

Alachua County Public Schools

Siatech Mycroschool, Inc. School



2023-24

Schoolwide Improvement Plan (SIP)

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Siatech Mycroschool, Inc.

7022 NW 10TH PL, Gainesville, FL 32605

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

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.

Siatech MYcroSchool provides a premier high school dropout recovery program for students, ages 15-24, engaging students through relationship-focused, high-tech, and rigorous personalized learning experiences.

Provide the school's vision statement.

Siatech MYcroSchool's vision is to provide a second chance and alternate opportunity for students to earn their high school diplomas in a nontraditional academic setting.

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
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Lewis, Emma	Principal	Emma Lewis is the Principal of Siatech MYcroSchool Charter High School. She oversees the entire academic program from a student's enrollment throughout their entire academic journey. The Principal oversees and ensures the accuracy of course assignments, individualized academic plans and supports, progress monitoring, curriculum modification, awarding of credits, administration of state standardized assessments, accuracy of graduation requirements, ESE/504 accommodation services, notifying parents and guardians of student academic status and progress and ensures all Siatech MYcroSchool, FDOE and Alachua County School District policies and protocols are adhered to. The Principal hires, evaluates and establishes professional goals for her academic team, ensuring professional development, credentialing and instructional development of academic instruction through the Siatech MYcroSchool model (MYcroPaths) and the established learning platform (Edmentum Courseware).
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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.

This SIP was discussed with the school administration, teachers and school staff . Collaboratively, they looked at the school data from 2021- 2022 and developed a plan that would include necessary interventions and strategies to address the deficits of the students and enhance the students' skills.

Additionally, the SIP was shared with the Governing Board and the Education Service Provider (MYcroSchool, Inc.)

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))

All aspects of this SIP will be fully implemented. Bi-weekly Data Chats will be held and as a staff we will look at the effectiveness of the programs and interventions which have been implemented, derived from student data. This SIP will be modified based upon the results of the data and the effectiveness of the strategies, programs and interventions. The monitoring will specifically look at all subgroups to ensure progress is evident and make adjustments based on data as needed.

Demographic Data	
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	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	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)	Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History	
School Improvement Rating History	2021-22: I 2018-19: I 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	4	58	52	0	59	56
ELA Learning Gains		51	52		52	51
ELA Lowest 25th Percentile		33	41		39	42
Math Achievement*	0	48	41	3	54	51
Math Learning Gains		47	48		54	48
Math Lowest 25th Percentile		41	49		48	45
Science Achievement*	0	65	61	4	68	68
Social Studies Achievement*	0	72	68	3	75	73
Middle School Acceleration						
Graduation Rate	30			24		
College and Career Acceleration	8			6		
ELP Progress						

* 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	7
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	42
Total Components for the Federal Index	6
Percent Tested	

2021-22 ESSA Federal Index	
Graduation Rate	30

ESSA Subgroup Data Review (pre-populated)

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				
ELL				
AMI				
ASN				
BLK	20	Yes	3	3
HSP	27	Yes	1	1
MUL				
PAC				
WHT	16	Yes	3	1
FRL	19	Yes	3	3

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)

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	4			0			0	0		30	8	
SWD												
ELL												
AMI												
ASN												
BLK										40	0	
HSP										27		
MUL												
PAC												

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
WHT										16		
FRL										33	5	

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										34	11	
SWD												
ELL												
AMI												
ASN												
BLK										31	9	
HSP												
MUL												
PAC												
WHT										40	8	
FRL										36	11	

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	0			3			4	3		24	6	
SWD										7		
ELL												
AMI												
ASN												
BLK								0		15		
HSP												
MUL												
PAC												
WHT										38		
FRL								0		26	0	

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	25%	52%	-27%	50%	-25%
09	2023 - Spring	*	52%	*	48%	*

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

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	57%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

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.

The data component for last year that showed the lowest performance was Math, Science and Social Studies Achievement. The contributing factor leading to last year's low performance in these components is the fact that a low number of our students were tested for the Algebra, Geometry, Biology and US History EOCs during the 2021- 2022 school year.

Subgroup Data (22-23 FAST and EOC data):

AA 13% ELA, 0% Algebra, 0% Biology, 0% US History 0%

Hispanic 20% ELA, Algebra 0%, Geometry 0%

White 25% ELA, Algebra 0%, Geometry 50%, Biology 0%, US History 50%

SWD 16% ELA, 0% Algebra, 25% Geometry, 0% Biology, 20% US History

ELL - LY students 0% on all assessments

Overall ESSA Index in 21-22: 7% (fell from 45% in 20-21)

Testing requirements: less than 95% of students were tested (10.3% tested)

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

The data component that showed the greatest decline for the prior year (2020 - 2021) would be the % of students testing and the performance of the African American and Hispanic subgroups in all tested areas. In 2021- 2022 SY African American was 40. In 2020 - 2021 African American was 31. In 2021- 2022 Hispanic was 27. In 2020 - 2021 Hispanic was 0. The factor that contributed to this decline was there was a low number of students tested.

Subgroup Data (22-23 FAST and EOC data):

AA 13% ELA, 0% Algebra, 0% Biology, 0% US History 0%

Hispanic 20% ELA, Algebra 0%, Geometry 0%

White 25% ELA, Algebra 0%, Geometry 50%, Biology 0%, US History 50%

SWD 16% ELA, 0% Algebra, 25% Geometry, 0% Biology, 20% US History

ELL - LY students 0% on all assessments

Overall ESSA Index in 21-22: 7% (fell from 45% in 20-21)

Testing requirements: less than 95% of students were tested (10.3% tested)

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.

Graduation rate is 30.3% which is comparable for drop-out prevention/alternative schools.

Subgroup Data:

ED 31.4%

SWD 14.3%

AA 26.3%

Hispanic 14.3%

White 44%

Factors contributing to the low graduation rate include attendance, course completion rates, and proficiency or concordant scores.

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

In the 22-23 school year, efforts were in place to improve the percent of students tested. At each testing window, students tested on each assessment that they had not passed or had a concordant score for to satisfy the graduation requirement. An assessment coordinator was hired and we developed a test refresher/boot camp in advance of the assessments. Daily bell ringers were given to provide students

access to test types on a regular basis. Communication with students and families increased to provide an awareness of testing windows and expectations.

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

First area of concern is student attendance and course completion.

Second area of concern is student ELA/Algebra 1 EOC.

9th 10 students with 10+ absences, 7 students with 2+ EWS Indicators

10th 12 students with 10+ absences, 8 students with 2+ EWS Indicators

11th 27 students with 10+ absences, 15 students with 2+ EWS Indicators

12th 33 students with 10+ absences, 2 students with 2+ EWS Indicators

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

1. Improve student attendance and course completion
2. Improve student success on the ELA and Algebra 1 EOC
3. Improve Graduation Rate

Subgroups to focus on include:

Subgroup Data (22-23 FAST and EOC data):

AA 13% ELA, 0% Algebra, 0% Biology, 0% US History 0%

Hispanic 20% ELA, Algebra 0%, Geometry 0%

White 25% ELA, Algebra 0%, Geometry 50%, Biology 0%, US History 50%

SWD 16% ELA, 0% Algebra, 25% Geometry, 0% Biology, 20% US History

ELL - LY students 0% on all assessments

Overall ESSA Index in 21-22: 7% (fell from 45% in 20-21)

Testing requirements: less than 95% of students were tested (10.3% tested)

Graduation rate is 30.3% which is comparable for drop-out prevention/alternative schools.

Subgroup Data:

ED 31.4%

SWD 14.3%

AA 26.3%

Hispanic 14.3%

White 44%

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.

Siatech MYcroSchool is a dropout recovery charter high school and the students that enroll are already fighting to graduate. There are many intrinsic and extrinsic variables that can cause discouragement and marginalization. Because of the intrinsic and extrinsic variables that can cause discouragement and a severe lack of motivation, many students do not value an education and school attendance is not a priority, have deficits in reading and math skills, and struggle to complete required courses. Our focus will be to improve regular attendance and address chronic absences. This will be for all students, but we will also monitor our subgroups to ensure improvement for all students.

Measurable Outcome:

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

During the 2023 2024 school year, average daily attendance will improve by 10%. Monthly attendance comparisons will demonstrate student attendance improvements by at least 5%. Weekly monitoring of attendance occurs with all staff and the daily attendance rate will improve to at least 60% every day. Subgroups will be monitored and supported to improve attendance.

Attendance Data:

9th Grade- 10 students with 10+ absences, 7 students with 2+ EWS Indicators

10th Grade- 12 students with 10+ absences, 8 students with 2+ EWS Indicators

11th Grade- 27 students with 10+ absences, 15 students with 2+ EWS Indicators

12th Grade- 33 students with 10+ absences, 2 students with 2+ EWS Indicators

Monitoring:

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

Paraprofessionals will collaborate with the general education teachers to support a learning plan to address the reading and math skill deficits of our lower performing students. Paraprofessionals will work independently with the students on course assignments to better assist with understanding and mastering skills associated with the assignments; therefore, improving their reading and math skills. The effectiveness of this implementation will be monitored in the Edmentum Courseware Learning Platform where students must achieve 80% or better on mastery exams, unit post exams, and End of Semester Exams to earn credits on course completion.

Additionally, teachers will mentor, and monitor attendance of all students assigned to their 3rd period class. Teachers will track attendance data and contact students, parents and/or guardians. Attendance data will be reviewed weekly at data chat meetings. Plans will be devised to assist in the improvement of attendance for consistently absent students. Attendance incentives will be implemented throughout the school.

Daily attendance rates will be monitored, and students will be involved in an attendance challenge. Subgroups will be monitored for improvement.

Person responsible for monitoring outcome:

Emma Lewis (emma.lewis@siatechmycroschool.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.)

Paraprofessionals will collaborate with teachers and provide individualized instruction to lower performing students in the reading and math classrooms, assisting these students to improve reading and math skills and complete course assignments.

Teachers, who provide instruction to the students daily, will become the students' mentors. This will provide the students with a dedicated professional who will not only monitor attendance but be "their person" at the school.

Attendance challenges will motivate students to increase attendance and will occur monthly. Independent challenges may be developed as demonstrated by student data.

These interventions will provide a sense of stability, belonging and a boost in student confidence pertaining to their academic limitations to ultimately increase school attendance. By implementing these systems, a provision is created to increase the students' skills and decrease anxiety regarding school. Students will begin to value school and not feel defeated or intimidated because of a lack of academic skills, which will increase school attendance, reading and math skills, and course completions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The majority of students who enroll at Siatech MYcroSchool enroll with multiple variables that have created barriers which effect academic growth, causing a deficiency in skills and lack of motivation to attend school. By implementing the assistance of paraprofessionals to support and work independently with lower performing students and by assigning a teacher, who provides daily instruction to the students and have already developed a positive relationship with the students, as their mentor who will monitor course completion and school attendance, students will develop a sense of belonging, stability and confidence academically. Tutoring will be provided twice a week. Students' reading and math skills will improve, course completions and school attendance will increase.

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 3 - Promising 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.

Teachers will mentor all students assigned to their 3rd period classes, monitor school attendance of all students they mentor daily and will track students' attendance data.

Person Responsible: Emma Lewis (emma.lewis@siatechmycroschool.org)

By When: September 5, 2023

Student attendance data will be discussed at weekly data chats and strategies will be developed and adjusted as needed to assist with the improvement of attendance.

Students, parents and/or guardians will be contacted to develop a plan to assist with the improvement of school attendance (resources).

Person Responsible: Emma Lewis (emma.lewis@siatechmycroschool.org)

By When: September 5, 2023

School-wide attendance initiatives will be implemented. Staff professional learning will occur to ensure implementation.

Person Responsible: Emma Lewis (emma.lewis@siatechmycroschool.org)

By When: September 5, 2023

Create a tracking tool for mentors and use the tracker for weekly student monitoring. Weekly the attendance tracker tool will be utilized staff-wide and monitored.

Person Responsible: Emma Lewis (emma.lewis@siatechmycroschool.org)

By When: September 5, 2023

#2. Graduation specifically relating to Graduation

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.

Graduation is our top priority for our students but this is a challenge as our students enroll significantly behind in credits earned, with low GPA's and lack test scores needed to meet graduation requirements. Our current graduation rate is 33%.

Historically, at least 95% of students who enroll with us have not passed one or more of their required assessments to meet graduation requirements. Transcript analysis reveals that most enrolling students grade point averages are between 1.0 to 1.7, which is below the state-required 2.0 in order to graduate. In addition, students are well below earned credit requirements to earn a diploma. Focusing on meeting the needs of each student to earn a diploma will result in an improved graduation rate.

Measurable Outcome:

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

During the 2023-2024 school year, FSA Reading and Algebra1 and/or Geometry EOC assessment scores will improve by 25%.

Our graduation rate goal is 35% of students graduating on time.

Course credits earned by students enrolled for both Survey 2 and 3 will increase by 5% for the school year.

Students enrolled in both Survey 2 and 3 will demonstrate at least one year's growth in STAR Reading. IXL usage will show at least 50% of students will meet their learning goals quarterly.

This data will be pulled for all students but will also be monitored by identified subgroups to ensure progress is being made.

Monitoring:

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

As a team, Administration, Teachers, and Staff will discuss and analyze the data for effectiveness. Modifications to students' lessons in IXL and Reading Plus will be made, and additional supplemental assignments will be applied as needed. The paraprofessional will provide additional support for students and monitor the usage and progress.

Student goal setting and tracking for course completion is monitored using the curriculum platform. Adults conduct formal and informal data chats with students, teachers, and the paraprofessional. Boot camps and daily warmups will engage students with test preparation along with using IXL. Tutoring will be provided two days per week to aid in course completion.

Subgroup Data (22-23 FAST and EOC data):

AA 13% ELA, 0% Algebra, 0% Biology, 0% US History 0%

Hispanic 20% ELA, Algebra 0%, Geometry 0%

White 25% ELA, Algebra 0%, Geometry 50%, Biology 0%, US History 50%

SWD 16% ELA, 0% Algebra, 25% Geometry, 0% Biology, 20% US History

ELL - LY students 0% on all assessments

Overall ESSA Index in 21-22: 7% (fell from 45% in 20-21)

Testing requirements: less than 95% of students were tested (10.3% tested)

Person responsible for monitoring outcome:

Emma Lewis (emma.lewis@siatechmycroschool.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.)

Reading Plus, a supplemental reading intervention program, and IXL, supplemental for ELA and math, will be implemented into the master schedule. Students will have 3.5 hours per week of math and reading intervention. Students will complete IXL and Reading Plus at their independent level. The IXL Administrator and Reading Plus Paraprofessional (success coach) will monitor and submit IXL and Reading Plus progress data. These interventions will increase reading and math skills to improve ELA and Algebra 1 EOC assessment results. As a team, Administration, Teachers, and Staff will discuss and analyze the data for effectiveness. Modifications to students' lessons in IXL and Reading Plus will be made, and additional supplemental assignments will be applied as needed.

Student goal setting and tracking for course completion is monitored weekly to aid in meeting graduation requirements. GPAs will be monitored quarterly. Tutoring and additional support with a paraprofessional (success coach) will provide another mentor to help students as they overcome academic deficits and in preparation for state required assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The majority of students who enroll at Siatech MYcroSchool enroll with multiple variables that have created barriers which effect academic growth, causing a deficiency in reading and math skills. By implementing the IXL and Reading Plus programs into our master schedule and requiring 3.5 hours of reading and math intervention per week, our students' reading and math skills will improve and will lead to improved course completions and improved scores on the state required assessments. Tracking student course completion, assessment success, and GPA's will be monitored to result in an improved graduation rate. Tutoring and an additional paraprofessional serving as a mentor and success coach will provide additional individualized support for students.

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 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Reading Plus will be purchased and implemented into the master schedule along with IXL, as a supplemental ELA and Math program.

Students will have 3.5 hours per week of math and reading intervention. Students will complete IXL and Reading Plus Learning Platform's reading and math level-specific lesson.

Person Responsible: Emma Lewis (emma.lewis@siatechmycroschool.org)

By When: IXL student use will begin 8/14/23, Reading Plus student use will begin 11/01/23 Progress data for IXL and Reading Plus will be monitored bi-weekly. IXL tracking and data chats will begin 8/23/23 Reading Plus tracking and data chats will begin 11/15/23

Hire a paraprofessional to serve as a success coach to monitor student progress and usage on Reading Plus and present data at bi-weekly data chat meetings.

The IXL Administrator to monitor IXL data and present data at bi-weekly data chat meetings.

The IXL Administrator and Reading Plus Paraprofessional (Success Coach) will monitor and submit IXL and Reading Plus progress data during data chat meetings.

Person Responsible: Schuan Chisholm (schuan.chisholm@siatechmycroschool.org)

By When: Hire paraprofessional - when uniSIG funding is approved by Jennifer Steptoe IXL tracking and data chats will begin 8/23/23 Reading Plus tracking and data chats will begin 11/15/23

Professional learning will be provided to all staff to support the implementation of IXL and Reading Plus.

Person Responsible: Schuan Chisholm (schuan.chisholm@siatechmycroschool.org)

By When: IXL Training - 8/4/23 Reading Plus Training - 10/30/23

Provide tutoring opportunities for students to gain additional support in meeting academic needs.

Person Responsible: Emma Lewis (emma.lewis@siatechmycroschool.org)

By When: Begin 8/22/23 Weekly every Tuesday and Thursday

Purchase supplemental instructional materials for student use during tutoring and in the classroom as needed.

Person Responsible: Emma Lewis (emma.lewis@siatechmycroschool.org)

By When: Upon approval of the uniSIG budget from Jennifer Steptoe

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).

As a result of the 2021 2022 EWS data for Siatech MYcroSchool, the school has been identified as a Comprehensive Support and Improvement School based upon chronically low performing subgroup data. The utilization of the school improvement funding allocations will be to address the deficits identified in the ESSA subgroups and specific areas in which the school is underperforming. A comprehensive needs assessment of the critical deficit areas has been completed and an evidenced-based intervention program will be purchased and incorporated into the master schedule. Additional personnel will be hired to assist with the facilitation of the intervention programs and monitor student data.

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 2023 2024 SIP, UniSIG budget, and SWIP will be disseminated to the school staff and faculty, Governing Board, Education Service Provider (MYcroSchool, Inc.), students and families the following ways:

1. The school staff and faculty assisted in the formulation of the plan and will receive an electronic copy of the plan.
2. The Governing Board and Education Service Provider must approve of this plan and budget and will

receive an electronic version of the approved plan.

3. The students, families and all previously mentioned parties will have access to this plan via the school website at siatechmycroschool.org. Additionally, a hard copy of this document will be provided per 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))

Positive relationships with parents/families to fulfill the school's mission and support the needs of the students begins at orientation. All parents/families are required to attend new student orientation with their student. In orientation, parents/families are informed of the school's mission, standard operations of the school to assist our students academically, and expectations of the students.

Parents/families are informed of their child's progress in the following ways:

1. Parents/families have credentials to access their child's Edmentum Courseware to see their daily progress.
2. Parents/families have access to contact their child's Principal and/or faculty and staff via email or phone to inquire about progress or concerns.
3. The Principal has an "Open Door" policy and will always avail herself whenever possible to speak with parents/families regarding student progress and/or student concerns.
4. Parent/families receive student progress reports every 9-weeks via US mail and a copy of the report is given to the student to give to their parent/family.

Positive relationships to fulfill the school's mission, support the needs of the students, and inform of student progress with other stakeholders, such as the Governing Board of Directors, Educational Support Providers, and Alachua County School District, will be addressed in the following ways:

1. Information is shared with these stakeholders monthly during Governing Board Meetings and/or as needed to solicit support for the school and the students.
2. Open House/Title I Family Engagement Events
3. Parent/Teacher conferences

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)

The academic program will be strengthened and the amount and quality of learning time will be increased by implementing additional reading and math interventions into the master schedule. Students will receive an additional 3.5 hours per week of intensive and additional level-specific reading and math intervention with the implementation of IXL and Reading Plus. This will be provided, in addition to the rigorous and accelerated curriculum provided on the Edmentum Courseware Learning Platform.

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

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Teachers will mentor and monitor attendance of all students assigned to their 3rd period class. Students will know who "their person" is at the school. Teachers will track attendance data and contact students, parents and/or guardians. Attendance data will be reviewed weekly at data chat meetings. Plans will be devised to assist improve attendance for consistently absent students. Attendance incentives will be implemented throughout the school.

Alachua County Public School District provides a School Social Worker under their Student Services Department. A certified Mental Health Counselor/School Social Worker is here once a week to provide mental health counseling as well as additional resources to our students, parents/families as needed. Furthermore, these services are available to our students, parents/families whenever needed, in the absence of the Mental Health Counselor/School Social Worker.

Additionally, Alachua County Public School District provides a family liaison to provide additional resources to our students, parents/families. These resources are vast and provide wrap-around services as needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Siatech MYcroSchool provides an awareness of post secondary opportunities and the workforce in the following ways:

1. Siatech MYcroSchool has a yearly career fair. In attendance are all branches of the military, local colleges, Jacksonville Job Corps Center, and local business. Students have opportunity to talk with these representatives to learn about the requirements for admission and relatable employability skills.
2. Students attend field trips to the Santa Fe College to tour their Career and Technical programs and speak with an admission advisor.
3. We have a partnership with Santa Fe College's Achieve Program to increase awareness of local collegiate programs and provide financial aid workshops for students and parents/families.
4. Students are encouraged to attend Santa Fe College's College Fair (colleges from all over the state are represented). Students have an opportunity to speak with admission advisors, financial aid advisors and learn of the requirements for admission.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Faculty and staff will have professional development to ensure the effective implementation of our Learning model (Edmentum Courseware) and our newly initiated reading and math interventions (IXL

and Reading Plus). In addition, faculty and staff will learn how to monitor the data from these programs to devise and modify learning goals and supplemental assignments to assist with student achievement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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				\$0.00
2	III.B.	Area of Focus: Graduation: Graduation				\$67,616.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0991 - Siatech Mycroschool, Inc.	UniSIG		\$4,700.00
			<i>Notes: Technology Related Rentals - 100 Reading Plus Student Licenses. he resource is used to supplement the core curriculum and focuses on providing continuous spiraling instruction in reading skills including building background knowledge, academic vocabulary across content areas, comprehension and writing for students</i>			
	5100	310	0991 - Siatech Mycroschool, Inc.	UniSIG		\$1,725.00
			<i>Notes: Training Consultant - Reading Plus Professional Development for 1 on-site training session with staff.</i>			
	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$839.82
			<i>Notes: Supplemental Student workbooks - 42 Geometry EOC Workbooks @ \$19.99 each</i>			
	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$7,790.00
			<i>Notes: Supplemental ELA Workbooks 75 copies of Carson Delloso 100 Plus Series: Reading Comprehension @ \$12.99 each 75 copies of The Art of English Grammer @ \$9.99 each 25 copies of FSA Grade 9 ELA Success @ \$30.99 each 100 copies of FSA Grade 10 ELA Success @ \$30.78 each 25 copies of English Grammer & Punctuation Quick Study Guide @ \$6.95 each 20 copies of English Language Learning with Super Support Book 1 @ \$9.99 each 20 copies of English Language Learning with Super Support Book 2 @ \$12.75 each 75 copies of English Grammer Workbook for Adults @ \$12.49 10 copies of Merriam-Webster Spanish-English Dictionary @ \$7.50 each 5 copies of English-Haitian Creole Bilingual Dictionary @ \$39.95 each 25 copies of Webster's Dictionary & Thesaurus for Students @ \$14.98 each</i>			
	5100	510	0991 - Siatech Mycroschool, Inc.	UniSIG		\$100.00
			<i>Notes: Digital Download - Supplemental Algebra I Intervention program</i>			
	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$1,506.52
			<i>Notes: Supplemental Curriculum - 75 copies of Everglades Math (Algebra 1) @ \$18.95 each plus shipping @ \$85.27</i>			

	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$1,349.25
			<i>Notes: Supplemental Student Workbooks - 75 copies of US History EOC Workbooks @ \$17.99 each</i>			
	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$4,808.50
			<i>Notes: Supplemental Student Books 50 copies of Workbook for Comtemporay Economics @ \$6.50 each 50 copies of Mark Twain US Government Interactive Books @ \$9.99 each 50 copies of Mark Twain People and Events American History @ \$11.69 each 50 copies of The World History Workbook: Ancient World to Present @ \$40.00 each 50 copies of Contemporary Econoimcs: Student Workbook @ \$27.99 each</i>			
	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$2,249.25
			<i>Notes: Supplemental Student Workbooks - 75 Florida Biology EOC Practice Workbooks @ \$29.99 each</i>			
	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$544.65
			<i>Notes: Supplemental Science Books 15 copies of Biology Made Easy: Illustrated Study Guide @ \$14.99 each 20 copies of Stec-Vaughn High School Science @ \$15.99 each</i>			
	6300	110	0991 - Siatech Mycroschool, Inc.	UniSIG	0.04	\$3,959.43
			<i>Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.</i>			
	6300	210	0991 - Siatech Mycroschool, Inc.	UniSIG		\$537.29
			<i>Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist</i>			
	6300	220	0991 - Siatech Mycroschool, Inc.	UniSIG		\$302.90
			<i>Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist</i>			
	6300	230	0991 - Siatech Mycroschool, Inc.	UniSIG		\$297.08
			<i>Notes: Insurance benefits for School Improvement Principal Specialist</i>			
	6300	290	0991 - Siatech Mycroschool, Inc.	UniSIG		\$20.19
			<i>Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist</i>			
	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$3,862.00
			<i>Notes: Supplemental Science Books 50 copies of Biology Made Easy: Illustrated Study Guide @ \$14.99 each 50 copies of Harcourt Biology Teaching Book @ \$15.32 each 50 copies of Stec-Vaughn High School Science @ \$15.99 each 50 copies of GED Test: Science Flash Review @ \$15.95 each 50 copies of Let's Review Regents: Earth Science @ \$14.99 each</i>			
	5100	520	0991 - Siatech Mycroschool, Inc.	UniSIG		\$2,578.00
			<i>Notes: Supplemental Math Books 100 Pre-Algebra @ \$14.49 each and 100 Geometry workbooks @ \$11.29 each</i>			

	5100	394	0991 - Siatech Mycroschool, Inc.	UniSIG	0.47	\$11,550.00
			<i>Notes: Salary Reimbursement for Charter School 1, 3.75 hr./daily Instructional Paraprofessional to support ELA Intervention.</i>			
	5100	394	0991 - Siatech Mycroschool, Inc.	UniSIG		\$883.51
			<i>Notes: SSI Reimbursement for Charter School @ 7.65% for 1, 3.7 hour Instructional Paraprofessional to support ELA Intervention</i>			
	5100	394	0991 - Siatech Mycroschool, Inc.	UniSIG	0.7	\$16,732.80
			<i>Notes: Salary Reimbursement for Charter School 1, 5.6 hr./daily Instructional Paraprofessional to support ELA Intervention.</i>			
	5100	394	0991 - Siatech Mycroschool, Inc.	UniSIG		\$1,280.06
			<i>Notes: SSI Reimbursement for Charter School @ 7.65% for 1, 5.6 hour Instructional Paraprofessional to support ELA Intervention</i>			
					Total:	\$71,250.00

Budget Approval

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

No