

Pinellas County Schools

Pinellas Mycroschool Of Integrated Academics And



2023-24

Schoolwide Improvement Plan (SIP)

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Pinellas Mycroschool Of Integrated Academics And Technologies (Mycroschool Pinellas)

840 THIRD AVE S, St Petersburg, FL 33701

<http://www.mycroschool.org>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Pinellas MYcroSchool is to provide a premier high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life. Pinellas MYcroSchool views at-risk students as "At-Promise" of success. Pinellas MYcroSchool will provide students with the opportunity to earn a high school diploma, leading to advanced study and expanded opportunities for success in the workforce through a sound theoretical framework of competency-based, authentic education, high expectations, an orderly atmosphere, with a strong emphasis on skill acquisition fueled by frequent monitoring of progress, data-driven decision making in real-time to assist our students in achieving their maximum potential and function positively in society.

Provide the school's vision statement.

The Pinellas MYcroSchool Vision of success characterizes:
 STUDENTS as life-long learners and contributing members of society.
 STAFF having an opportunity to make a difference in an environment of respect, recognition and professional growth.
 COMMUNITIES benefiting from the success and contributions of MYcroSchool students.

Pinellas MYcroSchool provides a competency-based education in an individual student growth model coupled with rigor, relevance and relationships, in a high-tech and high-touch environment, facilitating a specialized learning experience and meaningful transformation that will enhance each student's ability to access and succeed in institutions of higher learning, the 21st century workforce and/or military service. Pinellas MYcroSchool promotes and provides opportunities to learn the skills needed to negotiate the complexities of life and to prepare for life educationally, technologically, economically, and socially.

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
Mastry, Julie	Principal	Overall school operations, discipline, professional development, school culture, business partnerships, school safety as priority, instruction, curriculum, student information system, master scheduling, governing board, management company, and district sponsor for deliverables and financials.

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.

All staff participate on the school leadership team. We have a Governing Board that includes members from the community and a parent representative. In addition we are a Title 1 School and include parents, students, and community members in these activities. We share information concerning our School Improvement Plan with our Parents and Students through our website, social media, direct mail and have an open door policy that allows full participation in our School Improvement Plan processes.

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))

Our School Improvement Data is reviewed every other month and shared with our stakeholders. All students have a faculty mentor who meets with the student on a monthly basis. Data review meetings are held on a quarterly basis through online analytic software included in Edmentum, IXL, Renaissance Enterprise, and Achieve 3000 as well as results from any State testing that occurs within the quarter. The data is disaggregated and reviewed with Student Success Plans and goals to ensure our SIP is being implemented and revised as needed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	69%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	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)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	

School Improvement Rating History	2021-22: I 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	0	47	50	0	51	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	0	36	38	0	38	38	0		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		61	64	0	42	40	0		
Social Studies Achievement*		63	66	0	47	48	17		
Middle School Acceleration					45	44			
Graduation Rate	46	92	89	73	61	61	56		
College and Career Acceleration	26	69	65	9	70	67	16		
ELP Progress		47	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.*

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	18
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	72
Total Components for the Federal Index	4
Percent Tested	46
Graduation Rate	46

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	82
Total Components for the Federal Index	6
Percent Tested	
Graduation Rate	73

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	57			
ELL				
AMI				
ASN				
BLK	36	Yes	4	
HSP	50			
MUL				
PAC				
WHT	37	Yes	1	

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%
FRL	16	Yes	4	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL				
AMI				
ASN				
BLK	37	Yes	3	
HSP				
MUL				
PAC				
WHT	47			
FRL	39	Yes	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)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	0			0						46	26	
SWD										33	2	
ELL												
AMI												
ASN												
BLK										33	2	
HSP											1	
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT										22	2	
FRL	0			0						21	4	

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	0			0			0	0		73	9	
SWD										50		
ELL												
AMI												
ASN												
BLK										71	3	
HSP												
MUL												
PAC												
WHT										78	16	
FRL										71	7	

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				0			0	17		56	16	
SWD										42		
ELL												
AMI												
ASN												
BLK				0				15		57	8	
HSP										90		
MUL												
PAC												
WHT										52	23	
FRL				0			0	19		53	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%	48%	-43%	50%	-45%
08	2023 - Spring	*	47%	*	47%	*
09	2023 - Spring	*	46%	*	48%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	61%	*	55%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	53%	-50%	50%	-47%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	46%	-46%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	59%	-55%	63%	-59%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	68%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	59%	-55%	63%	-59%

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.

Two of our sub-groups are scoring below the Federal Index 41%: Black and FRL students. MYcroSchool is a credit recovery school. The majority of our students are already behind in credits, grade point averages are below 2.0 are in danger of dropping out of school. Students who have been in JDC, or have been kicked out of their zoned high school are also referred to us, for many of our students, this is their last chance. I started with MYcroSchool second semester of 2022-2023 school year and I have formed a new team of teachers and staff that are working together to improve school culture.

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

ELA and Mathematics success continue to to be a struggle for both subgroups. There is insufficient detail in these data charts to single out accurate factors. Using the information from these charts, a focus on both of these areas in the indicated sub groups. One factor contributing to these data relates to the students previous academic experiences, they have voluntarily come to MYcro in an attempt to complete high school.

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.

There is a significant gap between the graduation rate at MYcro and the state. The major factor contributing to this data piece is that students who come to MYcro are already significantly behind in credits and have low grade point averages. MYcro is a credit recovery school, so students are starting at a disadvantage from the time they enter our doors.

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

Because of Covid, and the impact it had on students' education during the 2021-2022 school year, students were given a waiver on the requirement to pass standardized tests to graduate. This factor significantly inflated the graduation rate for 2 years.

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

MYcroSchool is a 9 - 12 high school

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

Increased course completion in Mathematics

Increased performance in ELA

Increased success on Standardized tests in Math and ELA

Increased graduation rate in all sub groups, but with a focus on our Black students and our FRL students.

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.

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. At Pinellas MYcroSchool the impact to positive culture can be significant with the addition of a Coordinator of Social and Personal Responsibility. The coordinator will use the NEF Skillsoft courses to increase social and personal responsibility: Learning from Failure; Developing a Growth Mind-set; Defining Alternative Solutions to a Problem and other skills required in hire education and the workforce.

Measurable Outcome:

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

80% of students enrolled in a NEF Skillsoft Course will complete the course with a passing grade.
80% of students participating in the Social and Personal Responsibility program will complete an end of course survey measuring knowledge and understanding of Social and Personal Responsibility.
80% of students participating in both NEF Skillsoft Courses and IXL Test Prep courses will increase their score on state assessments in reading and math.

Monitoring:

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

Data will be disaggregated from both the Skillsoft and IXL platform on a quarterly basis and examined for growth. The School Leader will conduct observations of the teaching and learning within the program. A stakeholder survey will be distribute to measure the culture and environment of Pinellas MYcroSchool.

Person responsible for monitoring outcome:

Julie Mastry (c.mastryj@pcsb.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.)

Research shows that 70% of Fortune 1000 companies are seeking employees with Skillsoft skills. Pinellas MYcroSchool has determined Skillsoft skills will increase students social and personal responsibility through knowledge and application which will improve our positive school culture.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our students enter our program having experienced failure, or having fallen behind in credits, frequently low in reading and math skills, and have experienced trauma.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Safety is a critical element in creating a positive culture and environment. Students who attend MycroSchool have frequently been negatively impacted by poor decisions and events in their lives. By creating an Intervention Specialist position, students will be provided additional support services on an individual basis. The Intervention Specialist will work hand in hand with the School Resource Officer, to provide life skill strategies, bring in community members who will become mentors and role models. The Intervention Specialist will also help students develop coping intervention strategies to decrease inappropriate behaviors and decisions while increasing the probability of student success. The expected outcome for this intervention is to increase academic success, reduce campus disruption and 'time out sessions' for students. This reduction in serious discipline events will be measured by an annual decrease of 20%.

Person Responsible: Julie Mastry (c.mastryj@pcsb.org)

By When: On going monitoring in Focus and in Mycrocases, at semester and end of year data.

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).

Budgets are submitted to the PCSB with specific items that support the Title I students at MYcroSchool. During the planning process, the team looked at the results of standardized tests for our students, in reviewing the gap analysis of students' scores in mathematics and language arts, it was clear to the team that more than 50% of students do not have the knowledge and skills needed to pass many of these tests. It is critical to provide a framework for student success through teacher mentors/coaching, community support teams and the explicit practices to build students' reading skills into its daily and weekly instructional program in all core academic areas, e.g. a 30 minute literacy instruction three times per week is imbedded in our Reading Plan. This practice is mirrored in mathematics using Achieve 3000 and IXL for 30 minutes mathematics practice with instruction three times per week in addition to normal mathematics classes. Test taking strategies, resiliency training and content knowledge focused conversations and support is provided by school staff members.

This school's primary focus is on Building and maintaining a positive culture and environment so that students may thrive and focusing on their academic studies. Establishing a culture of safety, a school culture built on relationships between and among staff members, students, families and community is key to student success.

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.

All stakeholders have access to information on the school's website and social media pages. Staff will create a short video detailing the plan and providing contact information to have any additional questions

answered. All stakeholders have access to Governing Board minutes. A newsletter will also be made available online and in print. The school website may be found at: <https://pinellasmycroschool.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))

As a dropout prevention/dropout recovery school, all students participate in orientation at enrollment to ensure there is a clear understanding of expectations, resources, and establishing a culture of access and care. MYcroSchool actively partners with agencies to provide wraparound services to families to address needs beyond academics. MYcroSchool will host family engagement events throughout the year to foster a culture of connectedness for families. On the school website, there is a clear link to where parents and families, https://pinellasmycroschool.org/?page_id=1633 can access all information relating to services offered to our students.

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)

The academic program is strengthened through data-driven, collaborative decision making. MYcroSchool staff work to promote student achievement through data chats, intervention programs - IXL, Achieve 3000, MYcroPaths, and individualized student success plans.

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))

Funding from all sources is focused on strengthening the support of each student who attends MYcroSchool. Technological barriers for students do not exist, as laptops are available for students to use at home, breakfast is provided at no cost to the student, and our teachers and safety and security officers work closely with students to assist them in developing healthy lifestyle habits. A partnership with the local organizations and college is in place with the option of students enrolling in vocational and technical education programs. Each teacher has a group of students who are assigned as their mentees. Continuous communication with parents and families to provide information regarding their child's progress.

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				\$68,186.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7900	394	7491 - Mycroschool Pinellas	UniSIG	0.75	\$46,936.25

		<p><i>Notes: Operation of plant/other professional services: The position of Intervention Specialist will be used to work with students and their teachers to strategically focus on academic achievement and credit recovery. This person will access real-time data in our system to address academic growth for each student. The effectiveness of this additional layer of intervention will increase student success while also decreasing behavior issues in class. The effectiveness of this intervention will be measured by a decrease of 20% in disciplinary incidents with our at-risk students within all sub-groups.</i></p>			
6120	394	7491 - Mycroschool Pinellas	UniSIG	0.25	\$21,250.00
		<p><i>Notes: Guidance services/other professional services: This position will be an additional coaching duty by an instructor. She will work with families and their students to provide strategic study skills, to recognize their strengths and weaknesses, to accommodate their individual learning styles, and capitalize on those strengths to improve high school success and post-secondary plans. The Coordinator of Social and Personal responsibility will work with students who are exhibiting behavioral issues, academic problems and attendance issues. These items will be addressed in small group sessions or meeting with students on an 'as needed' schedule. The effect of this position will increase families participation in the lives of their children.</i></p>			
Total:					\$68,186.25

Budget Approval

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

No