# Duval Mycroschool Of Integrated Academics And Technology

## 2020-21 Schoolwide Improvement Plan

# Table of Contents

# Duval Mycroschool Of Integrated Academics And Technologies

## 1584 NORMANDY VILLAGE PKWY STE 25, Jacksonville, FL 32221

### www.mycroschooljax.org

## Demographics

### Principal: Rachel Maldonaldo

Start Date for this Principal: 8/17/2020

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | Alternative Education |
| **2019-20 Title I School** | Yes |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 74% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>Black/African American Students*<br>Hispanic Students<br>White Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: No Grade<br><br>2017-18: No Grade<br><br>2016-17: No Grade<br><br>2015-16: 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** | CS&I |
| * 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 Duval 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.

## Table of Contents

# 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) | **2019-20 Title I School** | **2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| High School 9-12 | No | % |

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

## School Grades History

Year

Grade

## School Board Approval

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

## SIP Authority

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.

## 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.**

The Mission of Duval MYcroSchool of Integrated Academics and Technologies, Inc. (Duval MYcroSchool, Inc.) is to provide a premier high school drop-out recovery program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in Real Learning for Real Life. Duval MYcroSchool views all at-risk students as 'at-promise'. MYcroSchool will provide these students with the opportunity to earn a high school diploma, leading to advanced study and expanded opportunities for success in the workforce through a sound theoretical framework of competency-based, authentic education, high expectations, an orderly atmosphere, strong emphasis on skill acquisition, frequent monitoring of progress to promote student success, and data-driven decisions in real-time to help scholars achieve their maximum potential and function positively in society.

**Provide the school's vision statement.**

The Duval MYcroSchool Vision of success characterizes:

STUDENTS as life-long learners and contributing members of society.

STAFF having an opportunity to make a difference in an environment of respect, recognition and professional growth.

COMMUNITIES benefiting from the success and contributions of MYcroSchool students.

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

### School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
|------|-------|-------------------------------|
| Maldonado, Rachel | Principal | Overall school operations, discipline, professional development, school culture, business partnerships, school safety as priority, instruction, curriculum, student information system, master scheduling, governing board, management company, and district sponsor for deliverables and financials. |
| Booth, Stephen | Teacher, ESE | ESE, ELL, and 504 students. |

### Demographic Information

**Principal start date**

Monday 8/17/2020, Rachel Maldonaldo

**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.*

3

**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.*

3

**Total number of teacher positions allocated to the school**

7

**Demographic Data**

| | |
|---|---|
| **2020-21 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 |
| **2019-20 Title I School** | Yes |
| **2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 74% |
| **2019-20 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** | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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** | CS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](). | |

## Early Warning Systems

### Current Year

**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 | 59 | 103 | 40 | 191 | 393 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 103 | 40 | 190 | 392 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 26 | 6 | 12 | 65 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 29 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 35 |

**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 | 59 | 103 | 40 | 191 | 393 |

**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 | 44 | 84 | 38 | 48 | 214 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 91 | 37 | 97 | 276 |

**Date this data was collected or last updated**
Monday 8/17/2020

### Prior Year - As Reported

**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 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 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 | |

**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 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Prior Year - 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 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 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 | |

**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 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Part II: Needs Assessment/Analysis

**School Data**
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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | **School** | **District** | **State** | **School** | **District** | **State** |
| ELA Achievement | 0% | 47% | 56% | 0% | 46% | 53% |
| ELA Learning Gains | 0% | 48% | 51% | 0% | 45% | 49% |
| ELA Lowest 25th Percentile | 0% | 42% | 42% | 0% | 39% | 41% |
| Math Achievement | 0% | 51% | 51% | 0% | 59% | 49% |
| Math Learning Gains | 0% | 52% | 48% | 0% | 52% | 44% |
| Math Lowest 25th Percentile | 0% | 47% | 45% | 0% | 45% | 39% |
| Science Achievement | 0% | 65% | 68% | 0% | 64% | 65% |
| Social Studies Achievement | 0% | 70% | 73% | 0% | 64% | 70% |

| **EWS Indicators as Input Earlier in the Survey** | | | | | |
|---|---|---|---|---|---|
| **Indicator** | **Grade Level (prior year reported)** | | | | **Total** |
| | **9** | **10** | **11** | **12** | |
| | (0) | (0) | (0) | (0) | 0 (0) |

**Grade Level Data**
**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 | 2019 | 7% | 48% | -41% | 55% | -48% |
| | 2018 | 0% | 48% | -48% | 53% | -53% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 0% | 48% | -48% | 53% | -53% |
| | 2018 | 0% | 49% | -49% | 53% | -53% |
| Same Grade Comparison | | 0% | | | | |
| 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 |
| 2019 | 4% | 67% | -63% | 67% | -63% |
| 2018 | 6% | 63% | -57% | 65% | -59% |
| Compare | | -2% | | | |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 11% | 68% | -57% | 70% | -59% |
| 2018 | 19% | 64% | -45% | 68% | -49% |
| Compare | | -8% | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 5% | 57% | -52% | 61% | -56% |
| 2018 | 0% | 61% | -61% | 62% | -62% |
| Compare | | 5% | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 7% | 61% | -54% | 57% | -50% |
| 2018 | 11% | 57% | -46% | 56% | -45% |
| Compare | | -4% | | | |

## Subgroup Data

| 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 | | | | | | | | | | 12 | |
| BLK | | | | | | | | | | 21 | 8 |
| HSP | | | | | | | | | | 14 | |
| WHT | | | | | | | | | | 32 | 14 |

| 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 |
| FRL | | | | | | | | | | 19 | 18 |
| 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 |
| 2017 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 2015-16 | C & C Accel 2015-16 |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 18 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 35 |
| Total Components for the Federal Index | 2 |
| Percent Tested | |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 12 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |
| **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% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |

| Native American Students | |
|---|---|
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |

| 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% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 15 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 2 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 14 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 1 |

| 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% | 0 |

| 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% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 23 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | 2 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 19 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 2 |

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Students w/ disabilities at 12%. Contributing factors: limited exposure to testing in Fall 2019. Not enough time to get students on grade level. Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19.

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

Both Black and White students showed declines in the past two years. Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19.

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

Cannot be completely determined since the FSA was not given in Spring 2020 due to COVID-19.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

According to the data set, all demographic groups performed under the metric for at least 1 year. White students continue to flat-line on the federal index.

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

1. School safety.
2. Cohort graduation rate.
3. Technology penetration.
4. School culture.
5. Reading and math state assessment performance.

# Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | Greater attention to lowest performing groups: White, Black, ESE students. Rationale: Worst performing groups for first time test-takers. |
| **Measurable Outcome:** | Improve the federal index from 1920 to 2021 by 5%. |
| **Person responsible for monitoring outcome:** | Rachel Maldonado (rachel.maldonado@duvalmycroschool.org) |
| **Evidence-based Strategy:** | STAR Reading Quarterly Scores monitored and reported to all teachers. Identify target list of students by Winter Break. Teachers use common planning to support reading in the content area. |
| **Rationale for Evidence-based Strategy:** | Use the data to target the correct students in the most effective FSA reporting categories. EWS data was used to determine the approach to instruction. |

**Action Steps to Implement**

1. Test all students in STAR Reading Q1 and Q2.
2. Meet and do comparison data.
3. Determine which students fall under more than 1 demographic category. E.g. White and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR Reading, compare, make adjustments to instruction if necessary.
6. Evaluate FSA scores.

| **Person Responsible** | Rachel Maldonado (rachel.maldonado@duvalmycroschool.org) |
|---|---|

| #2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups | |
|---|---|
| **Area of Focus Description and Rationale:** | ESE, White, and Black students were the lowest performing students.. EWS states these were our lowest performing students. |
| **Measurable Outcome:** | Improve the federal index from 12% to 10% for 2021. |
| **Person responsible for monitoring outcome:** | Rachel Maldonado (rachel.maldonado@duvalmycroschool.org) |
| **Evidence-based Strategy:** | Greater technology penetration for students that includes direct instruction. |
| **Rationale for Evidence-based Strategy:** | Use the data to target the correct students in the most effective FSA reporting categories. EWS data was used to determine the approach to instruction. |

**Action Steps to Implement**

1. Test all students in STAR Reading Q1 and Q2.
2. Meet and do comparison data.
3. Determine which students fall under more than 1 demographic category. E.g. White and disabled.
4. Plan out MYcroPaths instruction with teacher.

| **Person Responsible** | Rachel Maldonado (rachel.maldonado@duvalmycroschool.org) |
|---|---|

| #3. Culture & Environment specifically relating to School Safety | |
|---|---|
| **Area of Focus Description and Rationale:** | Reopening schools amidst a pandemic. This impacts student learning as it changes the manner in which students have traditionally come to a school to learn. Technology and Wifi penetration are needed to insure that students we don't see every day will fully engage in school. |
| **Measurable Outcome:** | Improve the metric 15% in 1920 to 13% in 2021. |
| **Person responsible for monitoring outcome:** | Rachel Maldonado (rachel.maldonado@duvalmycroschool.org) |
| **Evidence-based Strategy:** | STAR Reading Quarterly Scores monitored and reported by ELA Teacher. This will provide a target list by Winter Break. Teacher can then be supported to plan intensive MYcroPaths instruction in ELA strategies for first-time targeted test takers. Create intrinsic incentives for students via advisory that show growth on quarterly exams. |
| **Rationale for Evidence-based Strategy:** | Use the data to target the correct students in the most effective FSA reporting categories. EWS data was used to determine the approach to instruction. |

## Action Steps to Implement

1. Test all students in STAR Reading Q1 and Q2.
2. Meet and do comparison data.
3. Determine which students fall under more than 1
demographic category. E.g. White and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR Reading, compare, make adjustments
to instruction if necessary.
6. Evaluate FSA scores.

| **Person Responsible** | Rachel Maldonado (rachel.maldonado@duvalmycroschool.org) |
|---|---|

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**1. Close monitoring of STAR Reading and Math scores for 1 year of growth in Reading and Math.**
**2. Additional technology resources for all students of site.**
**3. Addition of advisory groups for teachers.**

# 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 ensuring all stakeholders are involved.

n/a We are not a Title I school for 2021.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | $0.00 |
|---|--------|---------------------------------------------|-------|
| 2 | III.A. | Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | $0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: School Safety | $0.00 |
| | | Total: | $0.00 |