teachers (One new to country, One 2nd year teacher)
 - *High Population of Students in need of Intensive Reading
 - *Decreased Instructional Time due to Classroom Disruptions
 - *High number of Students in Classes because only Two 8th Grade Science Teachers
 - *High number of Students with Attendance Issues

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

- The areas that showed the greatest decline from the prior year were 7th Grade ELA and Math proficiency. Contributing factors included the following.
- *Teacher Vacancies at 7th Grade for ELA and Math
 - *High Population of Students in Need of Intensive Reading
 - *Decreased Instructional Time due to Classroom Disruptions
 - *High Population of Students with Attendance Issues

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.

- 8th Grade Science showed the lowest performance. Performance in this area continues to trend low for the School. Contributing factors included the following.
- *2 Novice Science Teachers (One new to country, One 2nd year teacher)
 - *High Population of Students in need of Intensive Reading
 - *Decreased Instructional Time due to Classroom Disruptions
 - *High number of Students in Classes because only Two 8th Grade Science Teachers
 - *High number of Students with Attendance Issues

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

Biology showed the most improvement. New Actions taken included the following.

*Double Blocking of Biology Classes

*Supplemental Instruction Provided

*Professional Development to Include PLC, Common Planning, and Summer PD

*Periodic and Systematic Data Analysis to Inform Instruction

*Small Group and Differentiated Instruction

*Utilization of Technology and Supplemental Programs to include Explore Learning, NearPod, etc

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

Performance of Students With Disabilities for ELA and Math Proficiency

High Population of Students with Attendance Issues

High Population of students who received disciplinary referrals

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

8th Grade Science

Civics

ELA Proficiency

Attendance

School Climate and Culture (Discipline and Teacher Retention)

Area of Focus

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

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

Area of Focus Description and Rationale:

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

Title I funds will be used for a field trip experience for our students to provide them with continued instruction in science/reading/math to increase academic achievement.

Measurable Outcome:

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

Monitoring of the school's weekly climate report.

Monitoring:

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

Monitored during PBIS meeting to analyze data as well as strategize.

Person responsible for monitoring outcome:

Monique Bassett (bassettm@duvalschools.org)

Evidence-based Intervention:

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

- restorative justice
- PBIS Charger Bucks
- decrease in overall infractions
- decrease in infraction types

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Decrease of discipline infractions lead to increased student achievement.

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.

Schoolwide PBIS Training

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

Increased Opportunities

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

Positive Learning Environment

- Provide opportunities for students to contribute to learning by allowing feedback on classroom-based

expectations.

- Consistently provide opportunities for students to earn incentives for demonstrating school-wide behavior expectations.

Person Responsible: Monique Bassett (bassettm@duvalschools.org)

By When: By the end of 23-24 school year.

Check for Student Understanding

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

Small Group and Supplemental Instruction

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

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

Person Responsible: Monique Bassett (bassettm@duvalschools.org)

By When: By the end of 23-24 school year.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

Based on the 2022 ESSA data, SWD was the lowest performing subgroup on all four indicators. SWD was also the lowest performing subgroup on eight out of nine indicators for 2021 and on seven out of nine indicators for 2019.

Measurable Outcome:

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

Increase learning gains for SWD to minimum of 25%. 30% of SWD will demonstrate at least one year's growth for Lexile levels.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by:

- *Review and analysis of data from FAST PM during PLC
 - *Review and analysis of data from District Monitoring Assessments during PLC
 - *Review and analysis of data from common assessment during Common Planning
 - *Coaching cycle and/or Professional Development to support teachers
 - *Weekly classroom visits by Administration and Coaches
 - *Quarterly Progress Reports on IEP goals
 - *Observe and Track services provided by Support Facilitators, Reading Interventionists, and Math Interventionists
- Monthly Lexile progress monitoring for Exact Path

Person responsible for monitoring outcome:

Paula Young (youngp1@duvalschools.org)

Evidence-based Intervention:

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

- A. Visual Representations – Utilization of concrete, virtual manipulatives, and graphic organizers
- B. Increased Interactive & Indirect Instruction – Utilize discussion and cooperative learning methods to promote critical thinking. Gradual Release of instruction with proper modeling is needed to promote ownership of learning. Utilize computer-assisted instruction to address skill gaps through use of Gizmo, Nearpod, Flocabulary, IXL, Gimkit, and Acaletics.
- C. Promote Metacognition – Incorporate opportunities to activate background knowledge and access prior learning to build connections with new learning. Students track their own data for progress monitoring.
- D. Check for Student Understanding – Utilize formal/informal assessments and questioning to monitor for understanding on consistent basis.
- E. Small Group and Supplemental Instruction – Teachers, Reading and Math Interventionists, and Support Facilitators provide differentiated, small group instruction to address gaps in learning for core classes. Provide supplemental tutoring services as needed. Also, most SWD students are double-blocked for high accountability courses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- A. Visual Representations – Although graphic organizers were used consistently for ELA instruction, additional support with effective use of incorporating writing to demonstrate understanding is needed. Concrete/

virtual manipulatives were not used consistently for math instruction.

B. Increased Interactive & Indirect Instruction –Allowing increased opportunities for discussion and cooperative learning contributes to authentic engagement and promotes critical thinking. SWD need additional modeling

before independent practice.

C. Promote Metacognition – Students were not provided regular opportunities to “think about their thinking”: to develop critical thinking skills. Students struggle to connect/understand concepts without promoting metacognition.

D. Check for Student Understanding – Data points assessing the targeted learning were not collected/analyzed consistently impacting lesson planning. SWD need more frequent checks for understanding to shape learning

experiences.

E. Small Group and Supplemental Instruction – Providing additional time through differentiation, small group, and supplemental tutoring support will assist these students in addressing knowledge/skill gaps.

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.

- Double block students for instruction in all accountability areas
- Create a plan for support facilitators, paraprofessional, reading and math interventionist, academic coaches to work with classroom teachers to implement small groups and differentiation.

Person Responsible: Erica Dobson (dobsone@duvalschools.org)

By When: By September (After 10 Day Counts and Class Balancing) By Second 9 Weeks

- Identify students to provide targeted instructional support
- Provide sentence frames to promote collaborative conversations relating to the content
- Plan Summer and ongoing professional development for use of graphic organizers, manipulative usage, additional lessons on small group instruction, gradual release, incorporating cooperative learning activities, metacognition, and schema activities.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: Ongoing during sessions for Weekly PLC and Common Planning, Early Release, Planning Days and Summer PD.

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

-Purchase Software License for Gizmo, Nearpod, Flocabulary, IXL, and Gimkit.

Person Responsible: Andrea Talley (talleya@duvalschools.org)

By When: When funds become available

- Implement more visual representations in instruction with graphic organizers, provide class sets of manipulatives kits in math and supplies for other content areas,
- Implement more hands-on activities to engage students in authentic learning experiences.
- Provide Links to free virtual manipulative tools

Person Responsible: Tiffany Hickson (hicksont1@duvalschools.org)

By When: Ongoing during sessions for Weekly PLC and Common Planning, Early Release, Planning Days, and Summer PD.

#3. Instructional Practice specifically relating to ELA

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.

Overall ELA achievement for the 2022 - 2023 school year was 25%. This score is an increase over the 2021-2022 school year showing the highest score since 2016-17. Through intentional planning

Measurable Outcome:

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

Increase overall ELA proficiency to 35% and increase district progress monitoring by 15%.

Monitoring:

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

- Review and analysis of common assessment results and district progress monitoring in PLC and common planning.
- Coaching cycles and/or classroom support as needed.
- Classroom visits by admin and coaches.

Person responsible for monitoring outcome:

Megan Rexroad (rexroadm@duvalschools.org)

Evidence-based Intervention:

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

- A. Increased Interactive and indirect Instruction - Utilize discussion to facilitate learning. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered. Students are highly involved in reading, inference, text analysis, and writing.
- B. Experiential Learning – Utilize real-world research and writing to create connections to text and other task-based writings
- C. Check for Student Understanding – Get multiple data points from students on a regular basis.
- D. Small Group Instruction - Utilize Teachers, Reading interventionists, Paraprofessionals, and Academic Coaches to provide small group instruction and supplemental tutoring for remediation and enrichment.
- E. Teacher Support and Development - Provide Summer and ongoing professional development for new and veteran teachers focused on standards analysis, lesson delivery, lesson planning and preparation, data analysis, and development of student relationships.
- F. Increase Student Reading Time - Incorporate dedicated time in ELA classes for students to read self-selected books.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- A. Utilize collaborative discussion to facilitate the learning process including the discussion of passages and writing.
- B. Develop text connections with real-world connections to develop stronger engagement and background knowledge.
- C. Analyze data points collected to identify trends and areas of struggle.
- D. Increase intentional use of small group instruction to increase proficiency in struggling students and enrichment to higher performing students.
- E. Develop teacher's content/ benchmark knowledge, planning, and application of new skills and strategies to promote student learning.
- F. Increase time in ELA of student self-selected reading to include short stories, novels, and articles.

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.

Provide instructional support and professional development to increase content knowledge, lesson development, effective instructional strategies, and develop positive student relationships.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Implement collaborative activities that encourage discussions relating to the passages and writing activities in the classroom.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Create and implement activities that will develop and connect background knowledge to the assignments in the classroom.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 31, 2024

Utilize various approaches to collecting data to inform instruction, remediation, and enrichment.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Provide professional development on effective implementation of small groups and time in common planning to work with other teachers to plan small group instruction

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Leadership will conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Implement Drop Everything And Read program in the ELA classes.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Utilize manipulatives, Nearpod, IXL, Gimkit, and NewsELA to support student learning and student learning.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

Title 1 funds will be utilized to purchase supplemental positions, professional development, for teachers/ staff, academic resources, materials, and supplies.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: May 1, 2024

#4. Instructional Practice specifically relating to Science**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.

Achievement for 8th Grade Science was 16% for the 2022 - 2023 school. The achievement for the previous year was 11%. Though the Overall Science achievement improved from 20% to 30%, due to improvement in Biology, 8th Grade Science continues to an area of focus.

Title I funds will be used for a field trip experience for our students to provide them with continued instruction in science and math to increase student achievement.

Measurable Outcome:

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

Increase 8th Grade Science achievement to a minimum of 30%. Increase district progress monitoring scores by 15%.

Monitoring:

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

These practices will be monitored by:

- Review and analysis of data from common assessment during Common Planning.
- Review and analysis of data from District Monitoring Assessments in PLC meetings
- Weekly PLC's and Coaching cycles to support teacher development
- Weekly classroom visits by admin and coaches

Person responsible for monitoring outcome:

Erica Dobson (dobsone@duvalschools.org)

Evidence-based Intervention:

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

- A. Increased Interactive & Indirect Instruction - Utilize discussion to facilitate learning. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered where students are highly involved in observation, investigation, inference, and hypothesis formation.
- B. Experiential Learning – Utilize real-world and/or hands-on experiences as an additional source of instruction.
- C. Check for Student Understanding – Get multiple data points from students on a regular basis.
- D. Direct Instruction – Teacher-centered strategy to explicitly convey information and develop skills in students with direct steps
- E. Small Group Instruction - Create small group instruction for remediation and enrichment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- A. Increased Interactive & Indirect Instruction – Utilizing cooperative learning and various engagement strategies will involve students as active participants learning as they observe, listen, communicate, and collaborate to develop content and process knowledge and skills to demonstrate understanding.
- B. Experiential Learning – Providing opportunities to apply knowledge and skills in real-world experiences promotes retention of content and enables students to translate knowledge.
- C. Check for Student Understanding – Multiple Data points (summative &/or formative) can be analyzed regularly to inform instructional planning and implementation to support student learning.
- D. Direct Instruction – Effective Direct instruction requires intentional planning and instructional delivery as teachers gradually release responsibility for learning.

E. Small Group Instruction - Increased and intentional use of small group and differentiated instruction to develop proficiency for struggling learners and provide enrichment to higher performing students

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.

-Conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.

-Utilize Title I funds to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies

Person Responsible: Andrea Talley (talleya@duvalschools.org)

By When: Ongoing, Weekly When funds become available

- Plan and Implement collaborative activities that encourage discussions of the science content

- Utilize various approaches to collecting data to inform instruction, remediation, and enrichment.

- Implement a pacing calendar for Comp 3 Science.

- Provide professional development on effective implementation of small group and differentiated instruction.

- Common planning to collaborate with other teachers for implementation of effective small group and differentiated instruction and to create common assessments.

Weekly PLC meetings and Coaching Cycle to support teachers with effective instructional delivery

Person Responsible: Tiffany Hickson (hicksont1@duvalschools.org)

By When: Ongoing, Weekly

Create and implement activities such as science fair projects, experiments, and field trips that will develop and connect background knowledge to assignments in the classroom.

Person Responsible: Paula Nixon (nixonp@duvalschools.org)

By When: May 2024

#5. Instructional Practice specifically relating to Social Studies**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.

Achievement for Civics was 66%, which was the same as the State average. Though achievement in Civics has increased, the school has lost 2 of the 3 Civics teachers. One teacher lost was a high-performing teacher for Civics. One position has been filled by a novice teacher, new to the teaching profession. The other position is currently being filled by a long-term substitute.

Measurable Outcome:

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

Increase Civics achievement to 70%.

Monitoring:

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

These practices will be monitored by:

- Review and analysis of data from common assessment in Common Planning.
- Review and analysis of District Monitoring Assessments in PLC meetings
- Providing Weekly PLC's and Coaching Cycles for Professional Development and Collaboration and to support teachers
- Classroom visits by admin and coaches

Person responsible for monitoring outcome:

Monique Bassett (bassettm@duvalschools.org)

Evidence-based Intervention:

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

- A. Increased Interactive & Indirect Instruction - Utilize discussion to facilitate learning. Students are encouraged to learn from both their teacher and their peers. Indirect instruction is learner-centered. Students are highly involved in reading, inference, make connections to text, communicate, and collaborate.
- B. Experiential Learning – Utilize real-world research and writing to create connections to text and other task-based writings
- C. Check for Student Understanding – Get multiple data points from students on a regular basis.
- D. Small Group Instruction - Utilize Teachers, Reading interventionists, Paraprofessional, and Academic Coaches to provide small group instruction and supplemental tutoring for remediation and enrichment.
- E. Teacher Support and Development - Provide Summer and ongoing professional development for new and veteran teachers focused on standards analysis, lesson delivery, lesson planning and preparation, data analysis, and development of student relationships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- A. Increased Interactive & Indirect Instruction – Utilizing cooperative learning and various engagement strategies to promote discourse and accountable talk involves students as active participants in learning as they read, inference, make connections, and collaborate to develop content knowledge and demonstrate understanding.
- B. Experiential Learning – Providing opportunities to apply research skills and writing for project-based learning allows students to make real-world connections, promotes retention of content, and enables students to translate knowledge in various situations.

- C. Check for Student Understanding – Multiple Data points (summative &/or formative) can be analyzed regularly to inform instructional planning and implementation to support student learning.
- D. Direct Instruction – Effective Direct instruction requires intentional planning and instructional delivery as teachers gradually release responsibility for learning.
- E. Small Group Instruction - Increased and intentional use of small group and differentiated instruction to develop proficiency for struggling learners and provide enrichment to higher performing students

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.

- Provide professional development on effective implementation of small group instruction and differentiation to work with other teachers to plan small group instruction.
- Leadership will conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.
- Purchase Software License for Nearpod, Flocabulary, IXL, and Gimkit to support student learning
- Title I funds will be utilized to purchase supplemental positions, professional development for teachers/ staff, academic resources, materials, and supplies

Person Responsible: Andrea Talley (talleya@duvalschools.org)

By When:

Weekly PLC's to provide instructional support and professional development to increase content knowledge, lesson development, effective instructional strategies, and develop positive student relationships.

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: Ongoing, Weekly

Provide Weekly Common Planning sessions to:

- Create and implement research activities that will develop background knowledge and allow students to make real-world connections
- Develop Common Assessments and analyze data to inform instructional planning for remediation and enrichment

Person Responsible: Megan Rexroad (rexroadm@duvalschools.org)

By When: Ongoing, Weekly

Conduct classroom walk-throughs to gather information on necessary professional development needs of the faculty for both PLC and coaching cycles.

Person Responsible: Andrea Talley (talleya@duvalschools.org)

By When: Ongoing, Weekly

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)).

School Improvement Funds are discussed with the members of SAC. Once fund total is received, the school leadership team discusses the targets of the SIP, reviews the data and ask the departments to submit proposals requesting needs to help support reaching SIP goals. The proposals are placed on the SAC agenda and reviews, discussed as well as voted on by members of SAC. Per the vote as well as the funds available, the SI funds are then used towards winning proposals.

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.

The SIP can be located on our school's website. A copy is also placed in the front office as well as guidance. Progression towards the SIP goals is a agenda item at our SAC meetings. We also host various Title I parent engagement nights where Title I as well as SIP is items of discussion for parents, community and stakeholders.

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))

We send out weekly blackboard messages and emails to parents. We also have a PBIS and AVID monthly newsletter that goes home and is posted on web and social media platforms. We host PTSA and SAC monthly as well as Parent Engagement Nights monthly.

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)

Charger Academy has added Accelerated Science I and II as well as increased cohorts of Pre-Early college students. The After School Boys and Girls club specifically is taught by Charger teachers and focuses on data driven individualized tutoring. Teachers are involved in ongoing PD as well as summer PD.

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))

NA

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))

Charger Academy is a full-service school. AFL provides services to the entire family as well as the student as relates to academic, social and emotional. We also have a full time mental health counselor. Our school based counselors make home visits, instruct classroom lessons, character education as well as meet with students individually as well as set up a lunch and learn table.

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))

Charger Academy Pre-Early college students have opportunity to earn college hours term 2 of their 8th grade year. Students participating in 5000 role models and Emeralds of Charger go on college visits twice during the school year. Charger Academy also host an annual college and career fair.

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).

PBIS positive behavior rewards incentives
 Celebrations for academics and attendance
 Most Improved Student of the Month
 Charger Bucks for the Charger Stop (student store)
 Restorative Justice
 AVID student tutors and mentors
 5000 role model mentors and guest speakers

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))

Summer PD for all teachers and paraprofessionals
 Weekly PLCs and Common Planning
 Monthly Early Release Day
 Focus walks from admin and instructional coaches
 Classroom Modeling and Coaching Cycles
 CHAMPs after school PD sessions
 Monthly Meetings for New Teachers
 Monthly AVID team meetings

Monthly PBIS team meetings
 Quarterly meetings with teachers for retention purposes
 PD for Deans, School Counselors and Security
 PLCs for paras, clerks, security
 Quarterly celebrations
 Feature Teacher of the Month
 Student Council Grade level teacher of the month

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))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
5	III.B.	Area of Focus: Instructional Practice: Social Studies	\$0.00
Total:			\$0.00

Budget Approval

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

Yes