Duval County Public Schools

DUVAL MYCROSCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Duval County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Duval MYcroSchool Charter High School provides a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous personalized learning experiences resulting in Real Learning for Real Life™.

Provide the school's vision statement

Duval MYcroSchool's educational programs, including its curriculum, prepare students for today's economy with a strong emphasis on real life skills that can be transferred to the world of work and/or college. MYcroSchool has teacher-directed instruction in a student- centered environment with aninnovative technology that engages students. MYcroSchool now offers the 18-credit ACCEL diploma for those students who qualify.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Rachel Maldonado

Position Title
Principal

Job Duties and Responsibilities

Overall operations, curriculum and instruction, scheduling, partnerships, governing board, evaluations, certification, professional development.

Leadership Team Member #2

Employee's Name
Evan McDonald

Position Title
Administrative Assistant

Job Duties and Responsibilities

Managing Principal's schedule, Federal Programs coordinator, compliance management, enrollment, attendance, front office operations.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is discussed and amended during pre-planning with teachers and staff. if necessary, at the Title I Annual Meeting with stakeholder feedback. After the Title I Annual Meeting, it is shared with the governing board, and then shared on the school's webpage. If parents need help with translation or understanding, they are allowed to reach out to the Administrative Assistant with questions and concerns.
www.duvalmycroschool.org

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The school will discuss the SIP at quarterly PLC with teachers and staff to monitor progress and the impact on student achievement for target students. Revisions and edits will be addressed during this time. Revisions will be discussed with community stakeholders at quarterly meetings and/or open houses to ensure that the school's mission and community outreach is fulfilled. We send announcements, bulletins, and letters home quarterly, as well as send out weekly call blasts and emails to let the community know upcoming initiatives and events. The school also posts weekly communications via social media apps and receives messages in those apps for feedback.
www.duvalmycroschool.org

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**80.4%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**80.2%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24:** **2022-23: *** **2021-22:** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	4	30	42	122	198
One or more suspensions	2	12	17	24	55
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment	4	23	35	48	110
Level 1 on statewide Algebra assessment	6	30	17	42	95

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	3	15	44	69	131

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	0	0	0	0	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *					46	50		45	51
ELA Grade 3 Achievement **									
ELA Learning Gains									
ELA Learning Gains Lowest 25%									
Math Achievement *					44	38		37	38
Math Learning Gains									
Math Learning Gains Lowest 25%									
Science Achievement *					62	64		43	40
Social Studies Achievement *					66	66		53	48
Graduation Rate	65			48	88	89		50	61
Middle School Acceleration							55	52	44
College and Career Readiness	2			3	77	65	0	63	67
ELP Progress					37	45			

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	34%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	67
Total Components for the FPPI	2
Percent Tested	0%
Graduation Rate	65%

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
34%	26%	28%	24%		18%	7%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	39%	Yes	5	
Black/African American Students	31%	Yes	5	5
Hispanic Students	35%	Yes	1	
White Students	44%	No		
Economically Disadvantaged Students	40%	Yes	5	

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%
Students With Disabilities	30%	Yes	4	4
Black/African American Students	19%	Yes	4	4

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%
Hispanic Students	57%	No		
White Students	35%	Yes	4	
Economically Disadvantaged Students	38%	Yes	4	

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%
Students With Disabilities	22%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	26%	Yes	3	3

	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%**
Hispanic Students	50%	No		
Multiracial Students				
Pacific Islander Students				
White Students	35%	Yes	3	
Economically Disadvantaged Students	23%	Yes	3	3

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students											65%	2%	
Students With Disabilities											78%	0%	
Black/African American Students											62%	0%	
Hispanic Students											69%	0%	
White Students											78%	10%	
Economically Disadvantaged Students											71%	8%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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											48%	3%	
Students With Disabilities											50%	9%	
Black/African American Students											37%	0%	
Hispanic Students											57%		
White Students											60%	10%	
Economically Disadvantaged Students											38%		

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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											55%	0%	
Students With Disabilities											43%	0%	
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students											51%	0%	
Hispanic Students											50%		
Multiracial Students													
Pacific Islander Students													
White Students											70%	0%	
Economically Disadvantaged Students											46%	0%	

E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The students performed better on ACT and SAT than state assessments which bumped up our graduation rate to approximately 65.5% in a regular testing year 2223. We are approximately up above 80% for the 2324 school year.
Factors:
1. Adding the concordant scores from the CLT.
2. Teacher efficacy via observation in the classroom.
3. Instructional rigor and increased tutoring and interventions.
4. Teacher tenacity and insistence on attendance and performance.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Trends across grade levels include poor performance in Reading among 10th grade students, African American or Black students, Hispanic students, and ESE students. Based upon the aforementioned trends, the teacher assistant position (CSI) will be leveraged to assist with Reading, Math push in or pull out groups and assisting with state testing and data analysis.
Factors:
1. Students with 10 or more absences annually.
2. Lack of students enrolling who had not yet passed Math assessment requirements for graduation.
3. Low reading levels due to sustained pandemic.

Greatest Decline

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

By looking at Level 1 and 2 students, we can determine that areas for improvement among students of color need to be addressed. We can also determine what MTSS strategies can be implemented so that every student present at school is reached.
Factors:
1. Teacher efficacy via observation in the classroom.

2. Instructional rigor, interventions, and tutoring during the school day.

3. Teacher tenacity and insistence on attendance and performance.

4. Poor student attendance.

5. Lack of parental involvement.

6. Teacher shortage.

Greatest Gap

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.

By looking at Level 1 and 2 students, we can determine that areas for improvement among students of color need to be addressed.

Factors:

1. Teacher efficacy via observation in the classroom.

2. Instructional rigor, interventions, and tutoring during the school day.

3. Teacher tenacity and insistence on attendance and performance.

4. Poor student attendance.

5. Lack of parental involvement.

6. Teacher shortage.

EWS Areas of Concern

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

1. Poor attendance.

2. Low reading levels due to sustained pandemic.

3. Lack of parental involvement.

Highest Priorities

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

1. Fidelity to the MYcroPaths model and implementation MTSS tiers. Getting ELA teacher Reading and ESOL endorsed.

2. Professional development on teacher effectiveness in the classroom.

3. Advisory program.

4. College Summit program.

5. Leverage the assessment coordinator position to boost student achievement in state testing, in turn boosting cohort grad rates.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

There is a critical shortage across the public education industry in all capacities. CSI funding could be utilized to help absorb costs for staff salaries. Due to turnover at the end of the 2324 school year, this was considered a crucial need as our student population needs additional services such as a teacher's assistant to help leverage Reading and Math in the classroom. Funding the teacher's assistant also gives more support for MTSS on a Tier 2 and 3 level. Furthermore, the ELA teaching position requires a Reading endorsement due to new statutes regarding Tier 3 interventions, and funding could be set aside to help teacher on staff add the endorsement. During the 2223 school year, the school went without a certfied ELA teacher the entire year due to a shortage of candidates who had all the certifications/endorsements required for the position.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1. Graduation rate for 2223 school year was 65.5% of the federal cohort. The 2324 school year is projected to have approximately 80% grad rate in the federal cohort no matter what the grade level. Most students in the federal cohort do not enter the school in 12th grade due to the nature of a dropout prevention high school. Grade level is not as pertinent as federal cohort.
2. Improved daily attendance, if students attend school they are more likely to learn and perform on assessments. This is hard to measure due to when each individual schools "exits" the program. The Focus ADA matches excused and unexcused absences for a very low ADA throughout the school year. A hand calculation that excludes absences of "exited" students shows approximately 60.4% ADA. ADA for "non-exited" students should run at approximately 80%.
3. The school went without a certified ELA/Reading teacher the entire school year of 2324. The effects of this as related to instructional practice are unknown, as climate survey data is still being collected, but the effects may be tied to culture and environment as the other teachers and staff members were asked to take the Reading subject area test. No one passed the test except the Principal.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Quarterly walkthroughs and semesterly formal observations.
2. Midyear and end of year climate survey.
3. Professional development feedback.

Student achievement outcomes will include a grad rate in the federal cohort above or equal to 50%.

Person responsible for monitoring outcome
Rachel Maldonado

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The school will use MYcroCases, IXL and tutoring/intervention feedback and data, ACT/SAT, PearsonNext, and RenPlace databases to monitor and cross reference student outcomes during PLC to increase the graduation federal index from 65.5% to 66% to hopefully bolster teacher effectiveness adding to morale and increasing teacher retention and efficacy. If educators feel good about what they're doing they will continue to grow professionally to add what is needed for professional certification, and make a positive impact on the school community.

Rationale:
If educators can see hard impact data, they will feel good about what they're doing while they will continue to grow professionally and make a positive impact on the students and school.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Interventions and tutoring

Person Monitoring:	**By When/Frequency:**
Rachel Maldonado	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Leverage Instructional Technical Assistant (ITA), Graduation Coach, and Principal positions by allowing positions to push in and pull students out for Tier 2 and 3 interventions associated with data and graduation requirements. Currently, the Principal is the only staff member in the school with a Reading endorsement. The Grad Coach has the micro-literacy credential. The ELA teacher slated to join the school is not Reading endorsed and will be out of field until the qualification is met.

Action Step #2
Assessment data analysis

Person Monitoring:	**By When/Frequency:**
Rachel Maldonado	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Assess progress monitoring using STAR, IXL, FAST, EOC, ACT, SAT, CLT, PMA for target students quarterly. Discuss data analysis quarterly with teachers and staff at PLC. The entire staff is responsible for knowing data and implementing action steps and interventions in instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL), Black/ African American Students (BLK), Hispanic Students (HSP), Multiracial Students (MUL)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ESSA subgroup trends include poor performance in Reading and Math state assessments among 10th-12th grade students in the following subgroups: African American students, Hispanic students, and ESE students. Based upon the aforementioned trends, the teacher assistant position and tutoring position (CSI) will be leveraged to assist with Reading and Math push in or pull out groups for Tier II interventions and assisting with state testing and data analysis.
Factors affecting student learning:
1. Poor attendance.
2. Low reading and math levels due to poor attendance.

This was identified as a crucial need based on historical trends and attendance data from the 23-24 school year. The overarching issue for dropout recovery students and Duval MYcroSchool is typically poor attendance and poor academics as a result.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

The students performed better on CLT, ACT, and SAT than state assessments which bumped up our graduation rate to approximately 65.5% in a regular testing year 2223. We are approximately at or above 80% for the 2324 school year.

Measurable outcomes for grades 9-12 (considering that the school always banks early grads):

1. Maintain or surpass previous year's grad rates.

2. Increased teacher efficacy via observation in the classroom.

3. Increased instructional rigor as evidenced in lesson plans and end of the year surveys.

4. Teacher tenacity and improved climate and retention as evidenced by number of returning staff.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Quarterly walkthrough qualitative data. (correlates to increased student attendance and test scores)

2. Formative and summative observations and IPDP follow up. (correlates to increased student attendance and test scores)

3. Monthly data chat PLC minutes of progress monitoring. (correlates to instructional shifts and MTSS interventions)

These three monitoring practices will impact student achievement by targeting students based on their data so that teachers can make shifts in their instruction.

Person responsible for monitoring outcome
Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The school will use MYcroCases, IXL and tutoring feedback and data, ACT/SAT, PearsonNext, and RenPlace databases to monitor and cross reference student outcomes during PLC to increase the graduation federal index from 47.7% to 65.5% to increase teacher retention and efficacy. If educators feel good about what they're doing they will continue to grow professionally and make a positive impact.

Rationale:
If educators can see hard impact data, they will feel good about what they're doing while they will continue to grow professionally and make a positive impact on the students and school.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Tier 2 Interventions in Reading and Math

Person Monitoring:	**By When/Frequency:**
Principal	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Leverage ITA and tutoring positions to pull out or push in classrooms for Tier 2 interventions and data chats. The impact of this step will be monitored in PLC during data chat with teachers and staff as the ITA reports out what students are doing and makes instructional suggestions to classroom teachers.

Action Step #2
IXL and RenPlace

Person Monitoring:	**By When/Frequency:**
Principal	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Test all students in STAR and IXL Reading and Math Q1 and Q2. During PLC midyear, make instructional adjustments to FY academic target students.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

There is a critical shortage across the public education industry in all capacities. CSI funding could be utilized to help absorb costs for staff salaries. Due to turnover at the end of the 2324 school year, this was considered a crucial need as our student population needs additional services such as a teacher's assistant to help leverage Reading and Math in the classroom. Funding the teacher's assistant also gives more support for MTSS on a Tier 2 and 3 level. Furthermore, the ELA teaching

position requires a Reading endorsement due to new statutes regarding Tier 3 interventions, and funding could be set aside to help teacher on staff add the endorsement. During the 2223 school year, the school went without a certfied ELA teacher the entire year due to a shortage of candidates who had all the certifications/endorsements required for the position. The lack of a professional certified ELA teacher may have contributed to teacher and staff stress, as teachers and staff had to fill the void when no candidate that applied was eligible for hire.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1. Graduation rate for 2223 school year was 65.5% of the federal cohort. The 2324 school year is projected to have approximately 80% grad rate in the federal cohort no matter what the grade level. Most students in the federal cohort do not enter the school in 12th grade due to the nature of a dropout prevention high school. Grade level is not as pertinent as federal cohort.
2. Improved daily attendance, if students attend school they are more likely to learn and perform on assessments, thus creating intrinsic motivation for the educational journey. This is hard to measure due to when each individual schools "exits" the program. The Focus ADA matches excused and unexcused absences for a very low ADA throughout the school year. A hand calculation that excludes absences of "exited" students shows approximately 60.4% ADA. ADA for "non-exited" students should run at approximately 80%.
3. The school went without a certified ELA/Reading teacher the entire school year of 2324. The effects of this as related to instructional practice are unknown, as climate survey data is still being collected, but the effects may be tied to culture and environment as the other teachers and staff members were asked to take the Reading subject area test. No one passed the test except the Principal.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Quarterly walkthroughs and semesterly formal observations.
2. Midyear and end of year climate survey.
3. Professional development feedback.

Student achievement outcomes will include a grad rate in the federal cohort above or equal to 50%.

Person responsible for monitoring outcome
Rachel Maldonado

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
The school will hold quarterly meetings and/or open houses with parents and other stakeholder groups to ensure that the school's mission and community outreach is fulfilled. We send announcements, bulletins, and letters home quarterly, as well as send out weekly call blasts and emails to let the community know upcoming initiatives and events.

Rationale:
Increased communication may lead to increased support and involvement from stakeholders to support instruction and a positive culture and environment. The school will, in turn, benefit from higher student achievement as measured through the federal cohort grad rate.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
We are currently contracting with Girls of Virtue for enrichment with our young ladies. The Principal has also hired more male educators to address the gap needs of male students. The Principal is also seeking the support of All Pro Dads for male student support. We have also contracted with IXL and SubTeacher Source to provide tutoring services to our students in Reading and Math.

Rationale:
With more support for instruction in the classroom other than just relying on the Principal, we are hoping that this approach with increased partnerships and support will improve test scores earlier in the school year. This will also help with our Focus Area of increased teacher retention due to the direct correlation of positive culture and climate on teacher efficacy and retention.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action Step #1
ITA and Part-time Tutor

Person Monitoring:	**By When/Frequency:**
Principal	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Leverage Instructional Technical Assistant (ITA), Graduation Coach, and Registrar positions by allowing positions to push in and pull students out for interventions associated with data and graduation requirements. Tier II MTSS intervention documentation that includes the following action steps: 2. Test all students in STAR and IXL Reading Q1 and Q2. 3. Meet during PLC monthly and do comparison data. 4. Determine which students fall under more than 1 demographic category. E.g. White, Black, and ELL. 5. Plan out MYcroPaths instruction with instructional staff and make

adjustments based on data. 6. Pull data for Q3 STAR/IXL/PMA Reading, compare, make adjustments to instruction if necessary for all target students not on track to graduate. 7. Evaluate CLT, SAT, ACT, PMA scores. 8. The entire staff is responsible for knowing data and supporting the action steps as stakeholders in the results.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SIP is discussed and amended, if necessary, at the Title I Annual Meeting with stakeholder feedback. After it is shared with the governing board, it is then shared on the school's webpage. If parents need help with translation or understanding, they are allowed to reach out to the Administrative Assistant with questions and concerns. www.duvalmycroschool.org

Positive Relationships With Parents, Families and other Community 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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school will hold quarterly meetings and/or open houses with parents and other stakeholder groups to ensure that the school's mission and community outreach is fulfilled. We send announcements, bulletins, and letters home quarterly, as well as send out weekly call blasts and emails to let the community know upcoming initiatives and events. www.duvalmycroschool.org

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 1114(b)(7)ii))

We are currently contracting with Girls of Virtue for enrichment with our young ladies. The Principal has also hired more male educators to address the gap needs of male students. The Duval

MYcroSchool governing board has approved an All Pro Dads program that is to be run by community members. We have also contracted with IXL and No Red Ink, as well as SubTeacher Source to provide tutoring services to our students in Reading and Math. With more support for instruction in the classroom other than just relying on the Principal, we are hoping that this approach with increased partnerships and support will improve test scores earlier in the school year. This will also help with our Focus Area of increased teacher retention due to the direct correlation of teacher efficacy to retention.

How Plan is Developed
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

The school employs a certified social worker who provides mental health services and has also opted into the district mental health plan.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

The school follows all applicable laws for schoolwide discipline and has it's own policy for student behavior. The school follows the district ESE behavior plan for students with disabilities.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

The school has trained staff in protocols during pre-planning that foster collaboration and relationship-building based on trust. This method consists of a trauma-based approach to instruction and behavior intervention.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

1. Leverage Instructional Technical Assistant (ITA), graduation coach, and tutoring positions to push in and pull students out for interventions associated with data, test taking strategies, content mastery, and graduation requirements. These will be documented as Tier II interventions

2. Test all cohort students in STAR and IXL Reading Q1 and Q2.

3. Meet for PLC and do individual student comparison data discussion and make strategic instructional decisions for next steps.

4. Determine which students fall under more than 1 demographic category. E.g. White, Black, and disabled.

5. Plan out MYcroPaths instruction with instructional staff.

6. Pull data for Q3 STAR/IXL/PMA Reading, compare, make adjustments to instruction if necessary.

7. Evaluate FSA, SAT, ACT, PMA, CLT scores.

8. The entire staff is responsible for knowing data and supporting the action steps as stakeholders in the results.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Resources: ITA, graduation coach, and tutoring position(s).

Rationale: The school will use MYcroCases, IXL and tutoring program feedback and data, ACT/SAT, IXL, PMA, CLT, and RenPlace databases to monitor and cross reference student outcomes of tutoring and interventions during PLC to increase or maintain the graduation federal index from 65.5% to 65.6% to increase teacher retention and efficacy. If educators feel good about what they're doing with support from the ITA and tutors, they will continue to grow professionally and make a positive impact.

Timeline to address the need: Duval MYcroSchool is an open enrollment school. Therefore, students are enrolled nearly all year. The timeline to address specific needs is ongoing through June 2025.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen
not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00