Siatech Mycroschool, Inc.

2017-18 Schoolwide Improvement Plan

Siatech Mycroschool, Inc.

7022 NW 10TH PL, Gainesville, FL 32605

https://www.siatechschools.org/schools/florida-charter-schools/gainesville-charter-high-school/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	77%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Siatech Mycroschool, Inc.

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We provide a premiere high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experience resulting in: Enroll, Engage, Graduate

b. Provide the school's vision statement.

Students will view their future with optimism, find success as self-directed learners, and contribute to society. Staff will be empowered to make a difference in an environment of respect, recognition, and professional growth. The community will benefit from the success and contributions of SIATech students. All stakeholders will BE:
RESPECTFUL, RESPONSIBLE, RELIABLE.

2. School Environment

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

The digital Individual Learning Plan (ILP) fuels the SIATech (SIATracks) Instructional Model and chronicles the journey of success our students travel. The ILP is created with the student during his or her orientation or data chat meeting with our graduation coach; Ms. Patsy Dennis. The ILP is based upon demonstration and discussion between a faculty advisor and the student. This process creates an open relationship between teacher and student. Needs assessments can range from family structure, transportation, McKinney Vento, foster care, as well as personal needs for each student. Numerical and graphical data generated by our learning systems, our teachers, and by the student is stored in a notebook for review during advisory meetings.

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

Our environment is based on the process of Restorative Justice. This process successfully builds healthy school communities, supports students and teachers, and address discipline issues. We have no deans, no resource officers, and no punitive disciplinary system. Each stakeholder takes responsibility for their own behavior and reconcile with those that were affected by their behavior; apology. Our 2017 - 2018 vision is that each person BE: RESPECTFUL, RESPONSIBLE, and RELIABLE. This discipline plan is posted throughout our school and embedded into our conversations. Students feel safe, respected, and have become more successful academically. We have not had a school fight since it's inception; Nov. 28, 2016. The two confrontations (verbal) that we did have in 2016 were handled with a group conversation between the involved stakeholders.

c. 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.

Our environment is based on the process of Restorative Justice. This process successfully builds healthy school communities, supports students and teachers, and address discipline issues. We have no deans, no resource officers, and no punitive disciplinary system. Each stakeholder takes

responsibility for their own behavior and reconcile with those that were affected by their behavior; apology. Our 2017 - 2018 vision is that each person BE: RESPECTFUL, RESPONSIBLE, and RELIABLE. This discipline plan is posted throughout our school and embedded into our conversations. Student feel safe, respected, and have become more successful academically. We have not had a school fight since it's inception; Nov. 28, 2016. The two confrontations (verbal) that we did have in 2016 were handled with a group conversation between the involved stakeholders. Training for this process was done during the week of pre-planning and continues during our daily morning meetings and monthly faculty meetings.

d. 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.

Through our advisory system students are able to self-reflect, self-regulate, and request accommodations that better assist them in being successful. Not only do they have teacher advisory, but also are able to access the school's ESE specialist, administrative director, registrar, graduation coach, and even the principal. Every stakeholder is on board and made aware daily of student needs. Our processes are pro-active and in place in lieu of the crisis at hand. Even though all stakeholders are aware of social-emotional needs, strict confidentiality is taken with every situation.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's early warning system is based on three major areas with multiple subsets:
1. Attendance (compulsory attendance - up to 6 unexcused absences)
2. Behavior (3 Strikes policy)
3. Grades (2.0 higher)
a. Assesments (state/national) - Florida FSA/ELA, Alg 1, Geo, Bio, AH - level 3 or higher

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	3	5	7	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	1	2	3	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	12	15	13	9	49
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	25	15	9	7	56

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	5	3	7	5	20

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

1. Parent Contact
2. Schedule Flexibility (3 shifts: 7:30 am / 8:46 am / 10:02)
3. STAR assessment - monthly - Reading / Math (identifies target areas of remediation)
4. Advisory meetings
5. Online tutorials
6. ACT prep
7. Data Chats (advisory, graduation coach)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Siatech partners with our families through community contacts at Buchholz High School (feeder), the SWAG center in Linton Oaks (feeder sub-division), and the surrounding neighborhoods in our zone. Parents are contacted every 2 weeks from our graduation coach and/or as needed based on the progress or non progress of their student. Our open house is non-traditional as we have found more success in a parent night that includes food, music, and fellowship. Parents are able to move freely throughout our school to really get to know our teachers. Our teachers continue to re-enforce or mission and vision: Enroll, Engage, Graduate - BE RESPECTFUL, RESPONSIBLE, RELIABLE. Also, all of our staff, including the principal have an open door policy. Parents have 24-7 access to our school and it's resources.

2. 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.

Siatech is very visible in the local community. School information, flyers, and appearances are frequent with our partners. SIATech is set up monthly at their feeder school; Buchholz High School, bi-annually at Santa Fe College, and periodically within the Gainesville Florida community. The school was present at the 1st annual symposium at Springhill Baptist Church, All-area coaches clinic at P.K. Yonge @ the University of Florida, and the African American task force for Education at Mt. Carmel A.M.E. church. Siatech has also partnered with the Gainesville Christian Church which also supplies uniform shirts for our students. Local Gainesville Police Chief Tony Jones was one of our prominent board members. We also partner with our local sheriff's office ASO as our school is in the jurisdiction of the county. Siatech has also partnered with the Reichart House and share students as well as proctors and tutors. By utilizing all of these partnerships, resources are available for all stakeholders.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Scott, William	Principal
Bell, Brad	Teacher, K-12
Dennis, Patsy	Teacher, Career/Technical
Harris, Laura	Teacher, K-12
Parker, Shelly	Teacher, K-12
Ryan, Cassandra	Teacher, K-12
Torres, Eliseo	Teacher, K-12

b. Duties

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

Each member (K-12 teacher) provides instructional direction, credit retrieval, and remediation as needed. They administer a monthly STAR assessment to monitor student reading and math progress. These data reports enable team members to drive instruction in such a way based on the academic needs of each student. Member Patsy Dennis serves as teacher/career/technical for our students. In her role as a member, she monitors student progress daily and weekly in real-time. This includes instructional courses, STAR assessments, credit retrieval, and remediation. She meets with students daily as each student has their own (ILP) Individual Learning Plan. Members also call and email parents in real-time of progress, completions, and lack there of. Our ESE specialist; Melissa Robinson is also in contact with parents and students monitoring progress as well as updating accommodations and (IEP) Individual Education Plans. Waiver meetings are also pre-arranged for the students that have not been successful with FCAT/FSA/ and other state required assessments. As team members, we meet every morning at 7:15 am in our morning meeting. The team also meets one Monday each month from 3:45 - 4:30 for our progress monitoring meeting. Every meeting we have is concentrated on student progress and achievement.

2. 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.

The process through which school leadership identifies and aligns resources is through the instructional model known as SIATracks - Socially Integrative Advisory Teams Reaching Achievement through Creatively Keyed Systems. This instructional model is student-centered, applicable to all classrooms, grounded in research-based practices, and promotes engagement, creativity, and critical thinking at a level that maximizes student success. Each student has a digital (ILP) Individual Learning Plan that chronicles student progress and success. The digital ILP is based upon both demonstration and discussion between the leadership team member, student, and parent (as needed). The key structures of the plan consists of 4 core parts:
1. Student Data Dashboard: an interactive tool to discuss reading and math growth (STAR) combined with learning logs entered by multiple team members and staff regarding student progress and roadblocks to success.
2. Learning Data: numerical and graphical data generated by our learning systems, our K-12 teachers, and by the student and stored in a notebook for review with our teacher/career/technical

progress coach Ms. Dennis.

3. Mentoring Conversations: Advice, discovery, celebration, assistance, and goal setting.

4. Record Keeping: Recording key benchmarks, observations, and artifacts that reveal the students successful progression toward his or her future.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Alena Lawson	Education Support Employee
Suzanne Warner	Education Support Employee
Chris Stokes	Parent
Jasmine Barkley	Student
Steven Schwab	Business/Community
Gerald Zagawski	Business/Community
Mortlake Nembhard	Parent
William Scott	Principal
Vivian Covington	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our school advisory council is actually our Instructional Leadership Board. This board oversees all aspects of the school as well as the approval and implementation of the school's improvement plans. The board unanimously approved last year's school improvement plan.

b. Development of this school improvement plan

Emphasis for the 2017 - 2018 school improvement plan was developed around student graduation rates and improvements in reading and math scores. The plan is for improved development and frequency of monitoring the STAR assessments (monthly) as well as monitoring student progress towards graduation through SIATracks. (included in effective leadership plan).

c. Preparation of the school's annual budget and plan

The school's board (SAC), accountant; Richard Trainor, NewCorps CFO; Dr. Larrie Hall met in May 2016 to prepare and plan the school's annual budget for 2017 - 2018. The plan approved was based on an FTE count for October 2017 and February 2018 of 235 students.

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

School improvement plans from last year were used for school infrastructure.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Scott, William	Principal
Bell, Brad	Teacher, K-12
Dennis, Patsy	Teacher, Career/Technical
Harris, Laura	Teacher, K-12
Parker, Shelly	Teacher, K-12
Robinson, Melissa	Teacher, ESE
Ryan, Cassandra	Teacher, K-12
Torres, Eliseo	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT works as a cross-training team to promote literacy throughout the entire school. The school's facade is a literacy-rich environment to improve student engagement, vocabulary, and comprehension. We have implemented the "Word of the Day" in which a new word is presented through all stakeholders that include the word, it's part of speech, and the definition. Each week, literacy team members randomly select a non-suspecting student to the High $5 challenge. The students must complete the challenge by knowing the word of the day, part of speech, and the definition. Also through our LA curriculum, students are required to complete in writing both introductory and exit units demonstrating writing tenets and mastery.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

Positive working relationships between teachers are developed through our deliberate meetings times together. We begin everyday with our morning meetings to discuss daily lesson plans, student progress, and any conflicts, leave, good news. At 12:34 our teachers share a common lunch period again with the deliberate purpose of building family. Also, at 2:20, three of our literacy team members; Parker-Science, Ryan-English, and Harris-Social Studies share a 75 minute common-planning time to collaborate, plan, grade assignments, and strategically match student data that drives instruction. We also have monthly faculty meetings after-school to enhance teacher collaboration, professional development, EPT (Educational Planning Team) meetings with students and parents, and progress monitoring.

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

The strategic plan for developing highly qualified and effective teachers is based around research-based professional development, deliberate team building and planning, peer to peer mentoring, and district

wide new teacher mentoring. from Ms. Gail Billingsley. Every instructional staff member as well as the ESE specialist and principal participant in every aspect of training. Our focus this year is on classroom management, effective instructional planning, and engaging relationships.

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

Our mentoring program for new teachers is monitored by the School Board of Alachua County. Our 2 new instructors for 2017 - 2018 are Eliseo Torres (technology) and Laura Harris (social studies). The district has assigned Ms. Gail Billingsley as their mentor. She has mentored them through the new teacher program at the beginning of the school year and shadowed them on-site the first 2 weeks of school. Her schedule now has her set for once a month with scheduled training set for: September 26 - Classroom Management, October 25 - Instructional Planning, December 7 - Classroom Management, and February 8 - Instructional Planning. Also the entire staff completed and 8 - hour training for the SIATracks Instructional Model (earlier mentioned in school status report).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school's core instructional program is aligned with our curriculum through Schoology. Schoology is a learning management system (LMS) that interfaces and aligns with the Florida state standards. Schoology informs instruction as well as high-level assessments. It was created to distribute standards-aligned assessments from on central location, embed them into the everyday course workflow, and gain deep, real-time insights that help inform more personalized instruction.

b. Instructional Strategies

1. 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.

The instructional staff using monthly STAR data to monitor and differentiate instruction for our students. The data reveals evidence in vocabulary, fluency, and text-based responses in reading. In math, data reveals algebraic and geometric functions, and equation and graphic responses. Instructors are able to remediate and focus on the cores areas needed for each individual student. Also due to our small class size, we are able to alter student schedules to better equip them for academic success and acceleration.

2. 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 Day

Minutes added to school year: 14,400

Students are given an additional 20 minutes per class times 180 academic days = 14,400 minutes.

Strategy Rationale

This allows more time for student achievement as well as acceleration and course completion.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dennis, Patsy, patsy.dennis@siatech.org

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

Daily % progress in schoology / STAR data in Power School / Academic grades

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

The school employs an orientation process for all incoming students. During that orientation, standard school rules are covered and the placement assessment STAR is administered. The same process is duplicated with students moving from grade level to grade level at the beginning of each school year; August. This process is also used for our graduates (outgoing cohort) to monitor progress throughout their academic careers.

b. College and Career Readiness

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

Our students are invited to participate in college nights at Santa Fe College as well as opportunities at the University of Florida. We arrange and register them for the SAT and ACT exam. They also participate in an assessment; ASVAB which is a career exploration program. This data is very valuable as it focuses on several areas of career and academic interests for our students. And lastly, we administer a local assessment that aligns with the Gainesville Job Corps or educational partners. The programs allows both their students and ours to attain a high school diploma while simultaneously working and/or working on a trade.

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

There are a multitude of career and technical programs that students can pursue. Through the Job Corps program, students are able to pursue: renewable resources and energy, automotive and machine repair, housekeeping, construction, healthcare, hospitality including culinary, finance and

business, public service, and human resources. Through our partnership with ASVAB (Armed Forces Vocational Aptitude Battery)students can purse the armed forces as well as specialize in Engineering, Finance and Budget, Contracting, Nursing, Cyberspace, Technology, and fields of mathematics. Our students are also able to achieve industry certification in technology from Santa Fe College.

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

All of our courses involve online technology including our grading system; Schoology. We offer a career cluster in Administrative Office Tech, Business Software 1, Digital Design 1 and 2, and Application Computer Business Skills 1 and 2. All of our courses are design for the 21st century learner to enable outstanding academic achievement.

4. 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.

Our strategies for improving student readiness to to expose all of student population to career certifications and tracks that are of interest to them before leaving high school. Many of our students secure jobs during their high school careers that lend them experience before graduation. Many of our population is over 18, and need direct instruction and guidance toward postsecondary opportunities. Guest speakers, community leaders, and job fairs are offered to all of our student population.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Student academic performance will improve in Reading and Math with more frequency and monitoring through our STAR assessment system.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The school has implemented the "Word of the Day" to enhance student vocabulary and comprehension. Also, the STAR assessments will be given each month and the data used to drive classroom instruction, remediation, and focus.

C. Strategic Goals

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. Students will improve their academic performance in Math and Reading through frequency and monitoring of our STAR assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students will improve their academic performance in Math and Reading through frequency and monitoring of our STAR assessments. 1a

🔑 G095757

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- un-interrupted online access to STAR

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. Students will improve their academic performance in Math and Reading through frequency and monitoring of our STAR assessments. `1`

🔑 G095757

G1.B1 Attendance `2`

🔑 B257808

G1.B1.S1 students need to be in attendance on the days the STAR assessments are given. `4`

🔑 S272812

Strategy Rationale

Data cannot be ascertained in lieu of absentee

Action Step 1 `5`

Students are encouraged to be at school. School day is shortened by 2 hours. Assessment is concluded with a Bar B Que luncheon and dance (Dancin with the STARS)

Person Responsible

William Scott

Schedule

On 5/25/2018

Evidence of Completion

Data collection will be posted publically through Power School

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A366147	Students are encouraged to be at school. School day is shortened by 2 hours. Assessment is...	Scott, William	8/25/2017	Data collection will be posted publically through Power School	5/25/2018 one-time

V. Professional Development Opportunities

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

G1. Students will improve their academic performance in Math and Reading through frequency and monitoring of our STAR assessments.

G1.B1 Attendance

G1.B1.S1 students need to be in attendance on the days the STAR assessments are given.

PD Opportunity 1

Students are encouraged to be at school. School day is shortened by 2 hours. Assessment is concluded with a Bar B Que luncheon and dance (Dancin with the STARS)

Facilitator

Beverly Gilbert

Participants

School Staff

Schedule

On 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Students are encouraged to be at school. School day is shortened by 2 hours. Assessment is concluded with a Bar B Que luncheon and dance (Dancin with the STARS)**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0991 - Siatech Mycroschool, Inc.			$2,000.00
			0991 - Siatech Mycroschool, Inc.	General Fund		$0.00
					Total:	**$2,000.00**