

Duval County Public Schools

# Duval Mycroschool Of Integrated Academics And



2022-23 Schoolwide Improvement Plan

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# Duval Mycroschool Of Integrated Academics And Technologies

1584 NORMANDY VILLAGE PKWY STE 25, Jacksonville, FL 32221

www.mycroschooljax.org

## Demographics

**Principal: Rachel Maldonado**

Start Date for this Principal: 10/1/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	74%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Duval Mycroschool Of Integrated Academics And Technologies

1584 NORMANDY VILLAGE PKWY STE 25, Jacksonville, FL 32221

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

## School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	79%

## 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.**

Duval MYcroSchool Charter High School provides a premier high school dropout recovery program engaging students through relationship-focused, high-tech, and rigorous personalized learning experiences resulting in Real Learning for Real Life™.

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

Duval MYcroSchool's educational programs, including its curriculum, prepare students for today's economy with a strong emphasis on real life skills that can be transferred to the world of work and/or college. MYcroSchool has teacher-directed instruction in a student-centered environment with an innovative technology that engages students. MYcroSchool now offers the 18-credit ACCEL diploma for those students who qualify.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Maldonado, Rachel	Principal	Overall operations, curriculum, scheduling, partnerships, governing board, evaluations, certification, professional development

### Demographic Information

**Principal start date**

Monday 10/1/2012, Rachel Maldonado

**Number of teachers with a 2022 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.*

6

**Number of teachers with a 2022 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.*

0

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

6

**Total number of students enrolled at the school**

169

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	0	6	14	51	98	169
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	6	14	51	98	169
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	0	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	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	3	17	10	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	5	15	3	24
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	6	14	51	98	169

Using the table above, complete the table below with the number of students by current grade level who have 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	6	14	51	98	169

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 8/9/2022

**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 FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

**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		

**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	6	14	51	98	169
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	14	51	98	169
One or more suspensions	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	11	14	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	6	8	0	0	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	6	14	51	98	169

**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	6	14	51	98	169

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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		45%	51%					47%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								42%	42%
Math Achievement		37%	38%					51%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								47%	45%
Science Achievement		43%	40%					65%	68%
Social Studies Achievement		53%	48%					70%	73%

**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

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
2022					
2019	4%	67%	-63%	67%	-63%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	11%	68%	-57%	70%	-59%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	5%	57%	-52%	61%	-56%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	7%	61%	-54%	57%	-50%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD										43	
BLK										51	
HSP										50	
WHT										70	
FRL										46	
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
SWD										36	
BLK										35	4
HSP										31	
WHT										63	4
FRL										42	3
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

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
HSP										14	
WHT										32	14
FRL										19	18

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	55
Total Components for the Federal Index	2
Percent Tested	

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

**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
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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	35
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

## Part III: Planning for Improvement

**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?**

Trends across grade levels include poor performance in Reading among 10th grade students, African American or Black students, Hispanic students, and ESE students. Based upon the aforementioned trends, the assessment coordinator position will be leveraged to assist with Reading, Math push in or pull out groups and assisting with state testing and data analysis.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

By looking at Level 1 and 2 students, we can determine that areas for improvement among students of color need to be addressed. We can also determine what MTSS strategies can be implemented so that every student present at school is reached.

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

Factors:

1. Minority student achievement
2. COVID poor attendance
3. Low reading levels due to sustained pandemic

Actions:

1. Partnership with Stevie Watts mentoring group to address young men.
2. Fact v. Fiction theme and social media classroom course offering coupled with personal financial literacy for extra time spent on reading and research.
3. PLC meetings regarding data analysis led by the assessment coordinator and Principal.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The students performed better on ACT and SAT than state assessments which bumped up our graduation rate to approximately 42.6% in a regular testing year.

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

Factors:

1. Teacher efficacy via observation in the classroom.
2. Instructional rigor.
3. Teacher tenacity and insistence on attendance and performance.

Actions:

1. PD on Baruti Kafele's Changing the Attitude Gap
2. PLC meetings regarding data analysis led by assessment coordinator and Principal.
3. Data drill downs to individual students and making data public while protecting student anonymity.

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

1. Fidelity to the MYcroPaths model and implementation MTSS tiers.
2. Professional development on equity and inclusion driven by underperforming demographic groups.
3. Advisory program
4. College Summit program
5. Test Prep summer boot camp
6. Leverage the assessment coordinator position to boost student achievement in state testing, in turn boosting cohort grad rates.
7. Extra time in the Social Media course and leveraging 12th grade BEST standards of research to

separate Fact v. Fiction.

8. Using ARP funds and applying them directly to upgraded technology for students and teachers in the classroom.

**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.**

1. Book reading during PLC of LaGarde and Hudgin's Fact v. Fiction
2. Expressed implementation in lesson plans and teacher classroom practice of Fact v. Fiction using ARP technology during instructional time.
3. Increased frequency of opening and closing circles with students.

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

n/a

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Greater attention to lowest performing groups: White, Black, and ESE students.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Improve federal index from 1920 to 2122 by 5%.  
36.2%-->41.2%.

Led by the assessment coordinator and graduation coach during PLC:

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Progress monitoring in STAR quarterly Reading assessments.  
Progress monitoring in Achieve3000 quarterly Reading assessments.  
Progress monitoring in Fall and Spring state assessments.  
Progress monitoring in Fall and Spring SAT and ACT assessments.  
PMA Progress Monitoring throughout the year.

**Person responsible for monitoring outcome:**

Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

STAR Reading, Achieve3000, state assessments, SAT/ACT quarterly scores monitored and reported to all teachers during PLC. Identify target list of students by Winter Break. Teachers use PLC to support reading in the content area. Leverage Social Media class to support Reading and Math.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Using the data to target the correct students in the most effective FSA reporting categories will help improve the graduation rate. Push in and pull out with the assessment coordinator will be based upon school improvement data and shared-decision making during PLC for target students.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Test all students in STAR and Achieve3000 Reading Q1 and Q2.
2. Meet and do comparison data during PLC led by assessment coordinator.
3. Determine which students fall under more than 1 demographic category. E.g. White, Black, and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR/Achieve3000 Reading, compare, make adjustments to instruction if necessary.
6. Evaluate FSA, SAT, ACT scores.
7. Data chat target students on PMAs.

**Person Responsible**

Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)



**#2. Positive Culture and Environment specifically relating to School Safety**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Reopening schools amidst a pandemic with unvaccinated people. This impacts student learning as it changes the manner in which the school responds to staff and student illness.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Improve the metric from 13% in 2122 to 15% in 2223.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The school will use MYcroCases, Achieve3000, ACT/SAT, PearsonNext, and RenPlace databases to monitor and cross reference student outcomes during PLC to increase the graduation federal index from 36.2% to 41.2%.

**Person responsible for monitoring outcome:**

Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

Reading Quarterly Scores monitored and reported by ELA Teacher. This will provide a target list by Winter Break.

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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. e.g. posting on school hallway students that achieve passing scores, celebrating students on social media

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Use the data to target the correct students in the most effective FSA reporting categories. Using intrinsic strategies to celebrate student achievement.

**Action Steps to Implement**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Test all students in STAR and Achieve3000 Reading Q1 and Q2.
2. Meet and do comparison data.
3. Determine which students fall under more than 1 demographic category. E.g. White, Black, and disabled.
4. Plan out MYcroPaths instruction with teacher.
5. Pull data for Q3 STAR/Achieve3000/PMA Reading, compare, make adjustments to instruction if necessary.
6. Evaluate FSA, SAT, ACT, PMA scores.
7. The entire staff is responsible for knowing data and supporting the action steps.

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

### #3. Instructional Practice specifically relating to Math

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Greater attention to lowest performing groups: White, Black, and ESE students.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** Improve federal index from 2122 to 2223 by 5%. 42.6%-->43%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.** Led by assessment coordinator during PLC: Progress monitoring in STAR quarterly Math assessments.  
Progress monitoring in Fall and Spring state assessments.  
Progress monitoring in Fall and Spring SAT and ACT assessments.  
Ongoing PMA analysis.

**Person responsible for monitoring outcome:**

Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.** STAR/PMA Math, state assessments, SAT/ACT quarterly scores monitored and reported to all teachers during PLC. Identify target list of students by Winter Break. Teachers use PLC to support math instruction and data analysis led by assessment coordinator.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** Using the data to target the correct students in the most effective FSA?PMA reporting categories will help improve the graduation rate during PLC.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**Person Responsible**

Rachel Maldonado (rachel.maldonado@duvalmycroschool.org)

### RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

N/A

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

Principal--sets up partnerships and fosters staff development around racial equity mentoring services for students. Manages all learning plans for the school and follows up with results of the data gathered. Shares survey data during PLC and guides stakeholder planning to increase satisfactory results.

Support staff--makes sure all administrative tasks are complete and parent/student concerns are addressed with the appropriate instructional member. Keeps parents calm in the school and helps resolve disputes before they reach the teachers or Principal.

Teachers--provide thorough progress monitoring and communication regarding student achievement to parents, students, and guardians, minimizes confusion, teacher is first point of contact, uses advisory program for stakeholder satisfaction. Releases climate survey.