

Alachua County Public Schools

Micanopy Area Cooperative School, Inc.



2018-19 Schoolwide Improvement Plan

Micanopy Area Cooperative School, Inc.

802 NW SEMINARY AVE, Micanopy, FL 32667

<http://www.macschool.us/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	20%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Micanopy Area Cooperative School, Inc.

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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

b. 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.

2. School Environment

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

At the beginning of the 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 student questionnaire to complete, which provides relevant information to the teachers.

Because students are dropped off and picked up daily by family members, there are multiple opportunities for face to face communication and interaction. This fosters an ongoing personal relationship between families and school.

b. 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. The school provides an After School program for families.

Behavior expectations are reviewed daily during "Morning Announcements" as well as by classroom teachers. Students are taught the "Seven Habits of Happy Kids" and the common language is used by all students and staff. Students are encouraged to be leaders and interact by using the Seven Habits: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize, and Sharpen the Saw. This creates a culture of respect and strategies for problem solving. Additionally, the school implements a mystery "Positive Pat". This mystery person reports specific positive behavior noticed around campus on the morning announcements. The school also does a school wide "kindness challenge" encouraging students to do random acts of kindness for each other. These programs promote of culture of empathy and positive behavior.

During our PE class, one month is set aside to teach students to be radKIDS. This is a personal empowerment safety education program that emphasizes essential decision-making skills. The radKIDS curriculum is a fun, activity-based program that includes lectures, safety drills, physical skills to resist or stop violence or harm, and dynamic simulation. Bullying is a topic discussed as part of this curriculum. Once students have completed this program they are equipped with a variety of skills to handle various difficult situations.

An Alachua County Deputy "checks- in" routinely as he/she patrols our area. All visitors 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.

All school staff wear badges, identifying them as employees of the school. All visitors must sign into the front office and wear a badge during their time on campus.

We have a school safety officer on site during student hours. Our safety officer interacts with students, families and staff in a positive and proactive manner.

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

The 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 a part of the culture of our school.

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

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.

As part of our school culture, students are taught skills that will help them deal with social situations and provide them tools for interacting in a positive and proactive manner. Students are taught the Seven Habits of Happy Kids, and all students in Grade 1 and Grade 5 are taught the empowering skills through the radKids programs which give students tools and practiced responses for emergency situations. We empower our students with knowledge and practice for dealing with problems.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 Skyward Family Access 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 Education Planning Team to develop a plan for improved attendance.

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

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

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

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

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

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

c. 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 utilized 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 recommendations for home regarding routines, 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/658277>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

A school representative attends the monthly Town of Micanopy Commission meetings to stay informed about events going on in the community. The town assists with an annual Holiday 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 school events. On occasion, the public works workers have assisted with various projects on campus building a community relationship. The school plans quarterly community service projects to give back to the community. Local businesses are recognized on the school marque, through our weekly school newsletter and banners posted on campus. The students and staff write personalized letters to businesses expressing appreciation for their support.

Students go on field trips to local areas, learning about their community and building background knowledge. Local community members come to the school to speak to students providing history of the area and local knowledge. The local town librarian comes to read to the students each week building a community relationship with students. Additionally guest speakers of the library visit the school to speak as well.

C. Effective Leadership

1. School Leadership Team

a. 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
Thornton, Aimee	Teacher, K-12
Gilmartin, Barbara	Teacher, K-12
McKee, Penny	Administrative Support
Robbins, Rebekah	Teacher, K-12

b. Duties

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

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.

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

The 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 and push in 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, supplemental technology, provide stipends for PLC's and pay for professional development for teachers supported by the SIP.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brenda Maynard, Charter School Director	Principal
Sandra Johnson, Board Vice Chair	Parent
James Walkup, Board Treasurer	Business/Community
Frederick Wood, Board Chair	Parent
Tami Dixon, Board Member	Business/Community
Lee Deaderick, Board Member	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2017-2018 School Improvement plan was reviewed by the School Based Leadership team, school faculty, and family members who participate on an advisory committee. Both of the school's improvement goals were met. Stakeholders provide input pertaining to future development of the school improvement plan.

b. 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 work 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.

c. 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 throughout the school year.

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

In 2017-2018 school year, Title 1 Part A funds (\$7000) were allocated towards supplemental technology (document cameras and classroom projectors) .

Title 1 Part A funds (\$7500) were allocated towards and used to purchase Florida Ready Language Arts supplemental and other supplemental curriculum.

Title 1 Part A funds (\$3000) were allocated and used for staff development.

Title 1 Part A funds (\$65,000) was used for salaries for two highly qualified Title 1 teachers to provide supplemental instruction in the area of reading and math

School Improvement Funds (\$2717) were allocated and used towards classroom supplemental materials requested by teachers, Active Literacy Kits and Renaissance Learning program.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Maynard, Brenda	Principal
Briant, Mary	Teacher, ESE
Thornton, Aimee	Teacher, K-12
McKee, Penny	Administrative Support
Robbins, Rebekah	Teacher, K-12

b. Duties

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

The Literacy Leadership Team meets every two months 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

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

One of the ways to recruit new teachers, is by advertising in the weekly UF College of Education student newsletter and at Saint Leo University We host interns at our school so we can monitor how new teachers are developed. We strive to retain new highly qualified teachers partnering 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 input and opportunities for professional development and necessary resources to facilitate student success.

3. 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 as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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 allows for 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 individual goals.

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

Strategy: Extended School Day

Minutes added to school year: 2,400

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 FSA Scores, school based assessments (iREADY) and teacher recommendation.

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 FSA, iReady Diagnostics, I-Station, teacher recommendations and progress monitoring.

Title1 purchased the supplemental Achieve 3000 reading program, including training and support for teachers.

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 met 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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 classroom teachers, Title 1 lead teacher, paraprofessionals and Director attend the event to help answer questions and support the families in the transition.

b. College and Career Readiness

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

Community members and guest speakers are invited to an annual "Career Day" to speak to the students about their jobs. The guests are asked to focus on what type of learning strategies and content knowledge they have to acquire in order to be successful at their job. Since the school as a whole is studying the Seven Habits of Happy Kids, the guests are asked to share how the seven habits helped them with their career choice. Students are encouraged to ask questions and participate in follow up activities.

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

n/a

3. 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

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

n/a

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** To increase the percentage of proficiency amongst the lowest quartile in ELA and Math from 58% and 59% to at least 65%.
- G2.** Eighty percent of school families will attend at least one Title 1 Family Involvement workshop this school year.

Strategic Goals Detail

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

G1. To increase the percentage of proficiency amongst the lowest quartile in ELA and Math from 58% and 59% to at least 65%. 1a

 G100746

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Need for more targeted instruction in the area of comprehension: literature and informational text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scott Foresman Reading Street Common Core Curriculum
- Achieve 3000 for grades 3-5
- Smarty Ants for grades K-2
- Early release days for professional development and collaborative planning
- Florida Ready LAFS and MAFS supplemental curriculum
- Active Literacy Kits
- iReady Diagnostic and Instruction

Plan to Monitor Progress Toward G1. 8

Assessment data will be evaluated quarterly by the school based leadership team to monitor progress towards goal.

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 8/14/2017 to 5/31/2019

Evidence of Completion

Students will make learning gains on the growth monitoring assessments and iREADY diagnostics.

G2. Eighty percent of school families will attend at least one Title 1 Family Involvement workshop this school year. 1a

G100747

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 8/10/2018 to 5/31/2019

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.

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. To increase the percentage of proficiency amongst the lowest quartile in ELA and Math from 58% and 59% to at least 65%. **1**

 **G100746**

G1.B1 Need for more targeted instruction in the area of comprehension: literature and informational text. **2**

 **B271770**

G1.B1.S1 Teachers will teach students strategies to monitor their comprehension in order to facilitate a connection with texts. **4**

 **S287735**

Strategy Rationale

When teachers explicitly teach researched based comprehension strategies, students will become more critical thinkers which will result in increased learning gains.

Action Step 1 **5**

Teachers will participate in professional development to learn to use iReady diagnostic information to target their instruction and guide their decision making.

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 8/22/2018 to 5/17/2019

Evidence of Completion

Sign in sheets, written responses, written collaborative notes

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

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

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Implementation of comprehension strategies in the classroom evidenced through lesson plan review and classroom observations.

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

Assessment data will be evaluated quarterly by the school based leadership team to monitor progress towards goal.

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 8/22/2018 to 5/24/2019

Evidence of Completion

Students will make learning gains on the iReady Diagnostics

G1.B1.S2 Teachers will teach students to write with purpose, focus, organization, evidence and elaboration. 4

 S287736

Strategy Rationale

Students that write with purpose, focus, organization, evidence and elaboration have increased student achievement across curriculums.

Action Step 1 5

Teachers will participate in professional development for teaching students to write with purpose, focus, organization, evidence and elaboration

Person Responsible

Brenda Maynard

Schedule

Quarterly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Sign in sheets, written responses, written collaborative notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G2. Eighty percent of school families will attend at least one Title 1 Family Involvement workshop this school year. **1**

 G100747

G2.B1 According to our annual school climate survey, families indicated lack of time, lack of childcare and scheduling as barriers to attend Title 1 workshops. **2**

 B271771

G2.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 times to help avoid scheduling conflicts. Childcare will be provided and workshop materials will be posted on the school website. **4**

 S287737

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

Schedule

Monthly, from 8/10/2018 to 5/31/2019

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 G2.B1.S1 **6**

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

Person Responsible

Aimee Thornton

Schedule

Quarterly, from 8/10/2018 to 5/31/2019

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 G2.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

Aimee Thornton

Schedule

Quarterly, from 8/10/2018 to 5/31/2019

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.

V. Professional Development Opportunities

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

G1. To increase the percentage of proficiency amongst the lowest quartile in ELA and Math from 58% and 59% to at least 65%.

G1.B1 Need for more targeted instruction in the area of comprehension: literature and informational text.

G1.B1.S1 Teachers will teach students strategies to monitor their comprehension in order to facilitate a connection with texts.

PD Opportunity 1

Teachers will participate in professional development to learn to use iReady diagnostic information to target their instruction and guide their decision making.

Facilitator

B. Maynard

Participants

Classroom Teachers, Title 1 Teacher, ESE Teacher

Schedule

Quarterly, from 8/22/2018 to 5/17/2019

G1.B1.S2 Teachers will teach students to write with purpose, focus, organization, evidence and elaboration.

PD Opportunity 1

Teachers will participate in professional development for teaching students to write with purpose, focus, organization, evidence and elaboration

Facilitator

B. Maynard

Participants

Classroom teachers

Schedule

Quarterly, from 8/14/2018 to 5/31/2019












VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in professional development to learn to use iReady diagnostic information to target their instruction and guide their decision making.				\$9,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3240	500-Materials and Supplies	0951 - Micanopy Area Cooperative School, Inc.	General Fund		\$2,000.00
	3240	310-Professional and Technical Services	0951 - Micanopy Area Cooperative School, Inc.	General Fund		\$4,500.00
	3240	520-Textbooks	0951 - Micanopy Area Cooperative School, Inc.	General Fund	0.0	\$3,200.00
2	G1.B1.S2.A1	Teachers will participate in professional development for teaching students to write with purpose, focus, organization, evidence and elaboration				\$8,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3240	500-Materials and Supplies	0951 - Micanopy Area Cooperative School, Inc.	General Fund		\$4,000.00
	3240	691-Computer Software Capitalized	0951 - Micanopy Area Cooperative School, Inc.	General Fund		\$2,400.00
	3240	131300-CONSULTING SERVICES - GENERAL	0951 - Micanopy Area Cooperative School, Inc.	Title II		\$2,300.00
3	G2.B1.S1.A1	Teachers will communicate the importance and effectiveness of family involvement. Families will be invited to attend Title 1 workshops.				\$49,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3240	100-Salaries	0951 - Micanopy Area Cooperative School, Inc.	Title I, Part A		\$49,000.00
			Notes: Title 1 Teacher			
Total:						\$67,400.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S2.MA1  M426691	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1  M426692	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A1  A390276	Teachers will participate in professional development to learn to use iReady diagnostic information...	Maynard, Brenda	8/22/2018	Sign in sheets, written responses, written collaborative notes	5/17/2019 quarterly
G1.B1.S1.MA1  M426689	Assessment data will be evaluated quarterly by the school based leadership team to monitor progress...	Maynard, Brenda	8/22/2018	Students will make learning gains on the iReady Diagnostics	5/24/2019 quarterly
G1.B1.S1.MA1  M426690	Training will be scheduled with follow up activities designed to promote quality instruction.	Maynard, Brenda	8/13/2018	Implementation of comprehension strategies in the classroom evidenced through lesson plan review and classroom observations.	5/24/2019 quarterly
G1.MA1  M426693	Assessment data will be evaluated quarterly by the school based leadership team to monitor progress...	Maynard, Brenda	8/14/2017	Students will make learning gains on the growth monitoring assessments and iREADY diagnostics.	5/31/2019 quarterly
G2.MA1  M426696	Family sign in sheets along with student achievement data will be reviewed to determine the...	Maynard, Brenda	8/10/2018	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.	5/31/2019 quarterly
G2.B1.S1.MA1  M426694	Workshops will be scheduled at various times in hopes of accomodating family schedules. Meals and...	Thornton, Aimee	8/10/2018	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.	5/31/2019 quarterly
G2.B1.S1.MA1  M426695	The Title 1 Lead teacher will implement the Parent Involvement Plan by planning Title 1 family...	Thornton, Aimee	8/10/2018	The Title 1 lead teacher and director will monitor the number of families that attend the workshops by reviewing the sign in sheets.	5/31/2019 quarterly
G2.B1.S1.A1  A390278	Teachers will communicate the importance and effectiveness of family involvement. Families will be...		8/10/2018	There will be an increase in families attending Title1 workshops resulting in increased student achievement.	5/31/2019 monthly
G1.B1.S2.A1  A390277	Teachers will participate in professional development for teaching students to write with purpose,...	Maynard, Brenda	8/14/2018	Sign in sheets, written responses, written collaborative notes	5/31/2019 quarterly