

Alachua County Public Schools

Siatech Mycroschool, Inc.



2021-22 Schoolwide Improvement Plan

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Siatech Mycroschool, Inc.

7022 NW 10TH PL, Gainesville, FL 32605

<https://www.siatechschoools.org/schools/florida-charter-schools/gainesville-charter-high-school/>

Demographics

Principal: Emma Lewis

Start Date for this Principal: 10/7/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

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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. 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: School Information

School Mission and Vision

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

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Scott, William	Principal	Instructional Leader - new email - Randy.Scott@siatechmyschool.org
Bell, Brad	Math Coach	
Parker, Shelly	Science Coach	
Ryan, Cassandra	Reading Coach	
Cuello Almestica', Altagracia	Teacher, K-12	

Demographic Information

Principal start date

Thursday 10/7/2021, Emma Lewis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

154

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	10	21	32	25	88
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	3	8	9	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	20	28	20	78
Course failure in Math	0	0	0	0	0	0	0	0	0	9	19	30	22	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	8	12	11	13	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	9	14	15	20	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	8	15	17	18	58

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	8	20	20	51
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	5	5	10

Date this data was collected or last updated

Thursday 10/7/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide ELA assessment		
Level 1 on 2019 statewide Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	7	12	16	17	52
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	2	5	7	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	8	15	20	20	63
Course failure in Math	0	0	0	0	0	0	0	0	0	0	9	16	17	18	60
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	2	4	7	9	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	4	9	8	15	36

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	3	4	7	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	5	5	12

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		57%	56%
ELA Learning Gains					52%	51%		55%	53%
ELA Lowest 25th Percentile					39%	42%		41%	44%
Math Achievement					54%	51%		48%	51%
Math Learning Gains					54%	48%		43%	48%
Math Lowest 25th Percentile					48%	45%		37%	45%
Science Achievement					68%	68%		67%	67%
Social Studies Achievement					75%	73%		73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	0%	60%	-60%	55%	-55%
Cohort Comparison						
10	2021					
	2019	0%	55%	-55%	53%	-53%
Cohort Comparison						
		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	20%	66%	-46%	67%	-47%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	71%	-57%	70%	-56%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	48%	-43%	57%	-52%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- FSA
- EOC
- STAR / AIMS

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	13	17
	Economically Disadvantaged	10	9	14
	Students With Disabilities	1	0	0
	English Language Learners	4	4	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	13	17
	Economically Disadvantaged	10	9	14
	Students With Disabilities	1	0	0
	English Language Learners	4	4	4
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	5	6	7
	Economically Disadvantaged	10	9	14
	Students With Disabilities	1	0	0
	English Language Learners	4	4	4
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	6	8	8
	Economically Disadvantaged	10	9	14
	Students With Disabilities	1	0	0
	English Language Learners	4	4	4

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	11	13
	Economically Disadvantaged	8	8	8
	Students With Disabilities	5	5	5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	11	13
	Economically Disadvantaged	8	8	8
	Students With Disabilities	5	5	5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	7	6	9
	Economically Disadvantaged	9	9	9
	Students With Disabilities	5	5	5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	12	13	17
	Economically Disadvantaged	9	9	9
	Students With Disabilities	5	5	5
	English Language Learners	0	0	0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	14	15
	Economically Disadvantaged	10	10	10
	Students With Disabilities	7	7	7
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	14	19
	Economically Disadvantaged	14	14	14
	Students With Disabilities	7	7	7
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities	7	7	7
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	9	12	14
	Economically Disadvantaged	11	9	12
	Students With Disabilities	7	7	7
	English Language Learners	2	2	2
	Number/% Proficiency	Fall	Winter	Spring

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		10	12	20
	Economically Disadvantaged		15	15	15
	Students With Disabilities		10	10	10
	English Language Learners		1	1	1
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		7	9	17
	Economically Disadvantaged		15	15	15
	Students With Disabilities		10	10	10
	English Language Learners		1	1	1
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		8	9	14
	Economically Disadvantaged		15	15	15
	Students With Disabilities		10	10	10
	English Language Learners		1	1	1
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		7	6	13
	Economically Disadvantaged		15	15	15
	Students With Disabilities		10	10	10
	English Language Learners		1	1	1
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK										31	9
WHT										40	8
FRL										36	11

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD										7	
BLK										15	
WHT										38	
FRL										26	
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	45
Total Components for the Federal Index	2
Percent Tested	

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	24
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Low ELA and Alg 1 scores.....Level 1.....

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Greatest need for improvement - Reading
Simple math concepts

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors - past performances - level 1's since 3rd grade - lack of motivation - expectation

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Most improvement - attendance - uptick in math

What were the contributing factors to this improvement? What new actions did your school take in this area?

Consistent testing - common areas to test.....

What strategies will need to be implemented in order to accelerate learning?

Tutoring - learning groups

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Engaging classroom instruction
APEX hands on training
PEER teaching

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Periodic STAR / AIMS testing....implementation of Achieve 3000

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school discipline plan is based on Restorative Justice and PBS - Positive Behavioral Systems.....we are not referral based, but hands on with students and teachers making restitution of offenses by restoring justice to the victim or victims. Our school data will report 15 restorative justice conversations, much of it behind lack of progress, staying on task, and sleeping.

In terms of our academic data, most of the students we receive have been level 1 in Reading and Math since grade 3. They have been tried and tested multiple times per year and continue to not show improvements. They have also been relegated to intensive reading and math classes each year. Once they get to Siatech, they have had it.

Our improvement and monitoring plan begins with easing the tension that is centered around FSA and EOC.

We administer our STAR assessment on entry to school to identify areas of weakness and needs improvement. Our teachers can then use that data, to inform their instruction to help each one of our students with their ILP (Individual Learning Plan) mentioned earlier. Once both student and teacher have a target, constant monitoring and improvement occurs.

Also to offset the pressure of the FSA / EOC, Siatech offers the ACT - NCR. This has been a tremendous success for our students as a total of 80% were able to achieve a concordant score for Reading - 19 and Math - 16 in order to fill the ELA/Alg 1 requirement for graduation.

Last but not least, another valuable improvement strategy is our mentoring program. Every student has a teacher assigned to them at entry to be that adult in the building that supports their progress toward improvement, credit retrieval, and graduation. As mentors, we are in touch weekly with parents, sending them real-time progress monitoring through our APEX curriculum. Parents have 24/7 access to their student's account and can see their grades, % of work being done daily, % of work completed. attendance, as well as behavioral notes if needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our environment is based on the process of Restorative Justice. This process successfully builds healthy school communities, supports students and teachers, and addresses discipline issues. We have no deans, resource officers, or punitive justice system. Each stakeholder takes responsibility for their own behavior and reconciles with those that were affected by their behavior; apology. Our vision continues to BE: Respectful, Responsible, and Reliable. This plan is posted throughout our school and embedded into our

conversations. Students feel safe, respected, and have become more successful academically. We still remain without any student fights since our plan implementation; Nov. 28, 2016 almost 6 years now.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

1. Parents - support the mission of the school
2. Board - implements and monitors our fiscal responsibilities and policy adherence
3. Corporate Staff - Curriculum and Instruction, Professional Development, Human Resources, Audits
4. Instructional Staff - Teaching and Learning
5. Registrar - Academic adherence through the District office
6. Principal - Instructional Leader
7. School Guardian - protection - active shooter
8. Students - Teaching and Learning

Part V: Budget

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

Total:	\$0.00
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