

Alachua County Public Schools

Micanopy Academy



2016-17 Schoolwide Improvement Plan

Micanopy Academy

708 NW OKEHUMKEE, Micanopy, FL 32667

<http://micanopyacademy.com/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 6-11	Yes	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	D	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Micanopy Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Micanopy Middle School is to recognize and nurture all human intelligence so that the students and staff of varied cultural and social backgrounds will achieve their full potential. The founders envisioned a school that creates an inclusive community working together to support student achievement and a strong sense of self worth. The school will offer a comprehensive educational program by placing a strong emphasis on math, science, reading, and history while infusing technological changes as well as the arts. Micanopy Middle School will foster an environment where students, parents, staff and the community are partners in the educational process of all its students.

b. Provide the school's vision statement.

Micanopy Middle School aims to provide, in partnership with the parents, a quality education so that all students are able to reach their full potential within a caring, secure environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

At the beginning of the academic year the teachers will request assignments that ask the students to describe their backgrounds, hobbies, families, etc. Later, the teacher may have a presentation by the student that involves the many cultures that comprise the class. Personal essays are assigned throughout the year. Subsequently, various teachers will assign the students to research other cultures in an effort to better understand the many differences as well as similarities.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school has adopted a No-Bullying policy. Students are encouraged to leave messages anonymously. Teachers are asked to stand outside their classes during the exchange of class. At the end of the day, teachers are visible inside and outside the building in an effort to ensure a safe environment. Teachers encourage students to come to them and discuss any problems. The principal and staff have an open door policy for all students.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The staff and faculty coordinate with each other ensuring that discipline procedures are consistent for the appropriate conduct with the mind set of first reducing the number of out of school suspensions. Emphasis is placed on keeping the students in the classroom and parental collaboration. Staff meet on a regular basis to discuss any problems and how to solve them.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school will focus its efforts to ensure there is collaboration with the parents. Mentoring is available through various community agencies and whenever applicable, one-on-one consultation is implemented.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school is in step with the district policy of parental notification for excessive absences, adverse behavior issues and course failures. Student grades are reviewed at weekly faculty meetings. The school faculty and staff will evaluate and implement a plan of action that is conducive to addressing the specific needs of the student. Title One provides additional Reading and Math instruction for Level One students through the use of Achieve 3000 and a Math program.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	2	0	0	0	3
One or more suspensions	0	0	0	0	0	0	2	1	0	1	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	3	1	1	1	0	0	0	6

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	1	0	0	1

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- 1) Counseling.
- 2) Intensive Reading and Intensive Math help - Achieve 3000 and a Math Program.
- 3) Credit Retrieval onlin through the Florida Virtual School.
- 4) Parent/teacher meetings.
- 5) Extended Day Intervention in Reading.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Meetings will be coordinated with the parents, teachers and administration. During these meetings, surveys will be taken that shall cover a wide range of topics whose center focus is on the enhancement of the student's academic achievement.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school uses a host of ways to sustain partnership with the local community. Chief among them are: PTO, MMS School Board (SAC), newsletters, school web site, and the school Facebook page. The school participates in local festivals and events. We work with the neighboring elementary school to promote school awareness. Students go downtown and interact with the local businesses several times a year. They pass out brochures and tell the store owners about current events in the school. The local ice cream shop will sometimes donate certificates for honor roll students. Local businesses are also invited to our yearly Open Houses in the Fall and the Spring and other events. The Micanopy Chamber has sponsored several local events.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lowe-Phillips, Tara	Principal
Walker, Kristin	Assistant Principal
Tinckham, Juliet	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides vision, ensures the school faculty is implementing strategies that support high achieving goals by supporting the process of collecting and analyzing the school's aggregate data for the purposes of collaborative input. Serves as the Disciplinary Dean when students break the school rules. The Assistant Principal assists the Principal and coordinates many events. The teachers follow the Alachua District pacing guides to teach all the required coursework and state standards.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MMS team meets once a week to review data that will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of students needs, the school will identify professional development and resources needed.

The fundings received will be used to enhanced the learning of the students at MMS. In addition to research based books, the school will have a pull out program and extended day program. This will allow a concentrated effort on those students that need additional help. Those students that have fallen behind, or are in danger of not reaching the expected benchmarks, will be given the much needed help they require.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Brandy Haney	Business/Community
Janet Geiger	Parent
Dr. Gregory Erdos	Business/Community
Jennifer Bowden	Parent
Tara Lowe-Phillips	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The school's board members acted as the SAC as well. The Board meets once a month to discuss all school events, curriculum, and the budget. They review and make suggestions to the SIP during several meetings. The SIP was in compliance with the Florida Statutes 1001.452.

b. Development of this school improvement plan

This SIP was compiled from inputs received from the faculty, board members, parents, and locally interested community agencies. It was discussed in several meetings and approved on August 23, 2016. It is in compliance with Florida Statues 1001.452.

c. Preparation of the school's annual budget and plan

The school board members, in conjunction with the principal, CPA, and Financial Representative in the Alachua County School Board Office, reviewed the budget and plan from the previous year and collaborated on this year's budget with minimum changes.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds were used to fund all Parent Involvement Activities and purchase materials for those events. This included the Annual Meeting, Science Day, History Fair, the FCAT Testing Informative Meeting, and Reading and Math Pull-out group materials. In addition, the funds were used to pay the Title One Lead Teacher who organized and directed four pull-out groups daily and organized all Parent involvement events.

Personnel: \$20,000
Parent Involvement Activities and materials: \$436.50
Parent Involvement food: \$48.50

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lowe-Phillips, Tara	Principal
	Assistant Principal
Walker, Kristin	Teacher, K-12
Tinckham, Juliet	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will engage in professional development, study groups, reading programs, research based reading strategies and work with PLC's. They will administer and monitor the Achieve 3000 Reading program. They will determine which students need extra tutoring and one-on-one help. The LLT will review grades and monitor tests throughout the year. They will also lead the Extended Day Intervention program which meets twice a week.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The teachers at our school work together. They share ideas, concerns, gains, and all things concerning the students in our school. They discuss topics and current lessons in the weekly faculty meeting and email each other on a daily basis. Teachers are encouraged to work together and have a united front for the students. Teachers are encouraged to be a team. Teachers work together before, during, and after school.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

MMS is partnering new teachers with veteran staff, regular meetings, ongoing PD classes and New Teacher Induction program. All teachers' certifications are kept up to date and are closely monitored by Michael Jacobi in the Alachua School Board office.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Micanopy Middle School has bi-weekly meetings with the staff. There will be cooperative enrichment activities with students, daily face-to-face meetings with teachers, and the more experienced teachers will be paired with those with minimal experience. Teachers with more experience work with new teachers. They discuss problems and offer suggestions.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All of our textbooks, workbooks, and supplementary materials follow the Florida benchmarks. New History books have been purchased for the 2016-17 school year. We can download the most up-to-date materials off the internet when needed. We have practice standardized testing materials for the students to utilize, which has an array of sample test questions.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is collected by the teachers from assignments, interim reports, homework, quizzes, Quarterly assessments, and report cards. Those students that are not performing well are assigned to the Title One Pull-Out groups. These students have additional time to complete assignments and are placed in small groups to better enhance their learning skills in Reading and Math.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,500

Students will be assigned to Enrichment classes where they can finish homework assignments, get one-on-one tutoring from peers and teachers, and get practice in preparation for FSA tests in the Spring.

Strategy Rationale

The school assigning of enrichment classes affords the students the opportunity to review past assignments and complete any assignments that are currently incomplete. Students can get help from fellow students and teachers. They also get extra FSA test practice in the Spring.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Walker, Kristin, kblackmms@gmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected by the teacher from assignments turned in and monitoring of the interim reports, FAIR assessments, AIMS tests, quarterly assessments, report cards, quizzes, and tests. The aggregate data will serve as a barometer to evaluate the progress of the student.

Strategy: Extended School Day

Minutes added to school year: 4,560

Title One provides additional Reading help through the Achieve 3000 online program. Students who score below grade level on the pretest or score a level one on the FSA are placed in this program.

Strategy Rationale

This program provides extra help for struggling readers. It is a personalized program that will help with individual problem areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Walker, Kristin, kblackmms@gmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through the Achieve 3000 online Reading program. It shows the change in scores every 30 days. We will determine if the student should remain in the program, have a reduction of hours, or be removed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Micanopy Middle School employs a number of strategies for transitional students. These are: field trips, buddy assignments, community mentoring, and parental involvement. Students are given agendas and taught how to use them to keep assignments and due dates organized. Older students and assigned to mentor younger students throughout the year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Career Day is scheduled at least once during the year so that students can talk to business people face to face. Students are assigned research projects about careers that interest them in most academic courses. 8th and 9th grade students have the opportunity to take advanced course in the Florida Virtual School Lab this year. We are offering a STEM class and a Spanish class as well.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

As a middle school, MMS has career days designated through the year. We intertwine these events with a curriculum that is in step with nurturing an atmosphere that is conducive to exploring the vast careers that awaits the students upon their secondary academic completion. Our STEM class encourages students to work towards careers in Science, Technology, Engineering, and Math. Computer programming courses may be taken through the FLVS Lab.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

MMS will continue to seek out advice from district administrators, appropriate schools, and those individuals that are knowledgeable about the Professional Development as a way of educating the staff about currently researched ideas that are at the forefront of education. Achieve 3000 offers information about the requirements of careers that the students are interested. Our STEM class encourages students to work towards careers in Science, Technology, Engineering, and Math. Computer programming courses may be taken through the FLVS Lab.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Our STEM class encourages students to work towards careers in Science, Technology, Engineering, and Math. Computer programming courses may be taken through the FLVS Lab. Our 8th and 9th grade students are encouraged to research their potential high school and college and learn about the different programs and the requirements needed. They may take advanced classes through the Florida Virtual School.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Raising the test scores of those students who scored the lowest 25% on the Math FSA Spring 2016 test is an important goal. We want to raise their scores by at least 25% by the end of the year. We want all students to have the opportunity to achieve at their highest potential.

- G2.** Using models from the Alachua County instructional guidelines, a 7th grade mathematics comprehensive annual pacing calendar will be developed that aligns to the common core standards and follow the adopted basal text so that an increase of 20% will be achieved on FSA Math tests.

- G3.** Using models from the Alachua County instructional guidelines, 7th grade Language Art and Reading comprehensive annual pacing calendars will be developed that align to the Common Core Standards and follow the adopted basal text so that an increase of 10% will be achieved on FSA ELA tests.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Raising the test scores of those students who scored the lowest 25% on the Math FSA Spring 2016 test is an important goal. We want to raise their scores by at least 25% by the end of the year. We want all students to have the opportunity to achieve at their highest potential. 1a

G085252

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	25.0

Targeted Barriers to Achieving the Goal 3

- Inconsistencies in using textbook State Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Work with the principal and lead teacher to plan efficiently.
- Professional Development Classes.
- Work with the principal and lead teacher to use the textbook to its fullest capacity.

Plan to Monitor Progress Toward G1. 8

Mini assessments, chapter tests, observations, Achieve 3000 data, and lesson plans will all be monitored

Person Responsible

Tara Lowe-Phillips

Schedule

Every 3 Weeks, from 10/3/2016 to 4/28/2017

Evidence of Completion

Evidence will include data review and analysis, observing differential instruction, ongoing progress monitoring and student assessment results which demonstrate student mastery of the tested benchmarks.

G2. Using models from the Alachua County instructional guidelines, a 7th grade mathematics comprehensive annual pacing calendar will be developed that aligns to the common core standards and follow the adopted basal text so that an increase of 20% will be achieved on FSA Math tests. 1a

G085253

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	20.0

Targeted Barriers to Achieving the Goal 3

- Teacher Planning, lack of knowledge, inconsistencies in implementing high quality assessments
- Not enough Differentiated Instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pacing calendar and basal text
- Professional Development in Differentiated Instruction.
- Diverse materials from multiple sources including the Florida LAFS workbooks.

Plan to Monitor Progress Toward G2. 8

Home work, quizzes, mini assessments, weekly tests, report cards.

Person Responsible

Tara Lowe-Phillips

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

The teacher will meet with the principal weekly to assess the progress of the students.

G3. Using models from the Alachua County instructional guidelines, 7th grade Language Art and Reading comprehensive annual pacing calendars will be developed that align to the Common Core Standards and follow the adopted basal text so that an increase of 10% will be achieved on FSA ELA tests. 1a

G085254

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	10.0

Targeted Barriers to Achieving the Goal 3

- One 7th grade Language Arts teacher. Teacher Planning due to four Language Arts preparations. Inconsistencies in implementing high quality assessments for instructional decision making and instructional practice.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts / Reading software and Text materials Differentiated Language Arts and Reading Materials from adopted Text Curriculum pacing calendar Language Arts / Reading Mini Assessments Extended Day Intervention Reading program

Plan to Monitor Progress Toward G3. 8

The goal of increasing 7th grade student ELA achievement will be utilized through the following strategies: Development of a year long 7th grade mathematics plan that is aligned to a pacing calendar and the utilization of FSA tested benchmarks.

Person Responsible

Tara Lowe-Phillips

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Evidence of completion will consist of the pacing calendar document, teacher lesson plans reflecting implementation of the pacing calendar which include data review and analysis, differential instruction and ongoing progress monitoring and student assessment results. Results should demonstrate student mastery of the tested benchmarks, reflect the best practices of data review and analysis, differential instruction and ongoing progress monitoring.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Raising the test scores of those students who scored the lowest 25% on the Math FSA Spring 2016 test is an important goal. We want to raise their scores by at least 25% by the end of the year. We want all students to have the opportunity to achieve at their highest potential. **1**

 G085252

G1.B4 Inconsistencies in using textbook State Standards. **2**

 B226703

G1.B4.S1 The teachers will work with the principal and lead teacher to ensure he covers the designed sections timely. Differentiated instruction will be practiced and observed throughout the year. Close attention will be paid to the weekly lesson plans to ensure that the textbook is being utilized. **4**

 S239190

Strategy Rationale

Differentiated instruction is needed to help all levels of students. The textbook is an effective source and has all of the State Standards built in.

Action Step 1 **5**

The teachers will work closely with the principal to make sure the student instruction is being differentiated and the textbook is being followed.

Person Responsible

Kristin Walker

Schedule

Biweekly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Observations, student assessments, data from an online math program.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The lesson plans will be reviewed and the classroom observed by the principal and assistant principal weekly.

Person Responsible

Schedule

Weekly, from 8/29/2016 to 4/28/2017

Evidence of Completion

Lesson plans, class observation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Lesson plans and classroom observation will be reviewed weekly.

Person Responsible

Kristin Walker

Schedule

Weekly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Lesson plans and classroom observation, class tests, AIMS tests.

G2. Using models from the Alachua County instructional guidelines, a 7th grade mathematics comprehensive annual pacing calendar will be developed that aligns to the common core standards and follow the adopted basal text so that an increase of 20% will be achieved on FSA Math tests. 1

G085253

G2.B1 Teacher Planning, lack of knowledge, inconsistencies in implementing high quality assessments 2

B226704

G2.B1.S1 The teacher will work with the principal to ensure he covers the designated sections timely. Differentiated instruction and mini assessments are inclusive. 4

S239191

Strategy Rationale

To ensure state standards and school goals are aligned.

Action Step 1 5

The math teacher will utilize the instructional pacing calendar with the expectation of staying on track with math instructional goals.

Person Responsible

Tara Lowe-Phillips

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

90 day monitoring is completed

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The teacher will use high quality mini assessments monthly to judge the learning gains of students.

Person Responsible

Tara Lowe-Phillips

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Observation, test quizzes and homework

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The principal will work with the staff to develop a pacing calendar that aligns with state benchmarks and follow the basal text for a 90 day plan.

Person Responsible

Kristin Walker

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

90 day plan completed, improvement of student scores on mini assessments.

G2.B2 Not enough Differentiated Instruction. 2

 B226705

G2.B2.S1 The math teacher will take professional courses and work with more experienced teachers to implement Differentiated Instructional practices. 4

 S239192

Strategy Rationale

We have students who learn at different levels and need various accommodations in the same class.

Action Step 1 5

The Math teacher will take Professional Development courses to improve the classroom Differentiated Instruction.

Person Responsible

Kristin Walker

Schedule

On 10/28/2016

Evidence of Completion

Certificate of completion of the Professional Development course.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

After the course is taken, the Principal will monitor the classes and review the weekly lesson plans.

Person Responsible

Tara Lowe-Phillips

Schedule

Biweekly, from 9/5/2016 to 1/27/2017

Evidence of Completion

Classroom observation of Differentiated Practices being used in the Math classroom.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

This will help reach all levels of students and improve their math skills to help them achieve higher scores on the Math FSA.

Person Responsible

Tara Lowe-Phillips

Schedule

Biweekly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Student test scores on mini-assessments, progress reports, and report cards.

G3. Using models from the Alachua County instructional guidelines, 7th grade Language Art and Reading comprehensive annual pacing calendars will be developed that align to the Common Core Standards and follow the adopted basal text so that an increase of 10% will be achieved on FSA ELA tests. 1

G085254

G3.B1 One 7th grade Language Arts teacher. Teacher Planning due to four Language Arts preparations. Inconsistencies in implementing high quality assessments for instructional decision making and instructional practice. 2

B226706

G3.B1.S1 Professional Development Classes to help with class instruction. 4

S239193

Strategy Rationale

PD classes will allow the teachers to realize other strategies that have not been utilized.

Action Step 1 5

Seek PD classes that will facilitate the improvement of Language Arts and Reading instructional practices.

Person Responsible

Tara Lowe-Phillips

Schedule

Every 6 Weeks, from 9/5/2016 to 4/28/2017

Evidence of Completion

Evidence will be in observations and lesson plans. Student test scores will be monitored.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The principal and lead teacher will work closely with the Language Arts and Reading teachers to ensure that there are weekly reviews and that best practices are being followed.

Person Responsible

Tara Lowe-Phillips

Schedule

Monthly, from 9/5/2016 to 4/28/2017

Evidence of Completion

Each weekly meeting by the faculty should show positive results for the school as a whole. This will be measured by weekly tests, quizzes and report cards.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The status of the student body will reviewed with the faculty bi weekly.

Person Responsible

Tara Lowe-Phillips









Schedule

Biweekly, from 9/5/2016 to 4/28/2017


Evidence of Completion

Students achievement, or lack thereof, will be discussed with all faculty members. Struggling students will be listed and solutions proposed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S1.A1  A309763	The Math teacher will take Professional Development courses to improve the classroom Differentiated...	Walker, Kristin	9/5/2016	Certificate of completion of the Professional Development course.	10/28/2016 one-time
G2.B2.S1.MA1  M316998	After the course is taken, the Principal will monitor the classes and review the weekly lesson...	Lowe-Phillips, Tara	9/5/2016	Classroom observation of Differentiated Practices being used in the Math classroom.	1/27/2017 biweekly
G1.MA1  M316994	Mini assessments, chapter tests, observations, Achieve 3000 data, and lesson plans will all be...	Lowe-Phillips, Tara	10/3/2016	Evidence will include data review and analysis, observing differential instruction, ongoing progress monitoring and student assessment results which demonstrate student mastery of the tested benchmarks.	4/28/2017 every-3-weeks
G2.MA1  M316999	Home work, quizzes, mini assessments, weekly tests, report cards.	Lowe-Phillips, Tara	9/5/2016	The teacher will meet with the principal weekly to assess the progress of the students.	4/28/2017 monthly
G3.MA1  M317002	The goal of increasing 7th grade student ELA achievement will be utilized through the following...	Lowe-Phillips, Tara	9/5/2016	Evidence of completion will consist of the pacing calendar document, teacher lesson plans reflecting implementation of the pacing calendar which include data review and analysis, differential instruction and ongoing progress monitoring and student assessment results. Results should demonstrate student mastery of the tested benchmarks, reflect the best practices of data review and analysis, differential instruction and ongoing progress monitoring.	4/28/2017 monthly
G1.B4.S1.MA1  M316992	Lesson plans and classroom observation will be reviewed weekly.	Walker, Kristin	9/5/2016	Lesson plans and classroom observation, class tests, AIMS tests.	4/28/2017 weekly
G1.B4.S1.MA1  M316993	The lesson plans will be reviewed and the classroom observed by the principal and assistant...		8/29/2016	Lesson plans, class observation.	4/28/2017 weekly
G1.B4.S1.A1  A309761	The teachers will work closely with the principal to make sure the student instruction is being...	Walker, Kristin	9/5/2016	Observations, student assessments, data from an online math program.	4/28/2017 biweekly
G2.B1.S1.MA1  M316995	The principal will work with the staff to develop a pacing calendar that aligns with state...	Walker, Kristin	9/5/2016	90 day plan completed, improvement of student scores on mini assessments.	4/28/2017 monthly
G2.B1.S1.MA1  M316996	The teacher will use high quality mini assessments monthly to judge the learning gains of students.	Lowe-Phillips, Tara	9/5/2016	Observation, test quizzes and homework	4/28/2017 monthly
G2.B1.S1.A1  A309762	The math teacher will utilize the instructional pacing calendar with the expectation of staying on...	Lowe-Phillips, Tara	9/5/2016	90 day monitoring is completed	4/28/2017 monthly
G2.B2.S1.MA1  M316997	This will help reach all levels of students and improve their math skills to help them achieve...	Lowe-Phillips, Tara	9/5/2016	Student test scores on mini-assessments, progress reports, and report cards.	4/28/2017 biweekly
G3.B1.S1.MA1  M317000	The status of the student body will reviewed with the faculty bi weekly.	Lowe-Phillips, Tara	9/5/2016	Students achievement, or lack thereof, will be discussed with all faculty members. Struggling students will be listed and solutions proposed.	4/28/2017 biweekly
G3.B1.S1.MA1  M317001	The principal and lead teacher will work closely with the Language Arts and Reading teachers to...	Lowe-Phillips, Tara	9/5/2016	Each weekly meeting by the faculty should show positive results for the school as a whole. This will be measured by weekly tests, quizzes and report cards.	4/28/2017 monthly

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Micanopy Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1  A309764	Seek PD classes that will facilitate the improvement of Language Arts and Reading instructional...	Lowe-Phillips, Tara	9/5/2016	Evidence will be in observations and lesson plans. Student test scores will be monitored.	4/28/2017 every-6-weeks

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Using models from the Alachua County instructional guidelines, a 7th grade mathematics comprehensive annual pacing calendar will be developed that aligns to the common core standards and follow the adopted basal text so that an increase of 20% will be achieved on FSA Math tests.

G2.B2 Not enough Differentiated Instruction.

G2.B2.S1 The math teacher will take professional courses and work with more experienced teachers to implement Differentiated Instructional practices.

PD Opportunity 1

The Math teacher will take Professional Development courses to improve the classroom Differentiated Instruction.

Facilitator

Differentiated Instruction course

Participants

Math teacher.

Schedule

On 10/28/2016

G3. Using models from the Alachua County instructional guidelines, 7th grade Language Art and Reading comprehensive annual pacing calendars will be developed that align to the Common Core Standards and follow the adopted basal text so that an increase of 10% will be achieved on FSA ELA tests.

G3.B1 One 7th grade Language Arts teacher. Teacher Planning due to four Language Arts preparations. Inconsistencies in implementing high quality assessments for instructional decision making and instructional practice.

G3.B1.S1 Professional Development Classes to help with class instruction.

PD Opportunity 1

Seek PD classes that will facilitate the improvement of Language Arts and Reading instructional practices.

Facilitator

Conferences, including the Florida Reading Conference

Participants

Language Arts and Reading teachers

Schedule

Every 6 Weeks, from 9/5/2016 to 4/28/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B4.S1.A1	The teachers will work closely with the principal to make sure the student instruction is being differentiated and the textbook is being followed.				\$0.00
2	G2.B1.S1.A1	The math teacher will utilize the instructional pacing calendar with the expectation of staying on track with math insructional goals.				\$0.00
3	G2.B2.S1.A1	The Math teacher will take Professional Development courses to improve the clsssroom Differentiated Instrution.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3376	120-Classroom Teachers	0961 - Micanopy Academy	General Fund		\$100.00
4	G3.B1.S1.A1	Seek PD classes that will facilitate the improvement of Language Arts and Reading instructional practices.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3376	120-Classroom Teachers	0961 - Micanopy Academy	General Fund		\$200.00
Total:						\$300.00