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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

## I. School Information

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### A. School Mission and Vision

#### Provide the school's mission statement

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Siatech MYcroSchool provides a premier high school dropout recovery program for students, ages 14-24, engaging students through relationship-focused, high-tech, and rigorous personalized learning experiences.

#### Provide the school's vision statement

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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.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Emma Lewis

emma.lewis@siatechmycroschool.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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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. She oversees and ensures the accuracy of course assignments, individualized academic plans and supports to address student skill deficiencies, progress monitoring, curriculum modification, awarding of credits, administration of state standardized assessments, accuracy of graduation requirements, ESE/504 accommodation services, school safety, notifying parents and guardians of student

academic status and progress and ensures all MYcroSchool Inc., FDOE and Alachua County School District policies and protocols are adhered to. She 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).

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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This SIP was discussed with the school administration, teachers and school staff. Collaboratively, they looked at the school data from 2024-2025 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.).

## 3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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All aspects of this SIP will be fully implemented. 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.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL IMPROVEMENT RATING HISTORY</b>	<b>2024-25: I 2023-24: I 2022-23: 2021-22: I 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

Using 2024-25 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
	9	10	11	12	
School Enrollment					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2025-26)

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
	9	10	11	12	
Students with two or more indicators					0

### Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment	6	15	30	45	96
Level 1 on statewide Algebra assessment			22	21	43

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	0	0	0	0	0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year		2	1		3
Students retained two or more times					0

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	0	59	59	0	56	55	22	53	50
Grade 3 ELA Achievement									
ELA Learning Gains	58	58	58	57	57				
ELA Lowest 25th Percentile	57	57	56	53	55				
Math Achievement*	5	53	49	0	45	45	6	48	38
Math Learning Gains	46	47	47	47	47				
Math Lowest 25th Percentile	41	41	49	38	49				
Science Achievement	73	73	72	72	68	8	66	64	
Social Studies Achievement*	77	77	75	72	71	22	65	66	
Graduation Rate	31	89	92	36	89	90	30	89	89
Middle School Acceleration									
College and Career Acceleration	12	70	69	0	68	67	4	66	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	57	52	48	49	57	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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	12%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	48
Total Components for the FPPI	4
Percent Tested	
Graduation Rate	31%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
12%	9%	15%	7%	23%		7%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	33%	Yes	3	
Black/African American Students	30%	Yes	6	6
White Students	20%	Yes	6	4
Economically Disadvantaged Students	20%	Yes	6	6

### D. 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.

	2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	0%				5%						31%	12%	
Students With Disabilities											33%		
Black/African American Students											30%		
White Students											20%		
Economically Disadvantaged Students											32%	8%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	0%				0%						36%	0%	
Students With Disabilities											33%		
Black/African American Students											50%	0%	
White Students											24%		
Economically Disadvantaged Students											26%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	22%				6%			8%	22%		30%	4%	
Students With Disabilities											14%		
Black/African American Students					20%			8%	20%		26%	0%	
Hispanic Students											14%		
White Students											44%	9%	
Economically Disadvantaged Students	30%							6%	12%		31%	6%	

## E. 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.

There is no assessment data available for this school.

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

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The data component that showed the most improvement was the area of math. The percent of math achievement was 33.3%

In the 24/25 academic year, an additional 60-minutes of math test prep through the IXL learning platform was implemented weekly during the school day. In addition, 30-minutes of test prep in the beginning of each school day was implemented.

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 to satisfy the graduation requirement. The assessment coordinator provided teachers testing data information during data chats to assist teachers understand the testing data. Skill deficits data identified on the Renaissance Learning STAR assessment were assigned to students on the IXL learning platform for remediation. Teachers worked with students to provide additional test prep in advance of the assessments. Daily bell ringers were given to provide students access to test types on a regular basis. Communication with students, parents/guardians increased to provide an awareness of testing windows and expectations. Students, parents/guardians were provided additional test prep resources.

##### Lowest Performance

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

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The data component for last year that showed the lowest performance was ELA Achievement. The contributing factor leading to last year's low performance in the component is the level of ELA and Reading skill deficits demonstrated on the assessment.

##### Greatest Decline

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

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ELA achievement showed the greatest decline from the prior year. 64% scored Level 1 on the ELA state assessment. The factor that contributes to this decline is mainly because many students in this

population are at least 2 grade levels or more deficient in reading upon enrollment. Although students have opportunities to improve reading via supplemental resources and reading intervention programs embedded within the master schedule, students do not frequently value improving their reading skills or taking assessments. However, when students reach a classification status in their high school academic journey in which they must improve their reading skills and demonstrate this proficiency on state assessments to accomplish graduation requirements, the students will then apply themselves to valuing improved reading skills and demonstrating reading proficiency on state assessments.

### **Greatest Gap**

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.

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The greatest gap compared to the state average is the area of ELA achievement.

### **EWS Areas of Concern**

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

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First area of concern is improving reading state assessment scores.

Second area of concern is improving the graduation rate.

### **Highest Priorities**

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

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The for 25/26 Academic Year, the highest priorities for school improvement are:

1. Improve reading state assessment scores
2. Improve graduation rate

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Intervention

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Siatech MYcroSchool is a dropout recovery charter high school and many of the students that enroll are at least 2 years or more deficient in reading comprehension skills. Student learning is affected because these students do not have the proficient reading comprehension skills to demonstrate mastery on reading intervention assignments or ELA state assessments. During the 24/25 school year, 64% students scored level 1, 22% students scored level 2, and 9% scored level 3 on the ELA state assessment.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The following are the 24/25 academic year assessment percentages for Levels 1, 2, and 3 on the 10th grade ELA state assessment:

64% scored Level 1, 22% scores Level 2, and 9% scored Level 3.

During the 25/26 academic year, the school plans to increase the percentage of students who score Level 3 on the 10 grade ELA state assessment to 23%.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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A Reading Plan will be introduced to all instructional staff and Paraprofessionals at the beginning of the 25/26 academic year. The principal will be intentional in monitoring that the reading plan is followed. The principal will conduct reading walkthroughs to ensure both instructional personnel, paraprofessionals, and students are following the plan with fidelity.

The IXL learning platform is designed to address each student's individual reading deficits identified

on the Renaissance Learning STAR reading assessment, which will be administered to all students who have not met the Reading assessment requirement for graduation. The school-based literacy team will collect STAR assessment data every two months. This data is used to monitor the literacy progress of the students. During data chats, this data will be discussed, additional literacy strategies will be implemented and/or modified in the classrooms (all subject areas) to better inform instruction, support the needs of students to close literacy achievement gaps, improve literacy deficits, and improve scores on the 10th grade ELA assessment.

**Person responsible for monitoring outcome**

The entire academic team: Lewis, Guzman, Reed, Frank, Penaranda, Parker, and Moffett

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

The IXL Learning Platform will be used to provide intensive reading intervention.

**Rationale:**

During the 25/26 school year a reading plan will be designed to enhance reading skills, as the plan is incorporated through every core subject area with assessments. Instructional strategies will be discussed and adjusted throughout the school year to address students' individual reading deficits. This plan emphasizes explicit, systematic, and differentiated instruction as students work through the IXL program. This program is designed to address each student's individual reading deficits identified on the Renaissance Learning STAR reading assessment.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Students are administered the Renaissance Learning STAR reading assessment every two months.

**Person Monitoring:**

The entire academic team: Lewis, Guzman, Reed, Frank, Penaranda, Parker, and Moffett

**By When/Frequency:**

Every two months

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The Students who have not met the reading assessment requirement for graduation will be administered the Renaissance Learning STAR reading assessment every two months. The school-based literacy team will collect this STAR assessment data after the assessment has been

administered. This data is used to monitor the literacy progress of the students. During data chats, this data will be discussed, additional literacy strategies will be implemented and/or modified in the IXL learning platform and in the classrooms (all subject areas) to better inform instruction, support the needs of students to close literacy achievement gaps, improve literacy deficits, and improve scores on the 10th grade ELA assessment.

### **Action Step #2**

Skill deficits identified on Renaissance learning STAR reading assessment are assigned to each student's IXL learning platform for intensive reading intervention.

#### **Person Monitoring:**

The entire academic team: Lewis, Guzman, Reed, Frank, Penaranda, Parker, and Mofett

#### **By When/Frequency:**

Every two months

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school-based literacy team will collect results of the STAR assessment. These assessment results are used to monitor the literacy progress of the students. The deficit skills that are identified on the STAR reading assessment are assigned to each student's IXL learning platform for intensive remedial reading intervention.

## **Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

### **Graduation/Acceleration specifically relating to Graduation**

#### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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 39.22%

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**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 25/26 academic year, 10th grade ELA state assessment and Algebra1 and/or Geometry EOC assessment scores will improve by 10%.

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

Course credits earned by students enrolled for both Surveys 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 and Math. The reading and math intervention program used, IXL, will show at least 10% of students will meet their learning goals quarterly.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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As a team, Administration, Teachers, and Staff will discuss and analyze the IXL data for effectiveness. STAR Reading and Math assessment data will be analyzed and discussed every two months to develop pull out groups and target deficient skills of students. Modifications to students' lessons in IXL will be made, and additional supplemental assignments will be applied as needed to enhance reading and math skills. The IXL Administrator/Paraprofessionals will provide additional support, individualized instruction for students and monitor the usage and progress.

Student goal setting and tracking for course completion is monitored using the Edmentum Learning platform.

### **Person responsible for monitoring outcome**

The entire academic team: Lewis, Guzman, McCoy, Reed, Frank, Penaranda, Parker, and Moffett

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

IXL, a supplemental intervention program for ELA, Math, and test prep, will be implemented into the master schedule to provide intervention for enhanced reading and math skills in preparation for passing state assessments for graduation purposes.

#### **Rationale:**

During the 25/26 school year a reading plan will be designed to enhance reading skills, as the plan is incorporated through every core subject area with assessments. Instructional strategies will be discussed and adjusted throughout the school year to address students' individual reading and math deficits. This plan emphasizes explicit, systematic, and differentiated instruction as students work through the IXL program. This program is designed to address each student's individual reading skill deficits identified on the Renaissance Learning STAR reading and math assessments.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

\*2.5 hours per week of intensive test prep \*3.5 hours per week of math and reading intervention  
 \*Administration of Renaissance STAR Reading and Math assessment (every two months) \*Data Chats (every two months) \*Skill deficits assigned to IXL learning platform (every two months)  
 \*60-minute Intensive Reading Class (once per week) \*Small group pull-outs for intensive remediation (twice per week) \*Student goal setting with teacher/mentor (weekly) \*After school tutoring (twice per week)

**Person Monitoring:**

Entire academic team: Lewis, Guzman, McCoy, Reed, Frank, Penaranda, Parker, and Moffett

**By When/Frequency:**

This will begin by August 27, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will have 3.5 hours per week of math and reading intervention and 2.5 hours of test prep weekly. Students will complete IXL at their independent level, based upon the Renaissance STAR reading and math assessments. The IXL Administrator will monitor and submit IXL progress data to be discussed during data chats. Paraprofessional(s) will pull small groups for intense remedial reading and math intervention. These interventions will increase reading and math skills to improve ELA and Algebra1 EOC assessment results. As a team, Administration, Teachers, and Staff will discuss and analyze the data for effectiveness. Modifications to students' lessons in IXL will be made, and additional supplemental assignments will be applied as needed. Formal and informal data chats and academic goal setting will be conducted with the students by the student teachers/mentors. Daily test prep will be provided on the IXL Platform. Intensive state assessment preparation sessions and daily warmups will engage students with test preparation. Tutoring will be provided two days per week to aid in course completion and additional test preparation. All students who have not met the assessment requirement for graduation will attend intensive/remedial reading class each week.

## **IV. Positive Learning Environment**

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**Area of Focus #1**

Other: Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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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, some students do not value an education and school attendance is not a priority. Our focus will be to improve regular attendance and address

chronic absence.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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During the 25/26 academic year, average daily attendance will improve by 6%.

Monthly attendance comparisons will demonstrate student attendance improvements by at least 3%.

Weekly monitoring of attendance occurs with all staff and the daily attendance rate will improve to at least 2%.

\*Specific attendance outcome for the 25/26 academic year:

9th Gade-9 students with 10+ absences

10 Gade-12 students with 10+ absences

11th Grade-15 students with 10+ absences

12th Grade-20 students with 10+ absences

Subgroups will be monitored and supported to improve attendance.

\*Attendance Data for 24/25 academic year:

9th Grade- 12 students with 10+ absences

10th Grade- 15 students with 10+ absences

11th Grade- 25 students with 10+ absences

12th Grade- 35 students with 10+ absences

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Teachers and staff will mentor, and monitor attendance of all students assigned to their 3rd period class. Mentors will track attendance data and contact students, parents and/or guardians. Attendance data will be reviewed every two months 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 school wide attendance challenges.

### **Person responsible for monitoring outcome**

Entire academic team as everyone is a mentor: Lewis, Guzman, McCoy, Reed, Frank, Penaranda, Parker, Moffett

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Each student will have dedicated mentors who will monitor the students' attendance. Attendance data will be discussed during data chats to develop a plan to increase attendance. Attendance challenges will motivate students to increase attendance and will occur throughout the school year. Mentors will monitor targeted excessively absent student and develop a plan with the parent/guardian to assist in improving school attendance.

**Rationale:**

The majority of students who enroll at Siatech MYcroSchool enroll with multiple variables that have created barriers which affect academic growth, causing a deficiency in skills and lack of motivation to attend school. Teachers and staff will be assigned as student mentors who will monitor their students' attendance. This will promote students in developing a sense of belonging as their mentor will be the same person who provides daily instruction to them and the student has already developed a positive relationship with.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

\*Student Mentors \*Attendance Data \*Attendance Challenges \*Develop plans with parents/guardians to improve attendance

**Person Monitoring:**

The entire academic team (Lewis, Guzman, McCoy, Reed, Frank, Penaranda, Parker, Moffet

**By When/Frequency:**

This will begin by September 2, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Each student will have dedicated mentors who will monitor the students' attendance. Attendance data will be discussed during data chats to develop a plan to increase attendance. Attendance challenges will motivate students to increase attendance and will occur throughout the school year. Mentors will monitor targeted excessively absent student and develop a plan with the parent/guardian to assist in improving school attendance.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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The 25/26 SIP, Title 1 Part A 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 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](https://siatechmycroschool.org). Additionally, a hard copy of this document will be provided per request.

The school's webpage is: <https://siatechmycroschool.org>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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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, Registrar/Graduation Coach has an "Open Door" policy and will always avail themselves 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 or email and a copy of the report is given to the student to give to their parent/family.
5. Parent/families have access to schedule conferences with the Administration and/or teachers at any time to discuss any concerns regarding their student.
6. Administration, Teachers, and Staff are in constant communication with parents/families regarding student issues. These communications are in the form of: calls, emails, text messages, letters, and in person meetings.

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 during Governing Board Meetings and/or as needed to solicit support for the school and the students.
2. MYcroSchool, Inc. Principal meetings, workshops, and trainings
2. Open House/Title I Family Engagement Events
3. Parent/Teacher conferences

The school website is: <https://siatechmycroschool.org>

### **Plans to Strengthen the Academic Program**

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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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 IXL Learning Platform. This will be provided, in addition to the

rigorous and accelerated curriculum of the Edmentum Courseware Learning Platform.

Paraprofessionals will to conduct small-group pull out groups to provide intensive remediation in reading and math to enhance the reading and math skills of the targeted students with deficient skills.

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 39%.

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.

### **How Plan is Developed**

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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We are a Title I School. The funds provided to Siatech MYcroSchool from the Title I grant allows additional recourses for my school. We have the opportunity to employ additional paraprofessionals to assist teachers provide additional skill development lessons to our students. Title I funds have allowed us to have a plethora of supplemental resources as well as intervention programs such as IXL to grant our students even more enhancement of their deficient skills of reading and math. Title I funds also provide my school with parent and family engagement enrichment activities and resources to provide our parents/guardians strategies to help their students become academically successful and graduate from high school. Title I has afforded numerous professional development opportunities for my faculty and staff to learn different and better strategies to expand our students' learning and target the deficient skills. All of these benefits from Title I has been instrumental in increasing our graduation rate.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Teachers and staff will mentor and monitor attendance of all students assigned to their 3rd period class. Student will both know and have a personal relationship with their mentor at the school. Mentors will track attendance data and contact students, parents and/or guardians. Attendance data will be reviewed every two months at data chat meetings. Plans will be devised to assist in improving attendance for consistently absent students. Attendance incentives will be implemented throughout the school year.

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, and the school as needed. Furthermore, these services are available to our students, parents/families whenever needed, even in the absence of the Mental Health Counselor/School Social Worker.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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

1. Siotech 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 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..

Unfortunately, dual-enrollment is not written into our charter policies.

### **Addressing Problem Behavior and Early Intervening Services**

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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At Siatech MYcroSchool our tiered model to prevent and address problem behaviors and early intervening services are as follow:

At Siatech MYcroSchool we practice "restorative justice". The Administration, Staff, and Teachers have implemented the practice of mentorship in the school. Each student has dedicated mentors that are available to mentor students. We thrive on relationship building at our school and by developing genuine relationships with our students, we have been able to better understand our students and address misbehaviors as they occur and stop situations from escalating. In addition, our School Guardian serves as a Dean/Redirection Counselor at our school. In addition to providing safety for the school, the School Guardian has the responsibility to "counsel" our students and parents about misbehaviors of the student and provide alternative solutions to resolve negative behaviors. Many times, this may warrant students being placed on a discipline contract. Many of our students enroll with a history of behavior problems from their former school(s). Many of our students transfer to our school from a Department of Juvenile Justice school and/or are on probation and have a Juvenile Probation Officers who manage their case. The JPOs come to the school often to check on the students' school progress, behavior, and attendance. There is also a Zero Tolerance Policy at the school in which students and parents/guardians are made aware of during the new student orientation. The ultimate and last phase of our tier discipline policy will be to withdraw a student from our school if the student violates one of our Zero Tolerance policies if the Governing Board makes the decision to withdraw the student from the school, as Siatech MYcroShool is a school of choice. If the student has a disability and it is determined that the misbehavior is a manifestation of a student's disability, the parent/guardian is called in for a conference and this misbehavior is discussed. The student will receive a suspension (less than 10-days) as a consequence of the Zero Tolerance Violation.

### **Professional Learning and Other Activities**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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Faculty and staff have professional developments to ensure the effective implementation of our

Learning model (Edmentum Courseware) and IXL, our reading and math intervention Program.. In addition, faculty and staff will learn how to monitor the data from these programs to devise and modify learning goals and provide supplemental assignments to assist with student achievement. Furthermore, faculty and staff have professional development with our Educational Service Providers (MycroSchool, Inc.) on the effective use of the Renaissance STAR Math and STAR Reading data to identify skill deficits to assign to our students' IXL learning platform for intensive remediation in reading and math. Also, faculty and staff are provided professional development in our company's MYcroPaths model to ensure effective instruction to our students while providing the structure of our educational model. Furthermore, faculty and staff have professional development opportunities through the Alachua County School District's professional development platform (ACIIS) and the Florida Diagnostic and Learning Resources Systems (FDLRS).

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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This does not apply to our school.

Siatech MYcroSchool is a public charter high school servicing grades 9-12.

## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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Based upon student progress, skill deficits, observations, teacher discussions and data reviews, which identify the targeted academic needs of the students, the school administrator has conversations with the Title 1 Director and Title 1 staff to identify the appropriate resources to address the needs of the students.

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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\*Edmentum Courseware Learning Platform Curriculum-Course Completion and credit attainment (daily tracking)

\*Renaissance STAR Reading and Math Assessments-Monitor student gains in reading and math (every two months)

\*IXL-Provide reading and math intensive intervention of deficient skills (daily)

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00