Duval Mycroschool Of Integrated Academics And Technology

2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

Duval Mycroschool Of Integrated Academics And Technologies

1584 NORMANDY VILLAGE PKWY STE 25, Jacksonville, FL 32221

www.mycroschooljax.org

Demographics

Principal: Rachel Maldonaldo

Start Date for this Principal: 10/1/2012

2021-22 Status (per MSID File)	Active
School Function	Alternative
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Improvement History	2018-19: No Rating 2017-18: No Rating 2016-17: No Rating 2015-16: No Rating
DJJ Accountability Rating	2021-22: No Rating

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 an innovative technology that engages students. MYcroSchool now offers the 18-credit ACCEL diploma for those students who qualify.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

10% Hispanic
2% Asian and Native American/Pacific Islander
66% Black or African American
32% White
86% F/R Lunch status

Supports include Technology Plan for full wireless connectivity, mobile classrooms, advisory program, College Summit program, Direct instruction, Online Instruction, MYcroPaths Instructional Model for varied learning styles, flexible scheduling, partnerships with local trade schools and universities.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Maldonado, Rachel	Principal	Overall operations, curriculum, scheduling, partnerships, governing board, evaluations, certification, professional development

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

NewCorp

Demographic Information

Principal start date

Monday 10/1/2012, Rachel Maldonaldo

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

2

Total number of teacher positions allocated to the school.

6

Total number of students enrolled at the school.

225

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	9	50	13	11	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	14	45	13	10	82
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	15	55	17	11	98

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	17	76	24	104	221

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	11	3	2	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	28	5	5	52

Date this data was collected or last updated

Friday 7/9/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	17	76	24	104	221
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	16	76	24	104	220
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	9	50	13	11	83
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	14	45	13	10	82

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	17	76	24	104	221

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	11	3	2	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	28	5	5	52

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					47%	56%		47%	56%
ELA Learning Gains					48%	51%		49%	53%
ELA Lowest 25th Percentile					42%	42%		42%	44%
Math Achievement					51%	51%		51%	51%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains					52%	48%		55%	48%
Math Lowest 25th Percentile					47%	45%		50%	45%
Science Achievement					65%	68%		61%	67%
Social Studies Achievement					70%	73%		67%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	7%	48%	-41%	55%	-48%
Cohort Comparison						
10	2021					
	2019	0%	48%	-48%	53%	-53%
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	67%	-63%	67%	-63%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	68%	-57%	70%	-59%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	57%	-52%	61%	-56%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	7%	61%	-54%	57%	-50%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD										36	
BLK										35	4
HSP										31	
WHT										63	4
FRL										42	3
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	47
Total Components for the Federal Index	2
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Students w/ disabilities at 12%. Contributing factors: limited exposure to testing in Fall 2020. Not enough time to get students on grade level due to varying enrollment dates. Cannot be completely determined since the FSA was given in Spring 2021, but not used to determine graduation rates due to COVID-19.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Both Black and White students showed declines in 1718 and 1819. Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19. FSA was given in 2021 school year, but not used to determine grad rates.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19 and FSA was given but not applied to graduation rates in 2021. However, by looking at Level 1 and 2 students, we can determine that areas for improvement among students of color need to be addressed.

What trends emerge across grade levels, subgroups and core content areas?

Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19 and FSA was given but not applied to graduation rates in 2021. 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 assessment coordinator position will be leveraged to assist with Reading, Math push in or pull out groups and assisting with state testing and data analysis.

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

1. Fidelity to the MYcroPaths model.
2. Professional development on equity and inclusion driven by underperforming demographic groups.
3. Advisory program
4. College Summit program
5. Test Prep summer boot camp
6. Leverage the Graduation Coach who is also the assessment coordinator position to boost student achievement in state testing, in turn boosting cohort grad rates.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Potential partnership with JASMYN to address LGBTQ+ students.
2. Baruti Kafele professional reading on equity and inclusion in instruction and relationship-building.
3. PLC meetings regarding data analysis led by the assessment coordinator.
4. Graduation pushes in and pulls out of the classroom and documents interventions and coachings.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Greater attention to lowest performing groups: White, Black, and ESE students.

Measureable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Improve federal index from 1920 to 2122 by 5%. 36.2%-->41.2%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Led by the assessment coordinator and graduation coach during PLC: Progress monitoring in STAR quarterly Reading assessments. Progress monitoring in Achieve3000 quarterly Reading assessments. Progress monitoring in Fall and Spring state assessments. Progress monitoring in Fall and Spring SAT and ACT assessments.
Person responsible for monitoring outcome:	Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	STAR Reading, Achieve3000, state assessments, SAT/ ACT quarterly scores monitored and reported to all teachers during PLC. Identify target list of students by Winter Break. Teachers use PLC to support reading in the content area.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Using the data to target the correct students in the most effective FSA reporting categories will help improve the graduation rate. Push in and pull out with the assessment coordinator will be based upon school improvement data and shared-decision making during PLC for target students.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Test all students in STAR and Achieve3000 Reading Q1 and Q2.
2. Meet and do comparison data during PLC led by assessment coordinator.
3. Determine which students fall under more than 1
demographic category. E.g. White, Black, and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR/Achieve3000 Reading, compare, make adjustments
to instruction if necessary.
6. Evaluate FSA, SAT, ACT scores.

Person Responsible	Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the

n/a

process for progress monitoring the impact of
the Area of Focus as it relates to all ESSA
subgroups not meeting the 41% threshold
according to the Federal Index.

#2. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Reopening schools amidst a pandemic with unvaccinated people. This impacts student learning as it changes the manner in which the school responds to staff and student illness.

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

Improve the metric from 15% in 1920 to 13% in 2122.

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

The school will use MYcroCases, Achieve3000, ACT/SAT, PearsonNext, and RenPlace databases to monitor and cross reference student outcomes during PLC to increase the graduation federal index from 36.2% to 41.2%.

Person responsible for monitoring outcome:

Rachel Maldonado
(rachel.maldonado@duvalmycroschool.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Reading Quarterly Scores monitored and reported by ELA Teacher. This
will provide a target list by Winter Break. Teacher can then be supported to
plan intensive MYcroPaths instruction in ELA strategies for first-time targeted
test takers. Create intrinsic incentives for students via advisory that show
growth on quarterly exams. e.g. posting on school hallway students that achieve passing scores, celebrating students on social media

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Use the data to target the correct students in the most effective FSA reporting categories. Using intrinsic strategies to celebrate student achievement.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Test all students in STAR and Achieve3000 Reading Q1 and Q2.
2. Meet and do comparison data.
3. Determine which students fall under more than 1
demographic category. E.g. White, Black, and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR/Achieve3000 Reading, compare, make adjustments
to instruction if necessary.
6. Evaluate FSA, SAT, ACT scores.

Person Responsible

Rachel Maldonado
(rachel.maldonado@duvalmycroschool.org)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as

n/a

it relates to all ESSA subgroups not meeting the 41%
threshold according to the Federal Index.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was
identified as a critical need from the data reviewed.

Greater attention to lowest performing groups:
White, Black, and ESE students.

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

Improve federal index from 1920 to 2122 by 5%.
36.2%-->41.2%.

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

Led by assessment coordinator during PLC:
Progress monitoring in STAR quarterly Math
assessments.
Progress monitoring in Fall and Spring state
assessments.
Progress monitoring in Fall and Spring SAT and
ACT assessments.

Person responsible for monitoring outcome:

Rachel Maldonado
(rachel.maldonado@duvalmycroschool.org)

Evidence-based Strategy:
Describe the evidence-based strategy being
implemented for this Area of Focus.

STAR Math, state assessments, SAT/ACT quarterly
scores monitored and reported to all teachers during
PLC. Identify target list of students by Winter Break.
Teachers use PLC to support math instruction and
data analysis led by assessment coordinator.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific
strategy. Describe the resources/criteria used for
selecting this strategy.

Using the data to target the correct students in the
most effective FSA reporting categories will help
improve the graduation rate during PLC.

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.

1. Test all students in STAR Math Q1 and Q2.
2. Meet and do comparison data during PLC led by assessment coordinator.
3. Determine which students fall under more than 1
demographic category. E.g. White, Black, and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR Math, compare, make adjustments
to instruction if necessary.
6. Evaluate FSA, SAT, ACT scores.

Person Responsible

Rachel Maldonado
(rachel.maldonado@duvalmycroschool.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more
ESSA subgroups, please describe the process for
progress monitoring the impact of the Area of Focus
as it relates to all ESSA subgroups not meeting the
41% threshold according to the Federal Index.

n/a

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder
groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Principal--sets up partnerships and fosters staff development around racial equity and LGBTQ+ services for students. Manages all learning plans for the school and follows up with results of the data gathered. Shares survey data during PLC and guides stakeholder planning to increase satisfactory results.

Support staff--makes sure all administrative tasks are complete and parent/student concerns are addressed with the appropriate instructional member. Keeps parents calm in the school and helps resolve disputes before they reach the teachers or Principal.

Teachers--provide thorough progress monitoring and communication regarding student achievement to parents, students, and guardians, minimizes confusion, teacher is first point of contact, uses advisory program for stakeholder satisfaction. Releases climate survey.