Lone Star High School

2023-24

Schoolwide Improvement Plan (SIP)

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Lone Star High School

8050-1 LONE STAR RD, Jacksonville, FL 32211

www.jaxlonestarhs.com

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Lone Star Mycroschool is to help at promise students earn a standard high school diploma and prepare for post-secondary success.

Provide the school's vision statement.

The Vision of Lone Star Mycroschool is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at promise students to drop out of school.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Evans, LaShanda	Principal	(1) Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school (2) Recruiting, hiring, and retaining highly qualified school staff (3) Leading all initiatives to ensure school meets defined instructional goals (4) Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement. (5) Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met. (6) Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements. (7) Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups: ● Staff ● Student ● Parents ● School district personnel ● Charter School Board of Directors ● Referring schools ● District representatives ● Community partners ● Local media ● Other stakeholders as identified (8) Facilitating a school climate that is conducive to student learning and implement research- based instructional practices. (9) Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff. Lead the school management team in developing and implementing emergency procedures.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Lone Star MycroSchool utilizes a series of teams to guide building administration through the calendar year. The School Improvement Committee focuses on continuous improvement resulting in increased student achievement.

Specifically, this committee is tasked with gathering data, completing the needs assessment for the SIP tool, formulating SMART goals based on assessment data, and then implementing and monitoring an

action plan. The Committee operates on two foundational principles which include: 1) a focus on the whole child and 2) a consideration on how the broader community will be engaged in decisions.

The team consists of 1 parent, 1 community member, 1 instructional coach, 1 reading specialist, the building administrator, board members and management team. The group meets quarterly, usually after school. This allows for parent and community members to participate. Agendas are based on current or anticipated needs as defined by the principal or suggested by members. Meetings are currently chaired by the board chair.

Decisions are made by consensus of the School Improvement Committee, or by recommendations from the group with the final decision being made by the administrator/board. Issues dealt with by the School Improvement Committee are communicated to the staff through the Building Leadership Team. Staff feedback is provided through verbal and written comments to the committee. Community members on the School Improvement Committee disseminate information to other community members/parents. Flyers sent home in student backpacks notify parents of ongoing changes. The principal reports to the School Board each month.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school leadership identifies and aligns all of the resources in order to meet the needs of all of the students by conducting regular professional learning community meetings that focus on sharing and developing best practice amongst peers who are linked with and have a shared sense of responsibility for a designated group of students. The PLCs build capacity so that members are constantly developing their toolbox of strategies to improve student outcomes. The school based teams that are adept at solution planning and hold each other accountable for following through on agreed upon actions. The PLCs are rooted in data based decision making, action research and job embedded professional learning.

Research repeatedly reinforces that highly effective schools are consistent in their practices and dedicated to monitoring data for signs of underperformance against their key goals. The Principal and Leadership team meet weekly to shape the successful implementation of PLCs. The PLC leaders ensure that the team members share progress and performance challenges in their classes, and clarify the needs from assessment data and other student level data. The Leadership Team schedules PLC meetings into the school's annual cycle of team meetings, data collection and opportunities for engagement with parents / families.

The PLC meetings are reserved for discussion about student outcomes and learning & teaching strategies to support student progress and achievement and prevented from creeping into day-to-day issues. The PLC meetings connect teacher growth opportunities to improving teaching and learning outcomes.

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and analysis. In addition, the Leadership Team will monitor the fidelity of the delivery of instruction and will provide levels of support and interventions to students based on data.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	81%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		46	50		45	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		44	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		62	64		43	40			
Social Studies Achievement*		66	66		53	48			
Middle School Acceleration					52	44			
Graduation Rate	54	88	89	56	50	61	54		
College and Career Acceleration	2	77	65	12	63	67	8		
ELP Progress		37	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	56
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	54

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	56

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	64			
ELL				
AMI				
ASN				
BLK	24	Yes	4	4
HSP	32	Yes	2	
MUL				
PAC				
WHT	34	Yes	4	
FRL	25	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL	53			
AMI				
ASN				
BLK	27	Yes	3	3
HSP	40	Yes	1	
MUL				
PAC				
WHT	36	Yes	3	
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students										54	2	
SWD											1	
ELL												
AMI												
ASN												
BLK										0	2	
HSP										0	2	
MUL												
PAC												
WHT										8	2	
FRL										0	2	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students										56	12	
SWD										48	9	
ELL										53		
AMI												
ASN												
BLK										48	6	
HSP										65	15	
MUL												
PAC												
WHT										56	16	
FRL										43		

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										54	8	
SWD										50		
ELL										71	0	

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK										55	3	
HSP										59	13	
MUL												
PAC												
WHT										54	11	
FRL										49	11	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	10%	44%	-34%	50%	-40%
09	2023 - Spring	27%	42%	-15%	48%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	52%	-52%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	52%	-52%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	64%	-56%	63%	-55%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	60%	-57%	63%	-60%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to our baseline data, reading showed the lowest performance. Contributing factors include: limited vocabulary, working memory deficit, lack of focus, low motivation, poor attendance, anxiety and social emotional trauma. Baseline data used was the STAR testing and the contributing factors were documented by the school's social worker.

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

Using our school's baseline data STAR, students failed to meet the required two-year growth in math by 15% due to poor attendance and basic knowledge of skills needed to improve in math growth.

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.

The data component with the greatest gap was reading when compared to the state average. Historically, our students come to us two or more years behind academically. Therefore, our students continued struggle is due to the following: limited vocabulary, working memory deficit, lack of focus, low motivation, poor attendance, anxiety and social emotional trauma.

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

The area that showed the most growth was reading by 5%. We increased our small group pull-outs by targeting the areas most needed according to Achieve 3000 data. The data was drilled down and individualized to form the groups.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

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

Attendance- Based on the daily attendance rate, students attended school on average 55% or less of the time, thus creating large learning gaps.
Mental Health - Based on the number of referrals to our on-campus social worker and full-service schools, our students increased in need from the previous year by 42%.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Lone Star Mycroschool's early warning system assists in identifying students early and providing them with support so that they can get back on track and graduate from MycroSchool. The early warning system uses readily available data to systematically identify students who are at promise; identified students then can be matched with appropriate interventions to help them get on track for graduation. Additionally, it is imperative to appropriately schedule students in the courses needed to graduate. Our window of time to graduate students on-time is historically very short. It is critical for students to be assigned by the registrar the appropriate classes for graduation. Indicators include: attendance, behavior, state exams, and screening exams.

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

Increase or maintain the percentage of students graduating on-time in 4 years with a standard high school diploma with a baseline of 25% to 27%
Increase the percentage of students attending from 50% to 60% using classroom data.
Increase appropriate scheduling of student schedules from 80% to 90%

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

-Review attendance data.
-Student's progress toward graduation
-Review student academic plans
-Review of student schedules for Accuracy
-Review attendance reports for improvement in school attendance rates.
-Course completion analyzed.
-Teacher and support staff will meet with students individually and
document ongoing progress.
-Compare prior year attendance rate to current year attendance rate.
-Compare prior year course
completion rate to current year course completion rate.
-5th year & 6th year graduation rates
will be analyzed.

Person responsible for monitoring outcome:

LaShanda Evans (lashanda.evans@lonestarmycroschool.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Benchmark students on monthly basis and provide remediation.
The teachers will help students register for SAT and ACT exams.
Provide tutoring during the day funded by Title I/Title II.
The registrar will review schedules quarterly for accuracy.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Remediation focused pull-outs by advisory teachers and reading specialist.
On-campus access to ACT/SAT waivers and increase the number of students enabled to register.
Completion of the correct courses in a timely manner is critical to the student's success of graduating on-time.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Creation of a school calendar for ACT/SAT/In-School Assessments/State assessment.
Monthly benchmarks focused by remediation in reading and math.
Review of schedules for accuracy.

Person Responsible: LaShanda Evans (lashanda.evans@lonestarmycroschool.org)

By When: Start Date: 09/2023 End Date: 06/2024

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Area of Focus chosen for our ESSA subgroup shows the lowest achievement data reported last school year—our Black/African-American subgroup.

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

Lone Star will see a 5% ELA learning gain from our lowest quartile ESSA focus group.

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

We will monitor this Area of Focus for the desired outcome through the FSA at the end of the year and periodically through the use of IXL as a remediation tool and the STAR baseline data assessment as a diagnostic and growth monitoring tool.

Person responsible for monitoring outcome:

LaShanda Evans (lashanda.evans@lonestarmycroschool.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will continue to offer the identified areas of need from IXL/STAR for students who have been screened and show a need within our lowest quartile. We will combine this strategy with standards-based learning through our ELA and Intensive Reading classes.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale behind implementing this Area of Focus is that our remediation must be drilled down to the area of focus for each student individually in order to meet each student's specific need. The high-yield strategy of using IXL /STAR to pinpoint each student's area of need will allow us to instruct students more accurately combined with standards-based instruction using our best teachers to yield the most improvement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Dedicate specific screening time for STAR/IXL for all students to identify each student's specific area of need. Identification of students will allow for groups to be constructed for pull-outs during the day and push-ins by our reading specialist.

Person Responsible: LaShanda Evans (lashanda.evans@lonestarmycroschool.org)

By When: 9/2023 - 6/2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Lone Star MycroSchool utilizes a series of teams to guide building administration through the calendar year. The School Improvement Committee focuses on continuous improvement resulting in increased student achievement.

Specifically, this committee is tasked with gathering data, completing the needs assessment for the SIP tool, formulating SMART goals based on assessment data, and then implementing and monitoring an action plan. The Committee operates on two foundational principles which include: 1) a focus on the whole child and 2) a consideration on how the broader community will be engaged in decisions.

The team consists of 1 parent, 1 community member, 1 instructional coach, 1 reading specialist, the building administrator, board members and management team. The group meets quarterly, usually after school. This allows for parent and community members to participate. Agendas are based on current or anticipated needs as defined by the principal or suggested by members. Meetings are currently chaired by the board chair.

Decisions are made by consensus of the School Improvement Committee, or by recommendations from the group with the final decision being made by the administrator/board. Issues dealt with by the School Improvement Committee are communicated to the staff through the Building Leadership Team. Staff feedback is provided through verbal and written comments to the committee. Community members on the School Improvement Committee disseminate information to other community members/parents.
Flyers sent home in student backpacks notify parents of ongoing changes. The principal reports to the School Board each month.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated via the school's website and at school events upon request. A copy will also be available for review in the parent resource room daily (copy available upon request).

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school completes a PFEP, which is available at the school site and via the school's website. Parents are invited to attend orientation meetings twice per year. They receive weekly Progress Reports via email regarding their students' work and attendance during the week. Every parent is contacted by phone at least once per month with a positive comment about their child. Our administration and teachers are available by phone and in person during school hours. We encourage all contact with parents.

Formal and informal partnerships with community agencies and postsecondary institutions are developed to enhance the services provided to all students. The Principal secures affiliation agreements with community agencies and postsecondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. Teachers hosts College and Career Fairs, postsecondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, creation and involvement of the school's charter board.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our accelerated learning model is student-directed, mastery-based, and technology-enhanced learning to serve over-age, under-credited, and retained students who learn at different rates and have diverse learning styles. Using a combination of instructional software, student-directed learning activities, and supplemental resources and materials, the curriculum will have the breadth and depth to provide students with the required courses to comply with the graduation requirements to earn a MycroSchool diploma. The school's innovative instructional program will contain the following elements, which contribute to student learning and achievement and reduce the likelihood that a student will drop out.

● Small Learning Environment – Safe and secure learning environment that will provide small student/ teacher ratios for personalized attention and learning.
● A Blended Teaching and Learning Environment – Evidence-based instructional software designed to deliver content requiring ongoing interaction between the teacher, the learner and the software.
● Rigorous and Relevant Curriculum – Curriculum aligned to the State Standards focused on making real-world connections relevant to students' lives.
● Individual Success Plan – A comprehensive plan that serves as a "roadmap" to student success.
● Lesson and Module Based – Self-contained student learning activities based on a specific concept and topic.
● Ongoing Communication of Student Progress – A virtual portal for students, parents, teachers, and administrators to track, monitor, and measure individual student progress toward completion of the Individual Success Plan.
● Direct Instruction – Individual and small group instruction led by highly qualified teachers that is focused on targeted intervention
● Mastery-based Instruction – Instruction guided by individual student mastery rather than seat time as the student works toward achieving state standards.
● Seminars – Relevant learning opportunities for students to interact with experts in chosen career fields during school-sponsored career days.
● Respect and Relationships – Learning activities focused on developing respect for self and peers, as well as learning and building relationships with peers, teachers, family, and community.
● Students with high truancy are placed on attendance contracts requiring 75% attendance in order to earn credits towards graduation. Their attendance is monitored closely, and parents are notified each time the student is absent.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$69,290.62
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0471 - Lone Star High School	UniSIG	1.0	$30,771.74
			Notes: Paraprofessional Salary			
	5100	200	0471 - Lone Star High School	UniSIG	1.0	$14,942.00
			Notes: Paraprofessional Benefits			
	6100	130	0471 - Lone Star High School	UniSIG	0.1	$3,750.00
			Notes: Registrar Salary			
	5100	150	0471 - Lone Star High School	UniSIG	0.5	$19,826.88
			Notes: Paraprofessional Salary			
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				$0.00
					Total:	$69,290.62

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No