

# Duval Mycroschool Of Integrated Academics And Technologies



2014-15 School Improvement Plan

## Duval Mycroschool Of Integrated Academics And Technologies

7764-17 NORMANDY VILLAGE PKWY, Jacksonville, FL 32221

[www.mycroschool.org](http://www.mycroschool.org)

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

%

### School Grades History

Year

Grade

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Mission of Duval MYcroSchool of Integrated Academics and Technologies, Inc. (Duval MYcroSchool, Inc.) 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. Duval MYcroSchool views all at-risk students as 'at-promise'. MYcroSchool will provide these 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, strong emphasis on skill acquisition, frequent monitoring of progress to promote student success, and data-driven decisions in real-time to help scholars achieve their maximum potential and function positively in society.

##### Provide the school's vision statement

The Duval 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  
Duval 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. Duval 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 Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

After examining 1314 data, the entire staff took note that there was an achievement gap between minority and white students. During professional development, the staff engages in opening and closing circles to build relationships with each other and learn an instructional strategy to take back to the classroom. Taking these strategies back to the classroom instills a sense of community and trust. The Principal took these research-based strategies from the National School Reform Faculty, <http://www.nsrffharmony.org/>, and their proven abilities to bring students closer to their educators via professional learning community protocols. For the 1415 school year, during PLC time, teachers are doing professional reading in the book, "Fair isn't always equal" by Rick Wormeli. This literature will support teachers with Title 1 and Title 2 goals involving closing the achievement gap via differentiated instruction, building relationships with students based on trust, and competency-based learning.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

MYcroSchool Jacksonville promotes a strict environment when it comes to following community rules and disciplinary procedures. When students enter the building, they are required to dress in the



appropriate school uniform. They are required to surrender their cell phones, jackets, and hoodies. Large bags must also be surrendered in favor of wristlets and clear purses. During orientation, students are made aware of the dangers of not following procedures and are encouraged to be selfish about their time in the building to work on themselves. The message of positivity is sent during the orientation which every student must complete before pushing into the labs. Additionally, all exterior doors are locked and alarmed. All interior doors are locked from the outside including restrooms. Teachers take students to bathroom breaks and at no time are students left unsupervised. These policies and procedures have cut down on theft, trafficking, and general crimes in the school. The Principal meets with every student to discuss graduation goals and future plans. Respect is one of our core values. Every staff member greets students as they enter the building. MYcroSchool prides itself on servicing "at-promise" students and the staff firmly believes in this core value. Teachers treat every student with respect and reminds each student that this is an adult learning environment where mutual respect for each person is required in order to foster a sense of community.

MYcroSchools are small learning communities that provide a high school program for students who need to get back on-track to graduation. Rather than viewing students at-risk of failure, MYcroSchools consider students at-promise of success. This tuition-free public charter high school program engages students through relationship-focused, high-tech, and rigorous learning experiences. Graduates emerge prepared for careers, the military, and/or more education.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

MYcroSchool follows the Duval County discipline plan. As stated previously, processes and procedures for security are in place. To ensure a calm and peaceful environment, teachers and staff communicate regularly with parents and family members. Adult students are asked to bring a signed note allowing someone in their family to be contacted regarding their academics and behavior. Cellphones are not allowed in the classroom to minimize distractions and the Internet has filters to block social media websites and leading proxies. Upon entry to MYcroSchool, students sign an AUP. Students are taught during orientation about the four core values of service, integrity, respect, and learning through an instructor and a software program called Ripple Effects. All teachers on staff have been through the CHAMPS and Ethics courses to learn solid classroom management. Additionally, staff are trained through professional development and instructional coaching how to manage behaviors with engaging instruction instead of discipline.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Teachers are the first point of contact for the students. It is expected that the teacher build relationships with students to ensure a sense of community and outreach. Since the average student age at MYcroSchool is 18 years, a Career Specialist helps prepare students for their futures and provides guidance on coursework and graduation goals. Contractors such as TINYEye are utilized for special student services. The school is beginning to build a framework of resources such as social workers, Daniel, INC., Jazmyn, Family Support Services, and family resource centers (United Way) to help provide students with wrap around services that are free to the public. Additionally, the sponsor provides support with psychological evaluations, health screenings, special education services, group counseling, and vocational rehabilitation when requested. Mentoring takes place with the Career Specialist during the 5th hour program from 11:30-12:30pm daily.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

MYcroSchool calls all absent students daily. For overage and excessively truant students, the Principal will reach out to the family and attempt to conference to get the student back in school. If student refuses, alternative options are offered. However, the student is not withdrawn as we have found that many students in this age cohort at some point return to school. Due to the nature of our program, attendance is crucial and the main reason why students are referred to us from the district. There are only two students that are 15 years of age currently enrolled. MYcroSchool Jacksonville can typically only enroll students ages 16-21 years. MYcroSchool cannot enroll students younger than this without sponsor approval and proven struggle with traditional high school. For all students we follow the DCPS attendance policy. The teacher reaches out to the parent after one absence and documents it in our PowerSchool system. After three unexcused absences, an attendance letter is sent in the mail. After five unexcused absences the student is referred to the Principal. The Principal then calls an Attendance Intervention Team meeting with the parent. Student is put on an attendance monitoring agreement.

There are currently eight suspensions on record for this school year. MYcroSchool Jacksonville follows the Duval County Public Schools discipline plan as closely as possible. However, we do not have space for an in-school suspension program. Suspensions are tracked in the DCPS Genesis system and in our PowerSchool system. Interventions and parent conferences are held as required. Some students are referred for behavioral Rtl to the Career Specialist. That will soon be tracked in the new system called SEAS for all academic and behavioral Rtl students.

At MYcroSchool, students work at their own pace. Grades and credits are not applied until the student achieves 80% or better on a course module. In special cases, such as a student approaching graduation grade entry deadlines, students can receive 70% or better grades and credits. This policy helps MYcroSchool support students in GPA requirements and lessens grade forgiveness for graduating seniors. Last year, only one student needed grade forgiveness to graduate.

Statewide assessments continue to be a challenge for at-promise students. In the 13-14 school year,

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	24	43	37	24	128
One or more suspensions	1	5	1	1	8
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	11	8	4	11	34

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	32	63	56	38	189

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Attendance:

1-5 unexcused absences--Parent contact, Warning letter, optional administrative conference  
 5 or more absences--Referral to AIT with parent, attendance monitoring plan, flex scheduling

Overage excessive truant--Alternative options for placement  
Academic Rtl:  
Academic team meeting to discuss student progress  
Schoolwide Reading and Math plan aligned with strategic priorities, teacher evaluation process, and VAM statistical model  
Referral to Rtl with Career Specialist  
Rtl team conference with parent  
Academic interventions put in place and tracked in SEAS system for Rtl plan prescriptive to student need  
Once per month meeting with assigned teacher for progress monitoring and/or test prep  
Behavioral Rtl:  
Students with two or more suspensions referred to administrative designee  
Administrative conference held with administrative designee  
Rtl plan created in SEAS system prescriptive to individual student need  
Once per month conferencing for progress monitoring

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

This is MYcroSchool's third year of operation. One of school leadership's focus is to bring in business partnerships to support the school community. Currently, our Career Specialist is in charge of our 5th hour program. This teacher also brings in guest speakers from local businesses, military, college, and the workforce. Currently, MYcroSchool is negotiating MOU agreements with JaxPort, CSX, and Atlantic Coast Bank. We have recently been endorsed by the Air Force, Army, and Navy. In the 5th hour program, students can have their choices as to what they would like to achieve to earn high school credit. They can work a job, engage in community service, work on modules online outside of school, or participate in study and tutoring inside the school building from 11:30 am-12:30 pm daily. The Career Specialist also offers coaching for college and the workforce during this daily time. The school holds two open houses per year and an Annual Fall Thanksgiving Feast. At these functions, community stakeholders come together for fellowship, feedback, and scholars showcase their achievements to the school community. With the addition of Title 1 compliance, we will be increasing the amount of events and outreach for parents.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Maldonado, Rachel	Principal
Treat, Kelly	Teacher, K-12
Booth, Stephen	Teacher, Career/Technical
Clervaux, Connie	Other
Cooley, Kathryn	Teacher, ESE
Cummings, Gwen	Administrative Support
Hurt, Gabriel	Teacher, K-12
Swanson, Christiana	Teacher, K-12
White, Katie	Teacher, K-12
Woolard, Terry	Registrar
Anderson, Amber	Instructional Technology
Noriega, Jennifer	Teacher, K-12

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal--the role of the Principal is to oversee all school facilities and instructional operations. The Principal practices shared-decision making by allowing teachers to form Professional Learning Communities (PLC) and empowering teachers to take control of classrooms through professional development that addresses classroom management through data-driven and intentional instruction. Teachers and staff meet during PLC times to discuss approaches to data, instruction, and school initiatives. Then, that information is delivered to the Principal for evaluation and feedback, or to implement change as necessary school-wide.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

School leadership works with learning support to insure curriculum alignment is consistent with Florida Standards and a systematic problem-solving process grounded in data-based decision making is employed to maximize desired student outcomes. School leadership works with the governing board, educational services director, the leadership team, and the educational services provider to determine research based supplemental materials and technology tools to best serve the student population. An Educational Technology Systems Planning Process tool is used to determine software environment, delivery platform, infrastructure needs, and research based evidence before purchases are made. The school principal coordinates tracking of inventory through the ESP via the operations department and instructional technology department.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Randy Starling	Education Support Employee
Brenda Stewart	Education Support Employee
Angela Patton	Parent
Yolanda Liciaga	Education Support Employee
Brad Bishop	Education Support Employee
Rachel Maldonado	Principal
Christiana Swanson	Teacher
Kathryn Cooley	Teacher
Stephen Booth	Teacher
Gabriel Hurt	Teacher
Travis Young	Teacher
Katie White	Teacher
Kelly Treat	Teacher

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

MYcroSchool was not a Title 1 school last year.

*Development of this school improvement plan*

The SAC committee provides ongoing dialogue with feedback to the Principal regarding educational processes, objectives, initiatives and results. Where appropriate, they recommend instructional areas for review and report out to parent groups and other parties at the school level. The work of the committee falls into the general parameters of the School Improvement Plan while taking into consideration the long term strategic goals of the school district and our chief instructional officer. SAC efforts are essential for regular communication and to gain feedback from parents.

*Preparation of the school's annual budget and plan*

The SAC committee met on September 2, 2014 as noted in the meeting minutes to discuss Title 1 requirements, make plans for the school year, and give feedback on a preliminary budget. The SAC will meet again on September 24, 2014 to discuss the PIP and budget.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

MYcroSchool was not a Title 1 school last year.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Maldonado, Rachel	Principal
Clervaux, Connie	Other
Cooley, Kathryn	Teacher, K-12
Hurt, Gabriel	Teacher, K-12
White, Katie	Teacher, K-12
Swanson, Christiana	Teacher, K-12
Booth, Stephen	Teacher, K-12
Young, Travis	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

Proposed Reading Plan for 2014-2015 School Year

Mycroschool Jacksonville

Comprehensive Intervention Reading Program

During 2nd and 6th period of everyday, students will be taken in small groups to work on different reading skills. Students will be grouped based on their strengths and deficiencies. There will be 10 groups. These groups will meet with Mrs. White for 30 minutes each week to work on different reading skills. On Fridays, students will meet with Ms. Swanson to work on content-area focused reading in Science and Mathematics. These 2 groups will be fluid to help ALL students advance in their content-area reading.

Each group will consist of 13 students (maximum) to make sure they get the reading attention they need. In every content area classroom, we will incorporate the R.E.A.D program as proposed by Ms. Joy Baldree in addition to the 2nd and 6th period pull-outs in Mrs. White's classroom.

Students will also STAR test in these small pull-out groups to ensure there is no distraction or sense of feeling rushed so that STAR data can be an accurate measurement of the student's ability.

Additionally, Title 1 funds will be distributed to support the achievement gap. Duval MYcroSchool will purchase a test prep program to further assist students in passing graduation high stakes testing requirements. According to our needs assessment, there is a gap in the standardized testing scores between black and white students.

Content area Reading Program

Vocabulary Development

Each teacher will implement a vocabulary word of the day program in their classroom where the teacher will use content specific vocabulary words with the whole class. Every teacher will cover 5- 7 content area vocabulary words every week.

Content area Literacy

Each teacher will also implement content specific reading activities in their content area as part of the student modules and units. These content specific reading activities will be incorporated into the class at least once a week.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**



MYcroSchool implements Professional Learning Communities on early release days so that teachers and staff have a chance to be collegial in examining data, RtI, planning for the school, and addressing concerns. Minutes are taken during PLC time and suggestions are given to the Principal that address any concerns about the school community, instruction, and data. So far this year, teachers have used PLC time to create a Reading and Math plan.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Duval MYcroSchool strives to attain the best teachers by posting openings on several different websites, including social media, an extensive interview process that involves representatives from all stakeholders, and competitive salary and benefits package. MYcroSchool develops beginning teachers by setting goals and applying mentors through the DCPS MINT program. Just like DCPS schools, MYcroSchool has a Professional Development Facilitator that mentors beginning teachers with support of the school Principal. The PDF also makes sure that teachers get the professional development necessary for certification and renewal. Currently, there is only one teacher on staff that is out of field. Other interventions for certification that have been used are Title 2 funds.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Duval MYcroSchool follows the sponsor's plan for mentoring and beginning teachers. The transformation of school sites into communities of learners is effectively accomplished by having portions of Professional Development become school-based using a mentoring program. To accomplish this vision, a Professional Development Facilitator is selected by the school principal and endorsed by the school board and the Principal. This individual will receive training from the appropriate areas in Professional Development that will prepare him/her to work with teachers in the Teacher Induction Program and the Master In-service Plan. The PDF will serve as that integral liaison between the Professional Development Department and the school.

Mentor programs enhance retention, teacher quality and ultimately student achievement. Effective induction support assists new teachers with their integration into the culture of the school, community and district. All teachers new to Duval County Public Schools and/or the teaching profession will participate in the district's MINT program.

School-based support is provided through the following PDF responsibilities:

- obtain information and training through on-line and face-to-face PDF meetings
- assist the principal in identifying participants
- assist the principal in the selection of mentor teachers
- meet regularly with mentor teachers/novice teacher to provide support
- facilitate scheduling the dates for principal observations
- assist the mentor in scheduling formative observations throughout the year
- assist in the development of the Novice Teacher's Individual Professional Development Plan (NT-IPDP) each year of their program participation
- serve as a member of the MINT Support Team
- provide resources to both the mentor and novice teacher as needed
- ensure that all required documentation has been completed to assist with Accomplished Practices verification
- review all required documentation prior to principal's final review

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

The ConTech curriculum used is aligned with the MAFS and LAFS standards and Florida Next Generation Sunshine State Standards. Additionally, Duval MYcroSchool offers electives and a 5th hour program for college and career readiness. All of the course offerings are aligned in our Angel system with prescriptive standards, performance measures and objectives, and supplemented with direct instruction. For core instructional offerings, ConTech provides the school with a curriculum guide and map.

**Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

MYcroSchool hopes to close the achievement gap by improving the scores of African-American students. 9th and 10th grade data shows that all students receiving a passing score on FCAT in Spring

2014 were either Caucasian or Hispanic. MYcroSchool would set a goal of 20% improvement in scores among African American students for the 1415 school year. ITA's, ESE teacher, and Testing Specialist

will be instrumental in targeting African American "bubble" students and pushing into the classroom or pulling out students using data that exhibits targeted areas for Reading and Mathematics improvement.

This data has been used to provide teachers with a jumping off point for Rtl targeted students. It has been presented and discussed during professional development. Differentiated instruction in the content areas is part of the blended learning model of MYcroSchool. Instruction is modified so that every student that attends school daily receives instruction from every teacher in the areas of math and reading. The building schedule has blocked out time for each teacher to address math and reading deficiencies among the student body. Not only is this a modification of the blended learning model to increase student achievement on state assessments, but it is also a supplement to the required five hours of instruction per day. Teachers use a check sheet rubric to check each student for understanding. By doing this with Reading the previous year, MYcroSchool earned 30% gains in reading FCAT scores.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**



**Strategy:** Extended School Year

**Minutes added to school year:** 2,400

For the 1415 school year, instructional staff contractual days were expanded from 186 to 196 days.

### **Strategy Rationale**

This provided teachers more time to actively prepare for Title 1 funding, solidify strategic priorities aligned with the SIP, and examine 1314 data to make more informed planning decisions.

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Maldonado, Rachel, rachel.maldonado@mycroschool.org

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Target students for Rtl tracking have been selected. This data will be analyzed and discussed during PLC time monthly by teachers. Effectiveness will be determined by high stakes testing results and AMO target goals prescribed by the FLDOE.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

For incoming cohorts, they are required to go through a one-week orientation to learn about curriculum platforms, Windows 8, self-paced learning, graduation requirements, and self-management. This helps prepare new students for entering their classroom labs. MYcroSchool is work "at your own pace" so the movement from one grade level to the next on a traditional calendar does not take place. Grade level promotions are done at midyear and end of year according to district credit eligibility or as needed in order to graduate on time.

### **College and Career Readiness**

### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

At Duval MYcroSchool the Personal, Career, and School Development Skills 2 (#0500510) credit is typically awarded to students at the end of the term once documentation is received as verification that the student has completed their fifth hour of daily instruction. Once a scholar earns 90 hours a semester in the following 5th hour options, he can receive a 1/2 credit elective. The 5th hour helps students prepare for college, career, or the military. It allows for time for the school to partner with businesses to bring in active guest speakers The items below outline the implementation plan to award this credit.

- Students participate in four hours of daily academic/elective lab and classroom instruction at the school site for each day the school is open to students. Students not present are marked absent for the hours missed. The academic/elective lab is open Monday – Friday for both A.M. students and P.M. students

- Students are required to participate in the 5th hour options (five hours weekly). The following types of options are available for students to earn their 5th hour credit by participating in:
  - a. Supervised work experience off campus – with a weekly students reflection log and time sheets signed by the adult supervisor.
  - b. Supervised community service activities on or off campus – with a weekly student reflection log and time sheets signed by the adult supervisor.
  - c. Peer mentoring/tutoring during school day hours (outside of their personal instructional 20 hours/ week).
  - d. Supervised volunteer experience on or off campus – with a weekly student reflection log and time sheets signed by the adult supervisor.
  - e. Daily instructional activities from 11:30 – 12:30 during the regular school week at school as supervised by a certified instructor, which are aligned with the content of the Personal, Career, and School Development Skills 2 (PCSD2) course. For returning students who have already earned credit in PCSD 2, MYcroSchool offers Executive Internship 1 and 2, Voluntary Public Service, Career Research and Decision-Making, or work on our online system for an extra hour from home on another course in the student's schedule. Some of the activities include guest speakers from outside agencies who discuss real-world learning activities. Other curriculum resources available to students, which also align with the PCSD2 course are Ripple Effects; Florida Choices; myfifthhour.com; www.number2.com which is sponsored the following curriculum, support, and events as an option for 5th Hour:

Content included, but not be limited to, the following:

Refining understandings in areas such as knowledge of self and others: Ripple Effect curriculum on motivation, goal setting, and problem solving, making choices!

Development of positive attitudes: Helping students with character/citizenship

Relationships: Guidance lessons for students in learning cooperating skills necessary to be productive member of the community.

Peer pressure: Lessons in Ripple Effects/Helping students with self concept/self esteem

Individual responsibility: Lessons in Ripple Effects/Helping students stay motivated and assume responsible for target goals. Students learn ways to develop and establish goals/accepting responsibility for success and failure

Goal setting: Lessons in Ripple Effect on Motivation, Goals, and Self-esteem. Students learn to identify with strength/weaknesses. Students also learn to appreciate their own background, as well as other

Decision making: Career Specialist works with students (Bright Future/CHOICES, and structured social approaches to outline various combination of pros/cons based on decisions.

Career planning: Career Specialist works with students (Bright Future/CHOICES, and Post-Secondary Community School Advisors (FCCJ, Everest University, Red Cross, Military, CSX, Atlantic Coast Bank, JaxPort, etc. to promote vision of success.)

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Merit diploma is a standard high school diploma with a Merit designation. This means that scholars must pass an industry certification exam in order to achieve merit designation. At MYcroSchool, we will be offering industry certification in MicroSoft Office Suite (MOS). This includes software program mastery in MS Word, Access, Excel, Publisher, PowerPoint, Outlook, and OneNote. To earn merit designation students must master and pass industry exams in MS Word, Excel and PowerPoint. Merit designation from the state of Florida is relatively new. However, research has shown that students with industry certification are more successful in the professional workforce and college than students earning a regular high school diploma. Students completing the program will receive a merit seal from the state of Florida on their standard high school diploma.

Merit designation on a standard high school diploma provides opportunities for students to fashion a more robust résumé and prepare them for a competitive global economy. This includes furthering their opportunities to land better paying jobs in the workforce, advanced college and career skills, or

provide substance to work experience for the military. For students entering straight into the workforce after graduation, this merit designation would help catapult students into the professional workforce earning a salary and benefits, while still lending time for college.

1. MYcroSchool scholars must possess a minimum overall 2.5 state GPA.
2. Applicable scholars must be eligible for graduation no later than Spring 2015.
3. Scholars must submit a portfolio by September 2, 2014 with the following artifacts:
  - a. 3 letters of recommendation from community members
  - b. Current academic history
  - c. Signed Letter of Intent to complete the Merit Diploma program
  - d. Signed parent Letter of Commitment
  - e. Signed student Letter of Commitment and personal contract
4. Selection committee will meet and determine eligibility for 10 scholars.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

MYcroSchool has a predominantly online curriculum that is supplemented with classroom instruction as part of the blended learning competency-based model. Within that model, the school is piloting a merit designation on a standard high school diploma for the 14-15 school year. Students who are eligible for this program apply and a committee decides based on the application if a student qualifies. MYcroSchool has modules and software in place to help support students in achieving merit status through industry certification in MS Office Suite.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Strategies are noted in the response to Question #2 above.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2014-2015 school year.
- G2.** Duval MYcroSchool students who complete the core curriculum in Math and Science will achieve an overall average growth of 2.0 grade levels on their STAR Baseline assessments in 1 academic school year.
- G3.** Duval MYcroSchool students who complete any core curriculum will achieve an overall average growth of 2.0 grade levels on STAR Baseline Reading assessments in 1 academic school year.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2014-2015 school year. 1a

G041445

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	70.0

**Resources Available to Support the Goal** 2

- Full-time Instructional Technical Assistant
- Auto-call attendance system
- Engaging differentiated instruction with supplemental math and reading blocks

**Targeted Barriers to Achieving the Goal** 3

- Outer influences

**Plan to Monitor Progress Toward G1.** 8

Rtl data

**Person Responsible**

Amber Anderson

**Schedule**

Monthly, from 9/22/2014 to 5/22/2015

**Evidence of Completion**

Teacher documentation of math and reading strategies

**G2.** Duval MYcroSchool students who complete the core curriculum in Math and Science will achieve an overall average growth of 2.0 grade levels on their STAR Baseline assessments in 1 academic school year.

1a

G041444

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	76.0

**Resources Available to Support the Goal** 2

- Full-time Instructional Technical Assistant
- Test prep software system
- Differentiated instruction and supplemental reading and math blocks

**Targeted Barriers to Achieving the Goal** 3

- Student attendance
- Overage and under credit students

**Plan to Monitor Progress Toward G2.** 8

STAR Test

**Person Responsible**

Connie Clervaux

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Comparative STAR data will show 2.0 years of average growth in Reading and Math.

**G3.** Duval MYcroSchool students who complete any core curriculum will achieve an overall average growth of 2.0 grade levels on STAR Baseline Reading assessments in 1 academic school year. 1a

G041421

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	76.0

**Resources Available to Support the Goal** 2

- Full-time Instructional Technical Assistant
- Test Prep software system
- Increased parental involvement

**Targeted Barriers to Achieving the Goal** 3

- Building space constraints

**Plan to Monitor Progress Toward G3.** 8

Students will achieve average growth of 2.0 grade levels on STAR Reading and Math scores.

**Person Responsible**

Connie Clervaux

**Schedule**

Every 6 Weeks, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Baseline data charts

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2014-2015 school year. **1**

 G041445

**G1.B1** Outer influences **2**

 B100414

**G1.B1.S1** Increased parental involvement **4**

 S111662

#### Strategy Rationale

This will help teachers support interventions inside the building and build common ground with students.

#### Action Step 1 **5**

Duval MYcroSchool teachers will receive informational materials about positive parent communication.

#### Person Responsible

Amber Anderson

#### Schedule

Quarterly, from 8/20/2014 to 6/10/2015

#### Evidence of Completion

Student contact records within Power School; completed quiz on instructional materials.



**Action Step 2** 5

Teachers will participate in an informative presentation on parent communication

**Person Responsible**

Katie White

**Schedule**

On 8/8/2014

**Evidence of Completion**

Sign in Sheets, Minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teachers will complete a quiz on the instructional materials received and must attain a 80% or higher.

**Person Responsible**

Amber Anderson

**Schedule**

On 6/5/2015

**Evidence of Completion**

Teacher scores will be collected as well as documentation of parental contact.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Parent attendance at school functions and parent-teacher communication

**Person Responsible**

Rachel Maldonado

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Parent attendance at school functions, parent-teachers conferences will be tracked. Teacher survey

**G2.** Duval MYcroSchool students who complete the core curriculum in Math and Science will achieve an overall average growth of 2.0 grade levels on their STAR Baseline assessments in 1 academic school year. 1

G041444

**G2.B1** Student attendance 2

B100411

**G2.B1.S1** Follow DCPS attendance plan and put an auto-call system in place. 4

S111655

### Strategy Rationale

This will help encourage overage and excessively truant students to attend school regularly.

### Action Step 1 5

Duval MYcro school will purchase an autocal system to automatically call students that are absent.

#### Person Responsible

Rachel Maldonado

#### Schedule

On 6/5/2015

#### Evidence of Completion

Auto Call system logs

### Action Step 2 5

PDF will hold teacher workshop on DCPS attendance policy

#### Person Responsible

Katie White

#### Schedule

#### Evidence of Completion

Meeting sign in sheets, Meeting minutes

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Principal will ensure that Teachers are abiding by school attendance policy; Auto Call sent out daily.

**Person Responsible**

Rachel Maldonado

**Schedule**

On 6/5/2015

***Evidence of Completion***

Power school contact logs; Teacher attendance logs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Daily attendance average will be calculated daily

**Person Responsible**

Rachel Maldonado

**Schedule**

Daily, from 8/18/2014 to 6/5/2015


***Evidence of Completion***

Student sign-in sheets;

**G2.B2** Overage and under credit students **2**

 B100412

**G2.B2.S1** Wrap around services provided by Coastal Bay Mental Health. **4**

 S161801

**Strategy Rationale**

This will improve academic performance of students in need of social services.

**Action Step 1** **5**

Teachers are required to submit referrals to coastal bay for at-risk students.

**Person Responsible**

Rachel Maldonado

**Schedule**

Monthly, from 12/10/2014 to 6/5/2015

***Evidence of Completion***

Completed referral forms

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

The principal will collect referral forms throughout the year for coastal bay from teachers.

**Person Responsible**

Rachel Maldonado

**Schedule**

Monthly, from 12/10/2014 to 6/5/2015

***Evidence of Completion***

Completed referral forms from teachers; Copies of correspondence between Coastal Bay and Rachel Maldonado.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Increased credit completion by targeted students

**Person Responsible**

Kelly Treat

**Schedule**

Monthly, from 12/10/2014 to 6/5/2015


**Evidence of Completion**

Student academic histories


**G3.** Duval MYcroSchool students who complete any core curriculum will achieve an overall average growth of 2.0 grade levels on STAR Baseline Reading assessments in 1 academic school year. 1

 G041421

**G3.B1** Building space constraints 2

 B100338

**G3.B1.S1** Follow CAS plan for STAR testing every six weeks 4

 S111654

**Strategy Rationale**

With open exit and entry all year long for students, this will be helpful in collecting comparative growth scores.

**Action Step 1** 5

Testing coordinator will create testing schedule every 6 weeks for star testing.

**Person Responsible**

Connie Clervaux

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Testing calendar

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Testing coordinator will submit testing calendar to principal every STAR testing cycle

**Person Responsible**

Connie Clervaux

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Communication between testing coordinator and principal

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

STAR Data

**Person Responsible**

Connie Clervaux

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

STAR data reports will reflect average 2.0 years of growth by end of year in Reading and Math.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Duval MYcroSchool teachers will receive informational materials about positive parent communication.	Anderson, Amber	8/20/2014	Student contact records within Power School; completed quiz on instructional materials.	6/10/2015 quarterly
G2.B1.S1.A1	Duval MYcro school will purchase an autocall system to automatically call students that are absent.	Maldonado, Rachel	8/18/2014	Auto Call system logs	6/5/2015 one-time
G2.B2.S1.A1	Teachers are required to submit referrals to coastal bay for at-risk students.	Maldonado, Rachel	12/10/2014	Completed referral forms	6/5/2015 monthly
G3.B1.S1.A1	Testing coordinator will create testing schedule every 6 weeks for star testing.	Clervaux, Connie	8/18/2014	Testing calendar	6/5/2015 every-6-weeks
G1.B1.S1.A2	Teachers will participate in an informative presentation on parent communication	White, Katie	8/8/2014	Sign in Sheets, Minutes	8/8/2014 one-time

**Duval - 0531 - Duval Mycroschool - 2014-15 SIP**  
*Duval Mycroschool Of Integrated Academics And Technologies*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	PDF will hold teacher workshop on DCPS attendance policy	White, Katie	Meeting sign in sheets, Meeting minutes	one-time	
G1.MA1	Rtl data	Anderson, Amber	9/22/2014	Teacher documentation of math and reading strategies	5/22/2015 monthly
G1.B1.S1.MA1	Parent attendance at school functions and parent-teacher communication	Maldonado, Rachel	8/18/2014	Parent attendance at school functions, parent-teachers conferences will be tracked. Teacher survey	6/5/2015 monthly
G1.B1.S1.MA1	Teachers will complete a quiz on the instructional materials received and must attain a 80% or higher.	Anderson, Amber	8/18/2014	Teacher scores will be collected as well as documentation of parental contact.	6/5/2015 one-time
G2.MA1	STAR Test	Clervaux, Connie	8/18/2014	Comparative STAR data will show 2.0 years of average growth in Reading and Math.	6/5/2015 every-6-weeks
G2.B1.S1.MA1	Daily attendance average will be calculated daily	Maldonado, Rachel	8/18/2014	Student sign-in sheets;	6/5/2015 daily
G2.B1.S1.MA1	Principal will ensure that Teachers are abiding by school attendance policy; Auto Call sent out daily.	Maldonado, Rachel	8/18/2014	Power school contact logs; Teacher attendance logs	6/5/2015 one-time
G2.B2.S1.MA1	Increased credit completion by targeted students	Treat, Kelly	12/10/2014	Student academic histories	6/5/2015 monthly
G2.B2.S1.MA1	The principal will collect referral forms throughout the year for coastal bay from teachers.	Maldonado, Rachel	12/10/2014	Completed referral forms from teachers; Copies of correspondence between Coastal Bay and Rachel Maldonado.	6/5/2015 monthly
G3.MA1	Students will achieve average growth of 2.0 grade levels on STAR Reading and Math scores.	Clervaux, Connie	9/1/2014	Baseline data charts	5/29/2015 every-6-weeks
G3.B1.S1.MA1	STAR Data	Clervaux, Connie	8/18/2014	STAR data reports will reflect average 2.0 years of growth by end of year in Reading and Math.	6/5/2015 every-6-weeks
G3.B1.S1.MA1	Testing coordinator will submit testing calendar to principal every STAR testing cycle	Clervaux, Connie	8/18/2014	Communication between testing coordinator and principal	6/5/2015 every-6-weeks

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2014-2015 school year.

### **G1.B1** Outer influences

#### **G1.B1.S1** Increased parental involvement

##### **PD Opportunity 1**

Teachers will participate in an informative presentation on parent communication

##### **Facilitator**

Katie White

##### **Participants**

Rachel Maldonado, Katie White, Christiana Swanson, Stephen Booth, Travis Young, Kelly Treat, Katheryn Cooley, Constance Clervaux, Amber Anderson, Gabriel Hurt, Terry Woolard, and Gwen Cummings.

##### **Schedule**

On 8/8/2014

**G2.** Duval MYcroSchool students who complete the core curriculum in Math and Science will achieve an overall average growth of 2.0 grade levels on their STAR Baseline assessments in 1 academic school year.

### **G2.B1** Student attendance

#### **G2.B1.S1** Follow DCPS attendance plan and put an auto-call system in place.

##### **PD Opportunity 1**

PDF will hold teacher workshop on DCPS attendance policy

##### **Facilitator**

Katie White

##### **Participants**

Rachel Maldonado, Kelly Treat, Katie White, Terry Woolard Constance Clervaux, Gabriel Hurt, Travis Young, Stephen Booth, Christiana Swanson, and Kate Cooley.

##### **Schedule**



## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2014-2015 school year.

### **G1.B1** Outer influences

#### **G1.B1.S1** Increased parental involvement

##### **PD Opportunity 1**

Duval MYcroSchool teachers will receive informational materials about positive parent communication.

##### **Facilitator**

Katie White, Rachel Maldonado, Amber Anderson

##### **Participants**

Rachel Maldonado, Katie White, Christiana Swanson, Stephen Booth, Travis Young, Kelly Treat, Katheryn Cooley, Constance Clervaux, Amber Anderson, Gabriel Hurt, Terry Woolard, and Gwen Cummings.

##### **Schedule**

Quarterly, from 8/20/2014 to 6/10/2015