



2013-2014 SCHOOL IMPROVEMENT PLAN

Micanopy Area Cooperative School, Inc.
802 NW SEMINARY AVE
Micanopy, FL 32667
352-466-0990

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
53%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
20%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	12
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Part III: Coordination and Integration	28
Appendix 1: Professional Development Plan to Support Goals	29
Appendix 2: Budget to Support Goals	33

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Micanopy Area Cooperative School, Inc.

Principal

Brenda Maynard

School Advisory Council chair

Fred Wood

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Brenda Maynard	Director
Mary Briant	ESE Consultant
Erin Willis	Title 1 Teacher
Cathy Myers	1st Grade Teacher
Meredith Goodnight	3rd Grade Teacher

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The members of SAC are comprised of parents, family members, and school staff.

Involvement of the SAC in the development of the SIP

The school advisory council conducts the annual school climate survey, reviews the school data, and provides input for the School Improvement Plan. The school advisory council reviews the progress towards goals set in the School Improvement Plan. The school advisory council also provides input for the Home/ School Compact and the Parent Involvement Plan.

Activities of the SAC for the upcoming school year

The school advisory council will review the school improvement plan and monitor progress towards the goals set in the plan. The school advisory council will review and edit the annual climate survey to collect

information relevant to the improvement of the school. The school advisory council also provides input for the Title 1 Parent Improvement Plan as well as the Home/ School Compact.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to provide professional development for the implementation of the newly purchased reading curriculum that aligns to the new standards. Funds will also be used to provide professional development on strategies that increase student engagement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Brenda Maynard

Principal

Years as Administrator: 0

Years at Current School: 3

Credentials

Bachelor of Arts in Education, 17 years of educational experience with 8 years as an Academic Director of a private school and 3 years as an instructional coach. Certification in Early Education Grades K-6, Certification in Emotionally Handicapped Grades K-12, Certification in Specific Learning Disabilities Grades K-12, Autism Spectrum Disorders Endorsement.

Performance Record

Has 17 years of educational experience with 8 years as an Academic Director of a private school and 3 years as an instructional coach.

Classroom Teachers

of classroom teachers

10

receiving effective rating or higher

10, 100%

Highly Qualified Teachers

100%

certified in-field

10, 100%

ESOL endorsed

4, 40%

reading endorsed

1, 10%

with advanced degrees

5, 50%

National Board Certified

1, 10%

first-year teachers

0, 0%

with 1-5 years of experience

1, 10%

with 6-14 years of experience

6, 60%

with 15 or more years of experience

3, 30%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers collaborate with each other daily, sharing ideas and strategies. Veteran teachers are paired with newer teachers. The faculty meet minimally once a week for school wide professional development activities. Each early release Wednesday of the month is dedicated to a specific training topic. The first Wednesday is dedicated to meeting with all staff to discuss school related topics. The second and fourth Wednesdays are dedicated to Common Core implementation. The third Wednesday is dedicated to grade specific trainings.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team meets at least one time per month to review progress monitoring data for each grade level. The team identifies students who meet, exceed or are at risk of not meeting benchmarks. The team collaborates to problem solve, evaluate implementation, and make recommendations for school improvement based on the data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), Scott Foresman Reading Street Unit Benchmarks, Macmillan Math ConnectEd chapter tests, OnTrack Benchmark Assessment in math and science, Florida Comprehensive Assessment Test (FCAT) in reading, math, writing, and science will be used to monitor progress of students and analyze effectiveness of core, supplemental and intervention curriculum.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS and RtI processes are reviewed at scheduled meetings. All staff engage in on-going professional development and are supported when implementing interventions. The Educational Planning Team informs and explains interventions and data that support decision making to parents throughout the process of providing supports to students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 70,200

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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Title 1 Teacher, School Based Leadership Team and Director are responsible for monitoring the implementation of Title 1 supplemental instruction.

Strategy: Extended Day for All Students

Minutes added to school year: 5,760

Afterschool tutoring is provided to 3rd- 5th graders who are targeted as needing intervention in Reading and Math. The selection criteria is based on FCAT 2.0, FAIR, OnTrack Benchmark and progress monitoring.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Progress monitoring of chapter and unit tests are reviewed to evaluate the effectiveness of the tutoring program.

Who is responsible for monitoring implementation of this strategy?

The classroom teachers and director are responsible for evaluating the effectiveness of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Brenda Maynard	Director
Erin Willis	Title I Teacher
Meredith Goodnight	3rd grade teacher
Cathy Myers	1st grade teacher
Mary Briant	ESE Consultant

How the school-based LLT functions

The leadership team meets once a month 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.

Major initiatives of the LLT

The major initiatives will be supporting the teachers in the use of the newly adopted reading curriculum along with improving the use of classroom reading centers.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our school 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 by a Meet the Teacher day/ Kindergarten Orientation in the spring and another one during pre-planning week. This allows the parents and students to orient themselves to the kindergarten classroom and materials. This also gives the teacher an opportunity to discuss kindergarten expectations with the parents and provides an opportunity for parents to ask questions.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	84%	Yes	78%
American Indian				
Asian				
Black/African American				
Hispanic				
White	73%	82%	Yes	76%
English language learners				
Students with disabilities				
Economically disadvantaged	76%	88%	Yes	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	31%	35%
Students scoring at or above Achievement Level 4	31	51%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	24	83%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	12	60%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	84%	Yes	85%
American Indian				
Asian				
Black/African American				
Hispanic				
White	83%	84%	Yes	85%
English language learners				
Students with disabilities				
Economically disadvantaged	86%	88%	Yes	87%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	41%	45%
Students scoring at or above Achievement Level 4	24	39%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	12	41%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		76%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	10	8%	4%
Students who are not proficient in reading by third grade	4	20%	15%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We believe in involving families in all aspects of their child's education. Families are invited and encouraged to participate in the School Advisory Council (SAC) and the Parent Teacher Organization (PTO). Numerous family workshops are provided throughout the school year to support parents and provide strategies for them to help their children learn at home. We encourage all our families to provide input when developing our school's Parent Involvement Plan and when developing the Home/ School Compact. Our goal for 2013-2014 is to increase attendance at Title I Family Involvement Workshops of families of students in the lowest third.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance at Title I, Parent Involvement workshops of families of students in the lowest quartile.	6	50%	70%

Goals Summary

- G1.** To increase the percentage of students achieving proficiency (FCAT Level 3.5) or higher in writing from 60% to 80%.
- G2.** To increase the percentage of students making learning gains on the Math FCAT 2.0 from 41% to 55%.
- G3.** Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 to 70% or higher
- G4.** The attendance of families of students in the lowest third of Title I Family Involvement Workshops will increase from 50% to 70%.

Goals Detail

G1. To increase the percentage of students achieving proficiency (FCAT Level 3.5) or higher in writing from 60% to 80%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Scott Foresman Reading Street Common Core Writer's Notebook for grades K-5
- Early release days for professional development and collaborative planning.
- Curriculum designed rubrics for each grade level.

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Teachers of grades K-5 will participate in professional development opportunities to learn to use the writing portion of the Scott Foresman Reading Curriculum.

Person or Persons Responsible

All instructional staff will participate in professional development. The Director will schedule trainings and facilitate oversight and coaching.

Target Dates or Schedule:

Professional development will occur throughout the 2013-2014 school year.

Evidence of Completion:

As all grade level teachers become more proficient in using the writing portion of the Reading Street curriculum, the students will make learning gains. Progress monitoring probes, scored using curriculum designed rubric, will be reviewed every six weeks by teachers, school-based leadership team and director.

G2. To increase the percentage of students making learning gains on the Math FCAT 2.0 from 41% to 55%.

Targets Supported

Resources Available to Support the Goal

- Macmillan/McGraw-Hill ConnectED Math Curriculum
- Title 1 Small Group Supplemental Instruction
- Early release days for professional development and collaborative planning.

Targeted Barriers to Achieving the Goal

- Students are not aware of their own progress in math.

Plan to Monitor Progress Toward the Goal

Students will learn to set individual goals based on improving a mathematic skill or concept. Students will monitor their progress towards achieving their goals.

Person or Persons Responsible

Teachers will teach students to set goals and provide a structure for students to keep track of their progress. Students will be responsible for maintaining their data books.

Target Dates or Schedule:

Throughout the 2013-2014 school year, students will review their personal data weekly. Each month the school- based leadership team will randomly check student data folders.

Evidence of Completion:

As students receive feedback from their teachers, monitor their own progress and work towards their goals, the number of students at or above benchmark will increase. The school- based leadership team will review progress monitoring data to include: Chapter Tests, Unit Tests, OnTrack Benchmark Testing and FCAT 2.0.

G3. Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 to 70% or higher

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Lack of time to cover science standards in lower grades.
- Lack of "hands- on" science activities to increase depth of knowledge.

Plan to Monitor Progress Toward the Goal

Teachers will teach and expand students' science knowledge through use of the Fusion Science curriculum as well as the implementation of the Scott Foresman Reading Street curriculum.

Person or Persons Responsible

Teachers will teach science lessons and monitor for increased student engagement. Teachers and school based leadership team will review student data. The director will monitor lesson plan implementation.

Target Dates or Schedule:

Scott Foresman Reading Street curriculum will be taught daily throughout the 2013-2014 school year.

Evidence of Completion:

Classroom observation of increased student engagement, 75% or more of each class scoring 80% or higher on science unit tests. 70% or higher of students will achieve a Level 3 or higher on the Science FCAT 2.0.

G4. The attendance of families of students in the lowest third of Title I Family Involvement Workshops will increase from 50% to 70%.

Targets Supported

- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Parent Involvement Plan
- Title I Teacher
- Title I Funds
- Annual Climate Survey

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Families will be invited to attend Title I Family workshops through MACS Matters, emails, flyers, school marquee and personal invites from the Title I lead teacher.

Person or Persons Responsible

All school personnel will inform and encourage families to attend workshops.

Target Dates or Schedule:

Throughout the 2013-2014 school year.

Evidence of Completion:

There will be an over all increase of families attending Title I workshops resulting in increase student achievement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the percentage of students achieving proficiency (FCAT Level 3.5) or higher in writing from 60% to 80%.

G1.B1 Lack of consistent, rigorous writing instruction across all grades.

G1.B1.S1 Teachers will participate in professional development to learn to use the writing component of Scott Foresman Reading Street curriculum

Action Step 1

Director will schedule professional development opportunities for use of newly adopted reading curriculum. Training will be provided with support for additional coaching.

Person or Persons Responsible

Director will schedule trainings. Teachers and Director will attend trainings.

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

attendance indicated through sign in sheets, ACIS

Facilitator:

Director/ County PD/ Company Representative

Participants:

All teachers

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

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

Person or Persons Responsible

Director will monitor attendance of trainings.

Target Dates or Schedule

Trainings will occur throughout the 2013-2014 school year.

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 G1.B1.S1

With professional development and coaching, teachers will become more proficient in use of the writing portion reading curriculum.

Person or Persons Responsible

Instructional staff grades K-5 will participate in professional development with oversight by the Director.

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

As all grade level teachers become more proficient in using the writing portion of the Reading Street Curriculum, the student will make learning gains in writing through progress monitoring.

G2. To increase the percentage of students making learning gains on the Math FCAT 2.0 from 41% to 55%.

G2.B1 Students are not aware of their own progress in math.

G2.B1.S1 In grades 2-5, students will learn to set specific math goals for themselves based on conferences with the teacher and their assessment data.

Action Step 1

Teachers will teach and guide students to set rigorous, yet achievable math goals for themselves.

Person or Persons Responsible

Teachers/ School Staff

Target Dates or Schedule

Data notebooks/ folders will be monitored by teachers weekly. School based leadership will review unit test data and progress monitoring data monthly.

Evidence of Completion

Student notebooks will be checked for individual goals and forms of progress monitoring. When conferencing with students, students will indicate awareness of their strengths and weaknesses and their progress toward completing their goals.

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

Teachers will monitor students' use of setting goals using data notebooks/ folders.

Person or Persons Responsible

School based leadership team and director will monitor that grades 2-5 are utilizing data notebooks/ folders.

Target Dates or Schedule

Data notebooks and progress towards goals will be reviewed by teachers weekly and monitored by school based leadership team and director during the 2013-2014 school year.

Evidence of Completion

Data collected in notebooks, achieved goals, students' increased knowledge of their own learning , increased learning gains based on summative assessments will all be forms of evidence of completion.

Plan to Monitor Effectiveness of G2.B1.S1

Students will learn to set rigorous, achievable individual goals and monitor their progress towards those goals.

Person or Persons Responsible

Teachers will teach students to set goals and provide a structure for students to keep track of their progress towards their goals.

Target Dates or Schedule

Students will review their personal data weekly. Each month the school- based leadership team will randomly check student data folders.

Evidence of Completion

As students monitor their own progress and work towards their goals, the number of students at or above benchmark will increase. School- based leadership team will review progress monitoring data that includes Chapter Tests, Unit Tests, OnTrack and FCAT 2.0.

G2.B1.S2 Students will use data notebooks/ folder to monitor progress towards their goals. Teachers will provide feedback to students.

Action Step 1

Teachers will conference with students about their goals and will teach students to record math data in their data notebooks.

Person or Persons Responsible

Teachers will teach and monitor students as they use data books to record and evaluate their math test data.

Target Dates or Schedule

Data books will be monitored by teachers weekly. School Based Leadership will review Chapter, Unit and Benchmark Data.

Evidence of Completion

Chapter and Unit Assessment Data. OnTrack Benchmark Data

Facilitator:

Director

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Teachers will review student data books on weekly basis to be sure that students are utilizing this strategy. The director will periodically check student data books in each class.

Person or Persons Responsible

Teachers will monitor classes, the school based leadership team and director will check on students monthly

Target Dates or Schedule

Strategy will be monitored for fidelity November through May of the 2013-2014 school year.

Evidence of Completion

Data collected in data books along with increased number of students scoring at 80% or higher on Unit Tests will provide evidence of completion.

Plan to Monitor Effectiveness of G2.B1.S2

Teachers will review student data books provide feedback to students regarding their performance.

Person or Persons Responsible

School based leadership team will review progress monitoring data and look for upward trends of student achievement.

Target Dates or Schedule

Teachers will provide feedback to students daily, progress monitoring review will be ongoing throughout the 2013-2014 school year.

Evidence of Completion

There will be an increased number of students scoring at 80% or higher on Unit Tests, at least 55% of students will make learning gains on the Math FCAT 2.0.

G3. Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 to 70% or higher

G3.B1 Lack of time to cover science standards in lower grades.

G3.B1.S1 As a supplement to the Fusion Science curriculum, teachers will teach more science content during reading by utilizing the content in Scott Foresman Reading Street Curriculum.

Action Step 1

Teachers will utilize and expand upon the science content presented in the Reading Street curriculum. Teachers will plan for hands- on, extension activities during scheduled science time and monitor for increased engagement.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During early release days or on scheduled date.

Evidence of Completion

Lesson plans, classroom observation, and formative assessments

Facilitator:

Director

Participants:

Teachers

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

Director will observe teachers as they teach and expand science knowledge through implementation of the Scott Foresman Reading Street curriculum.

Person or Persons Responsible

Teachers, director

Target Dates or Schedule

Monthly

Evidence of Completion

Director will monitor lesson plans and observe lessons. School Based Leadership Team will review unit tests.

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will review formative and summative assessment data.

Person or Persons Responsible

Teachers, School Based Leadership Team, Director

Target Dates or Schedule

Monthly during the 2013-2014 school year

Evidence of Completion

Review of lesson plans, observations of increased student engagement, increased student learning gains.

G3.B2 Lack of "hands- on" science activities to increase depth of knowledge.

G3.B2.S1 Teachers will incorporate at least one "hands-on", interactive science action into the lesson plan each month.

Action Step 1

Teachers will plan to use more of the suggested hands- on activities to engage students, provided in the science curriculum.

Person or Persons Responsible

Teachers will collaborate with each other for ideas.

Target Dates or Schedule

An activity will be planned at least once a month.

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Lesson plans will be reviewed and activities will be observed.

Person or Persons Responsible

Teachers, director

Target Dates or Schedule

During walkthrough and planned observations during the 2013-2014 school year.

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B2.S1

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

Person or Persons Responsible

Teachers, students, director

Target Dates or Schedule

Effectiveness will be monitored after each chapter and unit test.

Evidence of Completion

Students will connect more with science concepts as they engage in "hands- on" activities. This connection and increased depth of knowledge will be evident in formative and summative assessments. 75% or more of students will score at 80% or higher on science tests.

G4. The attendance of families of students in the lowest third of Title I Family Involvement Workshops will increase from 50% to 70%.

G4.B1 According to our school annual climate survey, families indicated lack of time, childcare and scheduling as barriers to attend scheduled events.

G4.B1.S1 Families of students in the lowest third will get a personal invitation to Title I Family Workshops. All workshops will be scheduled at two different times, childcare will be provided and workshop materials will be posted on the school website.

Action Step 1

Teachers will communicate the importance of family involvement. Families will be invited and encouraged to attend all Title I workshops.

Person or Persons Responsible

Teachers, Lead Title I Teacher, Director

Target Dates or Schedule

A month before each Title I workshop

Evidence of Completion

A log of family contacts will be kept as evidence of invites.

Facilitator:

Title I Teacher, Director

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

The Title I lead teacher and director will monitor the number of families that attend Title I Family Workshops by interacting with families and reviewing sign in sheets.

Person or Persons Responsible

Title I teacher and director

Target Dates or Schedule

Throughout the 2013-2014 school year after each scheduled event.

Evidence of Completion

Sign in Sheets

Plan to Monitor Effectiveness of G4.B1.S1

Families will be invited to attend Title I Family workshops through MACS Matters, emails, flyers, school marquee and personal invites from the Title I lead teacher.

Person or Persons Responsible

All school personnel will inform and encourage families to attend workshops.

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

There will be an over all increase of families attending Title I workshops resulting in increased student achievement.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase the percentage of students achieving proficiency (FCAT Level 3.5) or higher in writing from 60% to 80%.

G1.B1 Lack of consistent, rigorous writing instruction across all grades.

G1.B1.S1 Teachers will participate in professional development to learn to use the writing component of Scott Foresman Reading Street curriculum

PD Opportunity 1

Director will schedule professional development opportunities for use of newly adopted reading curriculum. Training will be provided with support for additional coaching.

Facilitator

Director/ County PD/ Company Representative

Participants

All teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

attendance indicated through sign in sheets, ACIIS

G2. To increase the percentage of students making learning gains on the Math FCAT 2.0 from 41% to 55%.

G2.B1 Students are not aware of their own progress in math.

G2.B1.S2 Students will use data notebooks/ folder to monitor progress towards their goals. Teachers will provide feedback to students.

PD Opportunity 1

Teachers will conference with students about their goals and will teach students to record math data in their data notebooks.

Facilitator

Director

Participants

All instructional staff

Target Dates or Schedule

Data books will be monitored by teachers weekly. School Based Leadership will review Chapter, Unit and Benchmark Data.

Evidence of Completion

Chapter and Unit Assessment Data. OnTrack Benchmark Data

G3. Increase the percentage of students achieving a Level 3 or higher on the Science FCAT 2.0 to 70% or higher

G3.B1 Lack of time to cover science standards in lower grades.

G3.B1.S1 As a supplement to the Fusion Science curriculum, teachers will teach more science content during reading by utilizing the content in Scott Foresman Reading Street Curriculum.

PD Opportunity 1

Teachers will utilize and expand upon the science content presented in the Reading Street curriculum. Teachers will plan for hands- on, extension activities during scheduled science time and monitor for increased engagement.

Facilitator

Director

Participants

Teachers

Target Dates or Schedule

During early release days or on scheduled date.

Evidence of Completion

Lesson plans, classroom observation, and formative assessments

G4. The attendance of families of students in the lowest third of Title I Family Involvement Workshops will increase from 50% to 70%.

G4.B1 According to our school annual climate survey, families indicated lack of time, childcare and scheduling as barriers to attend scheduled events.

G4.B1.S1 Families of students in the lowest third will get a personal invitation to Title I Family Workshops. All workshops will be scheduled at two different times, childcare will be provided and workshop materials will be posted on the school website.

PD Opportunity 1

Teachers will communicate the importance of family involvement. Families will be invited and encouraged to attend all Title I workshops.

Facilitator

Title I Teacher, Director

Participants

Teachers

Target Dates or Schedule

A month before each Title I workshop

Evidence of Completion

A log of family contacts will be kept as evidence of invites.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase the percentage of students achieving proficiency (FCAT Level 3.5) or higher in writing from 60% to 80%.	\$3,400
G4.	The attendance of families of students in the lowest third of Title I Family Involvement Workshops will increase from 50% to 70%.	\$4,500
Total		\$7,900

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1 Part A Budget	\$3,400	\$3,400
Title I Part A Budget	\$4,500	\$4,500
Total	\$7,900	\$7,900

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase the percentage of students achieving proficiency (FCAT Level 3.5) or higher in writing from 60% to 80%.

G1.B1 Lack of consistent, rigorous writing instruction across all grades.

G1.B1.S1 Teachers will participate in professional development to learn to use the writing component of Scott Foresman Reading Street curriculum

Action Step 1

Director will schedule professional development opportunities for use of newly adopted reading curriculum. Training will be provided with support for additional coaching.

Resource Type

Professional Development

Resource

Professional development will

Funding Source

Title 1 Part A Budget

Amount Needed

\$3,400

G4. The attendance of families of students in the lowest third of Title I Family Involvement Workshops will increase from 50% to 70%.

G4.B1 According to our school annual climate survey, families indicated lack of time, childcare and scheduling as barriers to attend scheduled events.

G4.B1.S1 Families of students in the lowest third will get a personal invitation to Title I Family Workshops. All workshops will be scheduled at two different times, childcare will be provided and workshop materials will be posted on the school website.

Action Step 1

Teachers will communicate the importance of family involvement. Families will be invited and encouraged to attend all Title I workshops.

Resource Type

Professional Development

Resource

Planned Learning Community

Funding Source

Title I Part A Budget

Amount Needed

\$4,500