

Micanopy Area Cooperative School, Inc.



2014-15 School Improvement Plan

Micanopy Area Cooperative School, Inc.

802 NW SEMINARY AVE, Micanopy, FL 32667

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

53%

Alternative/ESE Center

No

Charter School

Yes

Minority

20%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Alachua County School Board.

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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission, as stated in our contract with the School Board of Alachua County, is to provide elementary students with a community oriented educational environment that stimulates and motivates them. This environment is to be achieved by:

- ? Providing a small student-staff ratio
- ? Incorporating the Town of Micanopy as the classroom
- ? Using a performance based curriculum with individual learning plans for every student
- ? Involving parents and other family members in all aspects of their child's education

Provide the school's vision statement

Micanopy Area Cooperative School envisions a school environment that facilitates learning gains for each student. MACS strives to cultivate leadership qualities, success, high achievement and cooperation among all students, families and school staff.

School Environment

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

During the summer, the school hosts 2-3 "playdates" on the school playground for VPK- 1st grade students and families. Playground supervision is provided for students while families participate in "Positive Parenting" and "Strategies for School Success" workshops. Families, students and school personnel have an opportunity to interact.

At the beginning of the school year, the school hosts a "Meet the Teacher" day when families, students, and teachers can interact and meet before the first day of school. Families are given a questionnaire to complete, which provides relevant information to the teachers.

Since our school does not provide transportation, students are dropped off and picked up by family members. This fosters an ongoing personal relationship between families and school.

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

The school provides supervision by school personnel on campus in the lunchroom an hour before school starts each day. During this time, students may eat breakfast, work on assignments, play board games, or participate in Morning Mile. The PE coach, along with parent volunteers, facilitates and supervises Morning Mile. Staff members and student safety patrols greet students each morning as they are dropped off. All staff are on duty during afternoon pickup. There is an after school program for families that choose to participate.

A zoned Alachua County Deputy "checks- in" routinely as he/she patrols our area. Any visitors on campus are required to check in at the office and must wear a visitor's badge while on campus. All staff are trained to question people that do not have a visitor's badge. There are staff trainings each year and routine discussions regarding emergency procedures and the school crisis plan. Staff are required to keep exterior doors locked at all times. Fire Drills and other emergency drills are conducted monthly.

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 following are the school-wide expectations for all classes including specials and any school function: Micanopy students will Act Responsibly, Commit to Success, and Show Respect. These expectations and classroom rules are explicitly taught and reviewed throughout the year. All school and classroom rules are visibly posted.

Students are expected to behave in a manner that is appropriate for any public place. This makes it possible for them to feel comfortable in other situations, to know what is appropriate, and to be welcome wherever they go. All teachers have classroom management systems. There are clear expectations with set consequences. All behavior is dealt with in a proactive and positive manner. Some students may require additional behavior intervention as determined by an education planning team. These students may have an individualized behavior management system with specific goals. The progress of these students is closely monitored and communication with families occurs regularly. All students are recognized for making good choices and exhibiting leadership qualities. All staff participated in a book study of Stephen Covey's "The Leader in Me". Students are learning the 7 Habits of Happy Kids. The 7 habits have been infused throughout the school day through the use of common language in all areas of the school. The habits and their attributes are announced during morning announcements and all teachers incorporate the habits into their daily instruction. Title 1 purchased "The 7 Habits" daily planners for all third through fifth grade students. The planners have great study supports and relevant information for families. The 7 Habits are becoming a part of the culture of our school.

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

Each class has a part time paraprofessional assigned. This allows the teachers to spend a few extra moments recognizing or interacting with students that may need individual attention. If a social-emotional problem is identified, the child is referred to the Student Services team and a plan is developed by all the stakeholders including family and school staff to provide the necessary supports. Staff may be paired with students as appropriate to monitor the child's progress.

Early Warning Systems

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

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

All families are encouraged to use the Parent Portal to monitor their child's academic progress as well as their attendance. If a student is nearing 10 absences or 10 tardies, the family receives a letter indicating that they are nearing the 10 day mark. Once a student has exceeded 10 unexcused absences or tardies, the family has a conference with the principal to develop a plan for improved attendance.

All students that score a 1 or 2 on statewide, standardized assessment are further evaluated to determine areas of skill deficiency. A plan for remediation is implemented and progress is monitored.

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

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

Indicator	Grade Level	
	4	Total
Attendance below 90 percent	0	
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	2	2

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Multiple intervention strategies are employed to promote academic success:

- 1) Student attendance is monitored. If a problem exists, it is specifically identified, families are made aware of the problem, plans are developed to remediate the problem and progress is monitored. Interventions could include providing home routine recommendations, incentives for improvement, coordinating transportation, etc.
- 2) Student behavior is monitored. If a problem exists, it is specifically defined, families are made aware of the problem, plans are developed to remediate the problem and progress is monitored. Interventions could include individualized behavior management system with specific goals, assigned check in person, reinforcement schedule, etc.
- 3) Academic problems are monitored. If a problem exists, further diagnosis occurs to specifically identify the problem, families are made aware of the problem, plans are developed to remediate the problem, and progress is monitored. Interventions include differentiated instruction in the classroom, Title 1 pullout to include additional interventions in targeted skill areas, afterschool tutoring, etc.

Family and Community Involvement

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

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. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

A school representative attends the monthly Town of Micanopy Commission meetings to stay informed about events going on in the community. The town assists in the Annual Light up Micanopy event that helps raise money for the 5th graders to go to Washington D.C. The town has assisted the school by

helping to provide overflow parking during whole school events. On occasion, the public works workers have assisted with various projects on campus. This assistance enables the school to save money for additional school improvements. The school plans quarterly community service projects to give back to the community. Any business that supports the school is recognized on the school marquee, through our weekly Newsletter and a banner may be posted on campus. The students and staff write personalized letters to businesses expressing appreciation for their support.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Maynard, Brenda	Principal
Briant, Mary	Teacher, ESE
Willis, Erin	Teacher, K-12
Legler, Kelly	Teacher, K-12
Gilmartin, Barbara	Teacher, K-12

Duties

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

All team members collaborate with classroom teachers and families to review specific student data, analyze problems, develop a plan and monitor implementation of interventions. The team collaborates in reviewing and re-evaluating the plan to ensure that the students' individual needs are met. Each member has a responsibility in the process. The classroom teacher collects and monitors Tier I data and implements Tier II interventions. The teacher uses the Tier I data to direct the instruction. The Title I teacher also implements Tier II interventions and supports in data collection and progress monitoring. The ESE teacher consults with classroom teachers and supports in data collection and progress monitoring of Tier III students. The principal oversees school-wide progress monitoring, ensures fidelity of implementation and provides supports where needed.

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 role of the MTSS Leadership team is to ensure that high quality instruction and interventions are matched to students' needs. The team meets at least monthly to review data and to make recommendations for instruction, intervention and enrichment. The team monitors the school-wide data for Tier I as well as the Tier II and Tier III small group instruction. The team reviews both formative and summative data to monitor student progress. In review of the data, the team oversees and makes recommendations regarding core curriculum, supplemental materials, interventions and enrichment. The School Improvement Plan incorporates the core principles of MTSS by planning for early intervention, using research based curriculum, using data driven instruction and ongoing progress monitoring.

Our school receives Title I Part A money that is used to pay the salary of the Title I teacher. The Title 1 teacher provides small group, pull out instruction for students falling in the lowest quartile. The supplemental instruction supports remediation of skill deficits. Additional Title I, Part A money is used to purchase supplemental materials, provide stipends for PLC's and pay for professional development for teachers supported by the SIP.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brenda Maynard, Charter School Director	Principal
Lynne Emmerich, Board Member	Parent
Sandra Johnson, Board Vice Chair	Parent
James Walkup, Board Treasurer	Business/Community
Frederick Wood, Board Chair	Parent
Elizabeth Allerton, Board Member	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The 2013-2014 School Improvement plan was reviewed by the School Based Leadership team, school faculty, and family members who participate on an advisory committee. Three of the four school improvement goals were met. All stakeholders provided input pertaining to future development of the school improvement plan.

Development of this school improvement plan

An advisory committee comprised of family members and school staff conducts the annual school climate survey, reviews the school data, and provides input for the School Improvement Plan. The advisory committee reviews the progress towards goals of the School Improvement Plan. The Board of Directors works closely with the school director, faculty, parents and other stakeholders to monitor the progress of the school. The Board approves, monitors and amends the school budget as it pertains to the goals and needs of the School Improvement Plan.

Preparation of the school's annual budget and plan

The annual school budget is developed by the school director and finance committee, taking in consideration input from staff and information gathered by the advisory committee through surveys and school data. The Board of Directors reviews the budget routinely throughout the school year.

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

In 2013-2014 school year, Title 1 Part A funds (\$3400) were allocated for professional development. These funds were allocated to provide training for using the writing component of the newly adopted Scott Foresman Reading Street Curriculum.

Title 1 Part A funds (\$4500) were allocated for a Planned Learning Community. The funds were allocated to provide professional development in the are of creating a culture of leadership among school, students and families.

School Improvement Funds (\$1,226) were received in June of 2014. This money was used to pay for supplemental science and social studies curriculum: Discovery Ed./ Brain Pop/ Weekly Readers

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Maynard, Brenda	Principal
Briant, Mary	Teacher, ESE
Willis, Erin	Teacher, K-12
Legler, Kelly	Teacher, K-12
Gilmartin, Barbara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly to review, research, recommend and model best practices in the area of literacy. The leadership team is committed to implementing our core reading program with fidelity and using supplemental curriculum that is research based and proven to yield high achievement. The team makes recommendations to the teachers. Purchases are based on the recommendation and input from the teachers.

Public and Collaborative Teaching

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

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

School wide events are planned throughout the school year to promote team building and positive relationships among teachers and all school staff. Teachers collaborate with each other daily, sharing ideas and strategies.

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

At MACS, in order to recruit and retain new highly qualified teachers, we partner new teachers with veteran teachers. Additionally, the director conducts routine meetings with new teachers. In order to promote retention of highly qualified teachers, collaboration is highly regarded and teacher input is considered when making decisions. Teachers are provided opportunities for professional development and necessary resources to facilitate student success.

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

Teachers collaborate with each other daily, sharing ideas and strategies. Veteran teachers are paired with newer teachers. The director meets regularly with new staff to answer questions and provide necessary support. The faculty meet every other week for school wide professional development.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school uses state adopted textbooks and recommended pacing guides to ensure that our core instructional programs and materials are aligned to Florida's standards. The teachers utilize the various resources available on CPALMS, including professional development, lesson plan ideas and activities.

Instructional Strategies

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

At the beginning of each school year, the classroom teachers and leadership team review student data from the previous year, as well as the beginning of year assessments. Each classroom teacher provides differentiated instruction during small group instruction and through learning centers. School wide scheduling provides a highly qualified teacher assistant to assist in each classroom during core instruction. Additionally, students that require supplemental instruction are pulled from class to receive additional instruction in the area of reading, math and/or writing. Interventions are designed to target a specific skill deficit area. The student's progress is monitored. Students that are identified as significantly above benchmark participate in enrichment instruction that further challenges students based on an individual goal.

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:

Targeted students are provided an extended learning opportunity by receiving supplemental instruction from the Title 1 Teacher. The lowest performing students are selected for the additional instruction based on FCAT 2.0, FAIR, OnTrack Benchmark Testing and progress monitoring.

Strategy Rationale

As a Title 1 school, MACS receives additional funds to support supplemental instruction. We provide intensive reading intervention to students most in need. Additionally, as our capacity allows, we provide intensive math intervention.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maynard, Brenda, maynardb@macschool.us

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

Data is collected every three weeks for students participating in a supplemental/ intervention groups. Student progress is reviewed to monitor the effectiveness of the additional instruction.

Strategy: Extended School Day

Minutes added to school year: 2,400

Targeted students are provided an extended learning opportunity by receiving supplemental instruction afterschool in the areas of reading and math. The lowest performing students are selected for the additional instruction based on FCAT 2.0, FAIR, OnTrack Benchmark Testing, teacher recommendation and progress monitoring.

Title 1 provides district paid extended day intervention for third, fourth and fifth grade students in the area of reading. Title1 purchased the reading program, Achieve 3000, provides training and support for teachers as well as pays the teachers stipends.

Strategy Rationale

The additional practice of skills in a small group setting has been proven to be successful as evidenced by increased learning gains for students who participate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maynard, Brenda, maynardb@macschool.us

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

Data is collected every three weeks for students participating in a supplemental intervention group. This progress is reviewed to monitor the effectiveness of the additional instruction.

Strategy: Extended School Day

Minutes added to school year:

Students that are consistently above benchmark and have exceeded the expected standards participate in a focus group where they are assigned self-paced enrichment projects.

Strategy Rationale

Even when they have meet all the standards, all students have areas in which they can improve.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Willis, Erin, willise@macschool.us

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

Data is collected every six weeks for students participating in an enrichment group. Learning gains are monitored to determine the effectiveness of the enrichment.

Student Transition and Readiness

PreK-12 Transition

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

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

MACS offers a free VPK (Voluntary Pre- Kindergarten) program as a choice to parents so that their children are provided an opportunity to prepare for a successful transition to kindergarten. Pre-school transition for our incoming kindergarten students is provided via a Meet the Teacher day and Kindergarten Orientations held in the spring and during pre-planning week. This allows the parents and students to orient themselves to the VPK and kindergarten classrooms and materials. This also gives the teacher an opportunity to discuss kindergarten expectations with the parents. The Title 1 lead teachers, paraprofessionals and Principal attend the event to help answer questions and support the families in the transition.

College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

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.** Family attendance at Title 1 Family Involvement Workshops will increase from 45% to 60%
- G2.** To increase the percentage of students achieving proficiency from 41% as measured by FCAT 2.0 to 65% or higher as measured by the Florida Standards Assessment.
- G3.** Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 from 72% to 78% or higher

Strategic Goals Detail

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

G1. Family attendance at Title 1 Family Involvement Workshops will increase from 45% to 60% 1a

G051656

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Title 1 Teacher
- Family Resource Center
- Parent Involvement Plan
- Title 1 Funds
- Annual Climate Survey

Targeted Barriers to Achieving the Goal 3

- According to our school annual climate survey, families indicated lack of time, lack of childcare and scheduling as barriers to attend Title 1 workshops.

Plan to Monitor Progress Toward G1. 8

Family sign in sheets along with student achievement data will be reviewed to determine the effectiveness of parent involvement.

Person Responsible

Erin Willis

Schedule

On 5/29/2015

Evidence of Completion

The school leadership team will review the family attendance data as well as student learning gains of the families that participated compared to those that did not to determine the effectiveness of this strategy.

G2. To increase the percentage of students achieving proficiency from 41% as measured by FCAT 2.0 to 65% or higher as measured by the Florida Standards Assessment. 1a

G049406

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	65.0

Resources Available to Support the Goal 2

- Scott Foresman Reading Street Common Core Writer's Notebooks for K-5
- Early release days for professional development and collaborative planning.
- Curriculum designed rubrics for each grade level.
- Use of "Writing to Sources" supplement for grades K-5
- Deliberate Practice Goal for each teacher as part of their professional development plan
- Achieve 3000 for grades 3-5
- Waterford for grades K-2

Targeted Barriers to Achieving the Goal 3

- Lack of consistent, rigorous writing instruction across all grades.

Plan to Monitor Progress Toward G2. 8

Every six weeks, students' writing will be assessed as part of the writing portion of the reading unit test. The writing will be assessed using the curriculum designed rubrics. Teachers will conference with students about his/her writing progress.

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 8/25/2014 to 5/15/2015

Evidence of Completion

As all grade level teachers become more proficient in using the writing portion of the Reading Street curriculum, the students will show learning gains. The school based leadership team will review student progress by comparing the Beginning of Year, Middle of Year and End of Year writing assessments. 80% of students will show learning gains.

G3. Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 from 72% to 78% or higher **1a**

G049408

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal **2**

- Florida Science Fusion Houghton Mifflin Harcourt
- Scott Foresmen Reading Street
- Early Release days for professional development and collaborative planning.
- Science Kits

Targeted Barriers to Achieving the Goal **3**

- Lack of "hands- on" and inquiry focused science activities.

Plan to Monitor Progress Toward G3. **8**

Students' chapter science test scores will increase with increased engagement in inquiry based activities.

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 10/15/2014 to 5/15/2015

Evidence of Completion

By supplementing text book lessons with a variety of "hands- on", inquiry based learning opportunities students will have an increase interest and retention of concepts. The increased depth of knowledge will be evident in formative and summative assessments. 70% or more of students will score at 80% or higher on science tests.

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. Family attendance at Title 1 Family Involvement Workshops will increase from 45% to 60% **1**

 G051656

G1.B1 According to our school annual climate survey, families indicated lack of time, lack of childcare and scheduling as barriers to attend Title 1 workshops. **2**

 B129950

G1.B1.S1 Families will be invited to attend the Title 1 Family workshops through the weekly school newsletter, emails, flyers, school marquee and personal invitations by the Title 1 Teacher. Workshops will be scheduled at various different times to help avoid scheduling conflicts. Childcare will be provided and workshop materials will be posted on the school website. **4**

 S141995

Strategy Rationale

As more families attend workshops and learn research based academic strategies, students will make learning gains on assessments.

Action Step 1 **5**

Teachers will communicate the importance and effectiveness of family involvement. Families will be invited to attend Title 1 workshops.

Person Responsible

Erin Willis

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

There will be an increase in families attending Title1 workshops resulting in increased student achievement.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Title 1 Lead teacher will implement the Parent Involvement Plan by planning Title 1 family workshops.

Person Responsible

Erin Willis

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

The Title 1 lead teacher and director will monitor the number of families that attend the workshops by reviewing the sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Workshops will be scheduled at various times in hopes of accomodating family schedules, meals and childcare are provided to further overcome barriers.

Person Responsible

Erin Willis

Schedule

Evidence of Completion

Each quarter, the school based leadership team will review sign in sheets and keep track of the number of families that were able to attend a workshop. The team will brainstorm ways to further increase involvement.

G2. To increase the percentage of students achieving proficiency from 41% as measured by FCAT 2.0 to 65% or higher as measured by the Florida Standards Assessment. 1

G049406

G2.B1 Lack of consistent, rigorous writing instruction across all grades. 2

B123507

G2.B1.S1 All teachers will use the writing component of Scott Foresman Reading Street curriculum with fidelity and teach writing strategies to all students. 4

S135408

Strategy Rationale

When teachers at each grade level teach the writing standards with fidelity, all students will improve their writing skills.

Action Step 1 5

Director will schedule professional development opportunities for teachers to learn writing strategies. Training will be provided with support and coaching.

Person Responsible

Brenda Maynard

Schedule

Monthly, from 8/27/2014 to 12/31/2014

Evidence of Completion

attendance indicated through sign in sheets, ACIIS

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

Trainings will be scheduled with follow up activities designed to promote quality writing instruction.

Person Responsible

Brenda Maynard

Schedule

Every 2 Months, from 8/25/2014 to 5/15/2015

Evidence of Completion

Teacher implementation of writing strategies as designed by the curriculum. Implementation evidenced through lesson plans and classroom observations.

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

Every six weeks, students' writing will be assessed as part of the writing portion of the reading unit test. The writing will be assessed using the curriculum designed rubrics. Teachers will conference with students about his/her writing progress.

Person Responsible

Brenda Maynard

Schedule

Every 6 Weeks, from 8/25/2014 to 5/15/2015

Evidence of Completion

School based leadership team will review the progress of students by comparing the Beginning of Year, Middle of Year and End of Year writing assessments. 80% of students will show learning gains.

G3. Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 from 72% to 78% or higher 1

 G049408

G3.B1 Lack of "hands- on" and inquiry focused science activities. 2

 B123510

G3.B1.S1 Teachers will incorporate at least two "hands-on", inquiry based activities into the lesson plan each month. 4

 S135413

Strategy Rationale

By supplementing text book lessons with a variety of "hands- on", inquiry based learning opportunities students will have an increase interest and retention of concepts.

Action Step 1 5

In addition to the text book instruction of science standards, teachers will use more inquiry based activities to engage students and provide an interactive experience with the target concept.

Person Responsible

Brenda Maynard

Schedule

Monthly, from 10/15/2014 to 5/15/2015

Evidence of Completion

Lesson plans, and classroom observation of activities will be evidence of strategy.

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

Lesson plans will be reviewed and activities will be observed.

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 10/15/2014 to 5/15/2015

Evidence of Completion

Students will connect with science concepts as they engage in inquiry based activities. This connection and increased depth of knowledge will be evident in formative and summative assessments.

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

Lesson plans will be reviewed and activities will be observed. Students' chapter science test scores will increase with increased engagement in interactive activities.

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 10/15/2014 to 5/15/2015

Evidence of Completion

An increased depth of knowledge will be evident in formative and summative assessments. 70% or more of students will score at 80% or higher on chapter science tests.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Director will schedule professional development opportunities for teachers to learn writing strategies. Training will be provided with support and coaching.	Maynard, Brenda	8/27/2014	attendance indicated through sign in sheets, ACIIS	12/31/2014 monthly
G3.B1.S1.A1	In addition to the text book instruction of science standards, teachers will use more inquiry based activities to engage students and provide an interactive experience with the target concept.	Maynard, Brenda	10/15/2014	Lesson plans, and classroom observation of activities will be evidence of strategy.	5/15/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will communicate the importance and effectiveness of family involvement. Families will be invited to attend Title 1 workshops.	Willis, Erin	8/25/2014	There will be an increase in families attending Title1 workshops resulting in increased student achievement.	5/29/2015 quarterly
G1.MA1	Family sign in sheets along with student achievement data will be reviewed to determine the effectiveness of parent involvement.	Willis, Erin	8/25/2014	The school leadership team will review the family attendance data as well as student learning gains of the families that participated compared to those that did not to determine the effectiveness of this strategy.	5/29/2015 one-time
G1.B1.S1.MA1	Workshops will be scheduled at various times in hopes of accomodating family schedules, meals and childcare are provided to further overcome barriers.	Willis, Erin	5/29/2015	Each quarter, the school based leadership team will review sign in sheets and keep track of the number of families that were able to attend a workshop. The team will brainstorm ways to further increase involvement.	quarterly
G1.B1.S1.MA1	The Title 1 Lead teacher will implement the Parent Involvement Plan by planning Title 1 family workshops.	Willis, Erin	8/25/2014	The Title 1 lead teacher and director will monitor the number of families that attend the workshops by reviewing the sign in sheets.	5/29/2015 quarterly
G2.MA1	Every six weeks, students' writing will be assessed as part of the writing portion of the reading unit test. The writing will be assessed using the curriculum designed rubrics. Teachers will conference with students about his/her writing progress.	Maynard, Brenda	8/25/2014	As all grade level teachers become more proficient in using the writing portion of the Reading Street curriculum, the students will show learning gains. The school based leadership team will review student progress by comparing the Beginning of Year, Middle of Year and End of Year writing assessments. 80% of students will show learning gains.	5/15/2015 quarterly
G2.B1.S1.MA1	Every six weeks, students' writing will be assessed as part of the writing portion of the reading unit test. The writing will be assessed using the curriculum designed rubrics. Teachers will conference with students about his/her writing progress.	Maynard, Brenda	8/25/2014	School based leadership team will review the progress of students by comparing the Beginning of Year, Middle of Year and End of Year writing assessments. 80% of students will show learning gains.	5/15/2015 every-6-weeks
G2.B1.S1.MA1	Trainings will be scheduled with follow up activities designed to promote quality writing instruction.	Maynard, Brenda	8/25/2014	Teacher implementation of writing strategies as designed by the curriculum. Implementation evidenced through lesson plans and classroom observations.	5/15/2015 every-2-months
G3.MA1	Students' chapter science test scores will increase with increased engagement in inquiry based activities.	Maynard, Brenda	10/15/2014	By supplementing text book lessons with a variety of "hands- on", inquiry based learning opportunities students will have an increase interest and retention of concepts. The increased depth of knowledge will be evident in formative and summative assessments. 70% or more of students will score at 80% or higher on science tests.	5/15/2015 quarterly
G3.B1.S1.MA1	Lesson plans will be reviewed and activities will be observed. Students' chapter science test scores will increase with increased engagement in interactive activities.	Maynard, Brenda	10/15/2014	An increased depth of knowledge will be evident in formative and summative assessments. 70% or more of students will score at 80% or higher on chapter science tests.	5/15/2015 quarterly
G3.B1.S1.MA1	Lesson plans will be reviewed and activities will be observed.	Maynard, Brenda	10/15/2014	Students will connect with science concepts as they engage in inquiry based activities. This connection and increased depth of knowledge will be evident in formative and summative assessments.	5/15/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Family attendance at Title 1 Family Involvement Workshops will increase from 45% to 60%

G1.B1 According to our school annual climate survey, families indicated lack of time, lack of childcare and scheduling as barriers to attend Title 1 workshops.

G1.B1.S1 Families will be invited to attend the Title 1 Family workshops through the weekly school newsletter, emails, flyers, school marquee and personal invitations by the Title 1 Teacher. Workshops will be scheduled at various different times to help avoid scheduling conflicts. Childcare will be provided and workshop materials will be posted on the school website.

PD Opportunity 1

Teachers will communicate the importance and effectiveness of family involvement. Families will be invited to attend Title 1 workshops.

Facilitator

Erin Willis

Participants

School families

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

G2. To increase the percentage of students achieving proficiency from 41% as measured by FCAT 2.0 to 65% or higher as measured by the Florida Standards Assessment.

G2.B1 Lack of consistent, rigorous writing instruction across all grades.

G2.B1.S1 All teachers will use the writing component of Scott Foresman Reading Street curriculum with fidelity and teach writing strategies to all students.

PD Opportunity 1

Director will schedule professional development opportunities for teachers to learn writing strategies. Training will be provided with support and coaching.

Facilitator

Director/ Public Consulting Group

Participants

All teachers

Schedule

Monthly, from 8/27/2014 to 12/31/2014

G3. Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 from 72% to 78% or higher

G3.B1 Lack of "hands- on" and inquiry focused science activities.

G3.B1.S1 Teachers will incorporate at least two "hands-on", inquiry based activities into the lesson plan each month.

PD Opportunity 1

In addition to the text book instruction of science standards, teachers will use more inquiry based activities to engage students and provide an interactive experience with the target concept.

Facilitator

B. Maynard, Director

Participants

all teachers

Schedule

Monthly, from 10/15/2014 to 5/15/2015

Budget Rollup

Summary

Description	Total
Goal 1: Family attendance at Title 1 Family Involvement Workshops will increase from 45% to 60%	37,000
Goal 2: To increase the percentage of students achieving proficiency from 41% as measured by FCAT 2.0 to 65% or higher as measured by the Florida Standards Assessment.	6,115
Goal 3: Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 from 72% to 78% or higher	3,695
Grand Total	46,810

Goal 1: Family attendance at Title 1 Family Involvement Workshops will increase from 45% to 60%

Description	Source	Total
B1.S1.A1 - Title 1 Teacher	Title I Part A	37,000
Total Goal 1		37,000

Goal 2: To increase the percentage of students achieving proficiency from 41% as measured by FCAT 2.0 to 65% or higher as measured by the Florida Standards Assessment.

Description	Source	Total
B1.S1.A1 - Stipends for Teachers	Title II	1,574
B1.S1.A1 - AV Technology- Epson Projector / Document Camera	Title I Part A	4,000
B1.S1.A1 - Supplemental curriculum	Title I Part A	541
Total Goal 2		6,115

Goal 3: Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 from 72% to 78% or higher

Description	Source	Total
B1.S1.A1 - supplemental science curriculum	School Improvement Funds	2,495
B1.S1.A1 - registration/ stipends for professional development	Title II	1,200
Total Goal 3		3,695