

Duval Mycroschool Of Integrated Academics And Technologies

1584 NORMANDY VILLAGE PKWY STE 25, Jacksonville, FL 32221

www.mycroschooljax.org

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	Yes	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	64%

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 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 Duval Mycroschool Of Integrated Academics And Technologies

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.

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.

b. 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.

2. School Environment

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

After examining 16/17 school/student data, the staff took note that there continues to be 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 explore instructional strategies to that enhance the classroom environment and student achievement. Taking these strategies back to the classroom instills a sense of community and trust. The Principal took these research-based strategies from Trauma Informed Care (TIC) Training training that the entire staff attended before the new school year began. It was clear to the staff that our population of students are particularly germane to the focus of this behavioral awareness program. For the 17/18 school year, during PLC time,

teachers are doing professional reading in the book, "Teach Like A Champion" by Doug Lemov. This literature will support teachers with Title 1 and Title 2 goals involving closing the academic gaps between students and help them strengthen alignment with the new, more rigorous Common Core world.

b. 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 wrist-lets 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 positive attitudes is emphasized during the orientation which every student must complete before pushing into the labs. Additionally, all exterior doors are locked and alarmed, and all interior doors are locked from the outside. The school has installed security cameras both inside and outside which are monitored at the principal's desk.

These policies and procedures have cut down on theft, trafficking, and general crimes in the school. The Principal and/or Graduation Coach 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.

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.

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.

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.

Teachers are the first point of contact for the students. It is expected that all teachers and support staff build relationships with students to ensure a sense of community and outreach. Since the average student age at MYcroSchool is 18 years, much emphasis is placed on preparing students for their futures and providing 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.

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.

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 is the main reason why students are referred to us from the district. MYcroSchool Jacksonville can typically only enroll students ages 16-21 years. MYcroSchool cannot enroll students younger than this without sponsor approval. For all of our 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.

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 FOCUS system and in our PowerSchool system. Interventions and parent conferences are held as required.

Some students are referred for behavioral Rtl to the Principal. SEAS is used to track 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.

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	36	69	54	73	232
One or more suspensions	0	0	0	0	0	0	0	0	0	2	1	2	2	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0

c. 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.
 School-wide Reading and Math plan aligned with strategic priorities, teacher evaluation process, and VAM statistical model.
 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?

Yes

1. PFEP Link

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

2. Description

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.

This is MYcroSchool's sixth year of operation. One of the school leadership's focus is to bring in business partnerships to support the school community. The Principal plans to join the Jacksonville Chamber of Commerce this year, and will focus on bringing in guest speakers from local businesses, military, college, and the workforce. We have been endorsed by the Air Force, Army, and Navy, and will offer service representatives the opportunity to present military related opportunities to our students. The school hosts open houses at least once a month during the school year. At these functions, community stakeholders come together for fellowship, feedback, and scholars showcase their achievements to the school community. With the addition of Title I compliance, we will be increasing the amount of events and outreach for parents. Additionally, MYcroSchool uses Parent and Family Engagement Policy (PFEP) funds to support a parental involvement center that includes access to a computer, printer, and other support materials such as education/child raising reference books, periodicals, and writing materials. We will hold our initial PFEP campus meeting on October 17, 2107. Additional PFEP campus meetings will be held February 13, 2018 and April 10, 2018.

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
Hudspeth, Randy	Principal
White, Katie	Other
Cooley, Kathryn	Teacher, ESE
Cummings, Gwen	Administrative Support
Booth, Stephen	Teacher, Career/Technical

b. Duties

1. 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.

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.

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 (ESP) 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Randy Hudspeth	Principal
Brad Bishop	Education Support Employee
Katie White	Education Support Employee
Edna Harrington	Business/Community
Kevin Johnson	Business/Community
Kiara Bookman	Student
Donna Forshee	Parent

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 used Parent and Family Engagement Policy (PFEP) funds to set up a parental work space that includes furniture, computers, printer and other support materials such as education/child raising reference books, periodicals, and writing materials. While parental utilization was somewhat limited, mostly due to the relatively late in the school year completion, the comments from stakeholders have been extremely positive. The school continued to struggle with nagging low attendance from the student population. Additionally, limited progress was made in addressing below state average scores in reading and mathematics.

b. 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.

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

The SAC committee will meet on September 13, 2017 to discuss Title 1 requirements, Parent Family Engagement Policy (PFEP), make plans for the school year, and give feedback on a preliminary budget that includes the use and continued expansion of the Parent Involvement Center at the school. The SAC will meet again on November 8, 2017 to further discuss the PFEP and budget. The PFEP development meeting will be held on campus August 29, 2017.

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

MYcroSchool Jacksonville received \$9,600.00 for Title 1 support last year. The entire amount was dedicated to the purchase of Achieve 3000, which is a highly respected reading support software program. All PIP funds (\$2932.35) were expended to support PIP meetings, and start up our inaugural Parent Involvement Center with furniture, computers, printer and educational publications.

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
Hudspeth, Randy	Principal
White, Katie	Instructional Coach
Cooley, Kathryn	Teacher, ESE
Booth, Stephen	Teacher, K-12

b. Duties

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

Proposed Reading Plan for 2017-2018 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. Thomas and Mr. Pohida 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.

In conjunction with Title I funds, tutors will be hired to assist students who are under performing in the areas of reading and mathematics. These student groups will be fluid and targeted to help close the achievement gap.

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 Mr. 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 USA Test Prep 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 minority 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.

D. Public and Collaborative Teaching

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

1. 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, Rtl, 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.

2. 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 Beginning Teacher Induction 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 are two teacher on staff that are out of field. Other interventions for certification that have been used are Title 2 funds.

3. 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 Beginning Teacher Induction 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 (NTIPDP) each year of their program participation
- serve as a member of the Beginning Teacher Induction 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

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 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 focus on college and career readiness. All of the course offerings are aligned in our Learning Management system (Schoology) 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.

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.

MYcroSchool plans to close the achievement gap by improving the scores of minorities students. 9th and 10th grade data shows that all students receiving a passing score on the FSA in Spring 2017 were either Caucasian or Hispanic. MYcroSchool would set a goal of 20% improvement in scores among minorities students for the 17/18 school year. ITA's, ESE teacher, and Testing Specialist will be instrumental in targeting minorities "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 RtI 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 crafted 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 utilization 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.

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: 2,400

Instructional Staff contractual days were extended 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 16/17 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

Hudspeth, Randy, randy.hudspeth@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.

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, Â§ 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.

Incoming student are required to go through a one-day orientation to learn about curriculum platforms, Windows 10, 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.

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.

Once a scholar earns 90 hours a semester in test preparation or in instruction that includes ACT Prep, Khan Academy, or USA Test Prep; they can receive a 1/2 credit elective. This program 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 five 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

Duval MYcroSchool has partnered with Altierus College to provide parent resources on FAFSA, college admission, etc. The school has also partnered with the armed forces: Army, Navy, and Marines to provided other career opportunities for students.

2. 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 resume 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 2018.
3. Scholars must submit a portfolio by October 27, 2017 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.

3. 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 utilized a merit designation on a standard high school diploma for the 17/18 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.

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

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" 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.

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.** At least 60% of MYcroSchool students will pass the required high-stakes FSA Reading/ELA (or achieve a concordant score on ACT or SAT), Algebra I End of Course (or achieve a concordant score on PERT), Geometry End of Course, Biology End of Course, and United States History End of Course exams. By providing students with targeted test preparation with the USA Test Prep program, in-class tutors, and Saturday school sessions, MYcroSchool will equip students to pass the required tests.
- G2.** Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2017-2018 school year.

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. At least 60% of MYcroSchool students will pass the required high-stakes FSA Reading/ELA (or achieve a concordant score on ACT or SAT), Algebra I End of Course (or achieve a concordant score on PERT), Geometry End of Course, Biology End of Course, and United States History End of Course exams. By providing students with targeted test preparation with the USA Test Prep program, in-class tutors, and Saturday school sessions, MYcroSchool will equip students to pass the required tests. **1a**

G098585

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains District Assessment	60.0

Targeted Barriers to Achieving the Goal **3**

- Intensive High Stakes Test Preparation Software needed to improve student success in the passing of Grade 10 FSA/ELA, Algebra I End of Course Exam, PERT math, Geometry End of Course Exam, SAT Reading, ACT Reading, Biology End of Course Exam, and United States History exams.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Purchase of USA Test Prep Program for Grade 10 FSA/ELA, Algebra I End of Course Exam, PERT math, Geometry End of Course Exam, SAT Reading, ACT Reading, Biology End of Course Exam, and United States History Exam. In class tutors - tutors will assist targeted students with Reading/ELA, Algebra I, Geometry, United States History, and Biology.

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

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

Person Responsible

Katie White

Schedule

Every 6 Weeks, from 8/14/2017 to 5/31/2018

Evidence of Completion

Baseline Data Charts

G2. Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2017-2018 school year. 1a

G098586

Targets Supported 1b

Indicator	Annual Target
Attendance rate	70.0

Targeted Barriers to Achieving the Goal 3

- Off Campus influences and distractions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Auto-call attendance reporting system
- Letters to parents/guardians at 5 and 10 unexcused absences each term.
- Postcard to students, parents, and guardians after 7 to 10 unexcused absences.

Plan to Monitor Progress Toward G2. 8

Monitoring of attendance logs and conducting daily auto-calls to parents/guardians when their student is absent. Direct mail out of Attendance Warning Letters to parents after 5 and 10 unexcused absences per term.

Person Responsible

Gwen Cummings

Schedule

Daily, from 8/14/2017 to 8/14/2017

Evidence of Completion

Review of FOCUS Attendance Data

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. At least 60% of MYcroSchool students will pass the required high-stakes FSA Reading/ELA (or achieve a concordant score on ACT or SAT), Algebra I End of Course (or achieve a concordant score on PERT), Geometry End of Course, Biology End of Course, and United States History End of Course exams. By providing students with targeted test preparation with the USA Test Prep program, in-class tutors, and Saturday school sessions, MYcroSchool will equip students to pass the required tests. **1**

 G098585

G1.B1 Intensive High Stakes Test Preparation Software needed to improve student success in the passing of Grade 10 FSA/ELA, Algebra I End of Course Exam, PERT math, Geometry End of Course Exam, SAT Reading, ACT Reading, Biology End of Course Exam, and United States History exams. **2**

 B265310

G1.B1.S1 By providing students with targeted test preparation with the USA Test Prep program, in-class tutors, and Saturday school sessions, MYcroSchool will equip students to pass the required tests **4**

 S281192

Strategy Rationale

USA Test is a proven software package for increased High Stakes testing proficiency.

Action Step 1 **5**

Utilization of Title I Federal Funds to acquire USA Test Prep software program in support of increased testing proficiency.

Person Responsible

Katie White

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

At least 60% of MYcroSchool students to pass the required high-stakes FSA Reading/ELA (or achieve a concordant score on ACT or SAT), Algebra I End of Course (or achieve a concordant score on PERT), Geometry End of Course, Biology End of Course, and United States History End of Course exams.

Action Step 2 5

Tutors for student achievement in ELA/Reading and Mathematics test taking proficiency

Person Responsible

Kathryn Cooley

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Action Step 3 5

Utilize school staff for Saturday School in test preparation.

Person Responsible

Katie White

Schedule

Biweekly, from 2/3/2018 to 5/12/2018

Evidence of Completion

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

Usage of the USA Test Prep package

Person Responsible

Katie White

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Usage reports from USA Test Prep, tutor progress monitoring notes, teacher lesson plans

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

Monthly checks on student usage of USA Test Prep

Person Responsible

Katie White

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Usage reports from USA Test Prep, tutor progress monitoring sheets.

G2. Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2017-2018 school year. 1

G098586

G2.B1 Off Campus influences and distractions 2

B265311

G2.B1.S1 Increased parental involvement 4

S281193

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

Kathryn Cooley

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student contact records within Power School, sign-in sheets from Parent Involvement Meetings

Action Step 2 5

We will continue to support our Parent Involvement Program and Parent Involvement Center with enhancements that includes parental guidance literature and career counseling materials for both parents and students.

Person Responsible

Kathryn Cooley

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Parent Involvement functions will be held at approximately 3 month intervals, that will include invitation mail outs, agendas, handouts and sign-in sheets.

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

PD attendance sheets and agendas will be taken/reviewed.

Person Responsible

Katie White

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PD attendance sheets and agendas will be reviewed.

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

PD attendance sign-in sheets and agendas will be used.

Person Responsible

Katie White

Schedule

Quarterly, from 8/14/2017 to 8/14/2107

Evidence of Completion

PD attendance sign-in sheets and agendas will be reviewed.

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					
G2.MA1 M411078	Monitoring of attendance logs and conducting daily auto-calls to parents/guardians when their...	Cummings, Gwen	8/14/2017	Review of FOCUS Attendance Data	8/14/2017 daily
G1.B1.S1.A3 A379128	Utilize school staff for Saturday School in test preparation.	White, Katie	2/3/2018		5/12/2018 biweekly
G1.MA1 M411075	Students will achieve average growth of 2.0 grade levels on STAR Reading scores.	White, Katie	8/14/2017	Baseline Data Charts	5/31/2018 every-6-weeks
G1.B1.S1.MA1 M411073	Monthly checks on student usage of USA Test Prep	White, Katie	8/14/2017	Usage reports from USA Test Prep, tutor progress monitoring sheets.	5/31/2018 monthly
G1.B1.S1.MA1 M411074	Usage of the USA Test Prep package	White, Katie	8/31/2017	Usage reports from USA Test Prep, tutor progress monitoring notes, teacher lesson plans	5/31/2018 monthly
G1.B1.S1.A1 A379126	Utilization of Title I Federal Funds to acquire USA Test Prep software program in support of...	White, Katie	8/14/2017	At least 60% of MYcroSchool students to pass the required high-stakes FSA Reading/ELA (or achieve a concordant score on ACT or SAT), Algebra I End of Course (or achieve a concordant score on PERT), Geometry End of Course, Biology End of Course, and United States History End of Course exams.	5/31/2018 monthly
G1.B1.S1.A2 A379127	Tutors for student achievement in ELA/ Reading and Mathematics test taking proficiency	Cooley, Kathryn	8/14/2017		5/31/2018 daily
G2.B1.S1.MA1 M411077	PD attendance sheets and agendas will be taken/reviewed.	White, Katie	8/14/2017	PD attendance sheets and agendas will be reviewed.	5/31/2018 quarterly
G2.B1.S1.A1 A379129	Duval MYcroSchool teachers will receive informational materials about positive parent...	Cooley, Kathryn	8/14/2017	Student contact records within Power School, sign-in sheets from Parent Involvement Meetings	5/31/2018 quarterly
G2.B1.S1.A2 A379130	We will continue to support our Parent Involvement Program and Parent Involvement Center with...	Cooley, Kathryn	8/14/2017	Parent Involvement functions will be held at approximately 3 month intervals, that will include invitation mail outs, agendas, handouts and sign-in sheets.	5/31/2018 quarterly
G2.B1.S1.MA1 M411076	PD attendance sign-in sheets and agendas will be used.	White, Katie	8/14/2017	PD attendance sign-in sheets and agendas will be reviewed.	8/14/2107 quarterly

V. Professional Development Opportunities

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

G2. Duval MYcroSchool staff will follow the DCPS attendance plan to achieve 70% overall average daily attendance rate for students during the 2017-2018 school year.

G2.B1 Off Campus influences and distractions

G2.B1.S1 Increased parental involvement

PD Opportunity 1

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

Facilitator

Cooley, Kathryn

Participants

Duval MYcroSchool Staff

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

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	Utilization of Title I Federal Funds to acquire USA Test Prep software program in support of increased testing proficiency.				\$2,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	0531 - Duval Mycroschool	Title I, Part A		\$2,950.00
			<i>Notes: \$2,950 in Title I funds towards USA Test Prep licenses</i>			
2	G1.B1.S1.A2	Tutors for student achievement in ELA/Reading and Mathematics test taking proficiency				\$1,305.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	160-Other Support Personnel	0531 - Duval Mycroschool	Title, I Part A		\$1,305.60
3	G1.B1.S1.A3	Utilize school staff for Saturday School in test preparation.				\$1,274.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	0531 - Duval Mycroschool	Title, I Part A		\$1,274.00
4	G2.B1.S1.A1	Duval MYcroSchool teachers will receive informational materials about positive parent communication.				\$0.00
5	G2.B1.S1.A2	We will continue to support our Parent Involvement Program and Parent Involvement Center with enhancements that includes parental guidance literature and career counseling materials for both parents and students.				\$3,323.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	370-Communications	0531 - Duval Mycroschool	Title I, Part A		\$2,323.00
			<i>Notes: Parent Involvement Night, Employment and Job Application Workshop, College Application and FASFA Workshop</i>			
	6100	510-Supplies	0531 - Duval Mycroschool	Title I, Part A		\$1,000.00
			<i>Notes: Parenting Resources, Books, etc.</i>			
Total:						\$8,852.60