

Duval County Public Schools

Duval Mycroschool Of Integrated Academics And



2023-24

Schoolwide Improvement Plan (SIP)

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Duval Mycroschool Of Integrated Academics And Technologies

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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.

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.

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
Maldonado, Rachel	Principal	Overall operations, curriculum, scheduling, partnerships, governing board, evaluations, certification, professional development

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.

Principal--sets up partnerships and fosters staff development around racial equity mentoring 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.

Governing Board--approves the use of funds and Principal reports progress monitoring and accountability to the Board every other month.

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))

There are multiple grants being used in conjunction with ESSER funds this coming year. Considering our students perform better on ACT and SAT than state assessments, and legislation on test scores changed abruptly at the end of the school year, we will bump up our grad rate from 47.7% in the 2122 school year to approximately 60% for the 2223 school year. We are hoping that our concentration on MTSS will help further close our gaps considering in 2122 we graduated a higher percentage of Black v. White students and continued that trend into 2223. Through weekly PLC and monthly data disaggregation we are able to target bubble students and that formula will continue. Our professional reading on Fact v. Fiction also helped us maneuver some of the pitfalls that our students struggle with in Reading. This SIP will be regularly monitored for effective implementation monthly during PLC and reported out to the Board at the Board meetings every other month. As usual, if in PLC we are finding that our data isn't trending as it should, then we will revise during PLC with stakeholder input and resubmit our plan.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	74%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History	
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	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0

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	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	169
One or more suspensions	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	24
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	169

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Students with two or more indicators	0	0	0	0	0	0	0	0	0	169
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The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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Students retained two or more times	0	0	0	0	0	0	0	0	0	
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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	0	0	0	0
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One or more suspensions	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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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
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The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Students with two or more indicators	0	0	0	0	0	0	0	0	0	
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The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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Students retained two or more times	0	0	0	0	0	0	0	0	0	
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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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*		46	52		47	56
ELA Learning Gains		51	52		48	51
ELA Lowest 25th Percentile		44	41		42	42
Math Achievement*		43	41		51	51
Math Learning Gains		53	48		52	48
Math Lowest 25th Percentile		56	49		47	45
Science Achievement*		50	61		65	68
Social Studies Achievement*		63	68		70	73
Middle School Acceleration						
Graduation Rate	55			25		
College and Career Acceleration	0			10		
ELP Progress						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	55
Total Components for the Federal Index	2
Percent Tested	

2021-22 ESSA Federal Index	
Graduation Rate	55

ESSA Subgroup Data Review (pre-populated)

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	22	Yes	3	3
ELL				
AMI				
ASN				
BLK	26	Yes	3	3
HSP	50			
MUL				
PAC				
WHT	35	Yes	3	
FRL	23	Yes	3	3

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)

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										55	0	
SWD										43	0	
ELL												
AMI												
ASN												
BLK										51	0	
HSP										50		
MUL												
PAC												

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
WHT										70	0	
FRL										46	0	

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										43	4	
SWD										36		
ELL												
AMI												
ASN												
BLK										35	4	
HSP										31		
MUL												
PAC												
WHT										63	4	
FRL										42	3	

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students										25	10	
SWD										12		
ELL												
AMI												
ASN												
BLK										21	8	
HSP										14		
MUL												
PAC												
WHT										32	14	
FRL										19	18	

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
10	2023 - Spring	5%	44%	-39%	50%	-45%
09	2023 - Spring	*	42%	*	48%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	52%	-52%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	52%	-52%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	64%	-64%	63%	-63%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	60%	-55%	63%	-58%

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.

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. Minority student achievement
2. COVID poor attendance
3. Low reading levels due to sustained pandemic

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.
3. Teacher tenacity and insistence on attendance and performance.
4. Poor student attendance.
5. Lack of parental involvement.
6. Staff leaving positions or the school midyear.

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.
3. Teacher tenacity and insistence on attendance and performance.
4. Poor student attendance.
5. Lack of parental involvement.
6. Staff leaving positions or the school midyear.

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 47.7% in a regular testing year 2122. We are approximately up above 60% for the 2223 school year.

Factors:

1. Last minute legislation that lowered the concordant score threshold.
2. Teacher efficacy via observation in the classroom.
3. Instructional rigor.
4. Teacher tenacity and insistence on attendance and performance.

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

1. Minority student achievement
2. COVID poor attendance
3. Low reading levels due to sustained pandemic

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.
2. Professional development on equity and inclusion driven by underperforming demographic groups and school culture.
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.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

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

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 2223 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.

Measurable Outcome:

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

1. Higher graduation rate.
2. Improved daily attendance, if students attend school they are more likely to learn and perform on assessments.
4. Improved assessment scores.

Monitoring:

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

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

Person responsible for monitoring outcome:

Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

Evidence-based Intervention:

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

The school will use MYcroCases, IXL and Aspiring Kids tutoring feedback and data, ACT/SAT, PearsonNext, and RenPlace databases to monitor and crossreference student outcomes during PLC to increase the graduation federal index from 36.2% to 47.8% 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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

(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 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

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 III MTSS intervention documentation that includes the following action steps:
2. Test all students in STAR and Achieve3000 Reading Q1 and Q2.
3. Meet and do comparison data.
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 scores.
8. The entire staff is responsible for knowing data and supporting the action steps as stakeholders in the results.

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

By When: Ongoing

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 is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds and a rationale for each activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.

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 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

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))

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

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We 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. We have also contracted with IXL and Aspiring Kids, INC 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.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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

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))

n/a

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).

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.

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))

The school will utilize trauma-based approach to instruction and behavior intervention.

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

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$69,290.62
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0531 - Duval Mycroschool	UniSIG	1.0	\$30,079.30
			<i>Notes: Instructional Technial Assistant (ITA) Salary</i>			
	5100	200	0531 - Duval Mycroschool	UniSIG	1.0	\$7,335.00
			<i>Notes: ITA Benefits (210, 220, 240, 230, 231, 250)</i>			
	6100	130	0531 - Duval Mycroschool	UniSIG	0.1	\$3,750.00
			<i>Notes: Registrar Salary for Administration of Schedules</i>			
	6100	130	0531 - Duval Mycroschool	UniSIG	0.45	\$28,126.32
			<i>Notes: Grad Coach Salary</i>			
					Total:	\$71,250.00

Budget Approval

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

No