

Alachua County Public Schools

Micanopy Area Cooperative School, Inc.



2019-20 Schoolwide Improvement Plan

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Micanopy Area Cooperative School, Inc.

802 NW SEMINARY AVE, Micanopy, FL 32667

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

Demographics

Principal: Brenda Maynard

Start Date for this Principal: 6/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: A (68%) 2017-18: A (62%) 2016-17: A (66%) 2015-16: A (71%) 2014-15: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

N/A

SIP Authority

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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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Providing a small student-staff ratio

Incorporating the Town of Micanopy as the classroom

Using a performance based curriculum with individual learning plans for every student

Involving parents and other family members in all aspects of their child's education

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Maynard, Brenda	Principal	<p>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.</p>
McKee, Penny	Assistant Principal	<p>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.</p>
Griffin, Clay	Teacher, ESE	<p>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.</p>
Lutz, Leslie	Teacher, K-12	<p>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</p>

Name	Title	Job Duties and Responsibilities
		progress monitoring of Tier III students. The principal oversees school-wide progress monitoring, ensures fidelity of implementation and provides supports where needed.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	33	31	36	36	38	39	0	0	0	0	0	0	0	213
Attendance below 90 percent	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	3	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	4	7	5	0	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

16

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	0	0	3	3	7	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	73%	59%	57%	71%	59%	55%
ELA Learning Gains	69%	57%	58%	61%	61%	57%
ELA Lowest 25th Percentile	71%	49%	53%	46%	48%	52%
Math Achievement	71%	60%	63%	78%	63%	61%
Math Learning Gains	71%	61%	62%	72%	65%	61%
Math Lowest 25th Percentile	47%	49%	51%	64%	50%	51%
Science Achievement	76%	57%	53%	71%	55%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	33 (0)	31 (0)	36 (0)	36 (0)	38 (0)	39 (0)	213 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	1 ()	1 (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)	3 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	4 (0)	7 (0)	5 (0)	16 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	57%	12%	58%	11%
	2018	79%	56%	23%	57%	22%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	63%	55%	8%	58%	5%
	2018	86%	54%	32%	56%	30%
Same Grade Comparison		-23%				
Cohort Comparison		-16%				
05	2019	79%	55%	24%	56%	23%
	2018	59%	55%	4%	55%	4%
Same Grade Comparison		20%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	58%	9%	62%	5%
	2018	74%	60%	14%	62%	12%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	63%	60%	3%	64%	-1%
	2018	86%	60%	26%	62%	24%
Same Grade Comparison		-23%				
Cohort Comparison		-11%				
05	2019	79%	57%	22%	60%	19%
	2018	74%	61%	13%	61%	13%
Same Grade Comparison		5%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	74%	55%	19%	53%	21%
	2018	59%	55%	4%	55%	4%
Same Grade Comparison		15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17			8							
MUL	73			91							
WHT	73	69	69	69	69	50	74				
FRL	59	64	60	59	62	27	71				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	83			75							
MUL	82			91							
WHT	71	58	38	75	68	67	62				
FRL	74	51		74	68	55	52				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	90			90							
WHT	69	61		75	68	55	73				
FRL	62	61	46	70	64		62				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our lowest 25 percentile in Math showed the least amount of growth with 47% proficiency.

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

Math lowest 25th percentile went from 59% proficient in 2018 to 47% proficient in 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math lowest 25th percentile

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

Our ELA lowest 25th percentile made the greatest gains. We utilized the iReady supplemental program, with small group Title 1 instruction using Curriculum Associates LAFS.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The subgroup proficiency scores of students with disabilities fell below 41%. The school leadership team will work to support these students in making additional gains.

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

1. Need to increase the proficiency of students with disabilities. Currently 13% are proficient.
2. Need to increase Math Lowest 25th Percentile from 47% to at least 50%
3. Need to increase ELA learning gains from 69% to 74%
4. Need to increase ELA Lowest 25th Percentile from 71% to 74%
5. Need to increase Math Achievement from 71% to 74%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students in the lowest 25th percentile, including students with disabilities
Rationale	Last school year, 47% of the students in the lowest quartile were proficient in Math. This includes students with disabilities. Only 8% of students with disabilities were proficient.
State the measurable outcome the school plans to achieve	With specific intervention and progress monitoring, at least 55% of the lowest quartile will show proficiency in Math. This includes students with disabilities.
Person responsible for monitoring outcome	Brenda Maynard (maynardb@macschool.us)
Evidence-based Strategy	Students identified in the lowest quartile will receive supplemental instruction based on iReady diagnostic data. Instructional staff will use evidence based instructional materials for remediation and intervention. Students will work to meet their "stretch" goal calculated through the iReady instruction and assessments. Instructional staff will monitor student growth checks and students will keep data notebooks, documenting their progress.
Rationale for Evidence-based Strategy	Providing explicit instruction based on formative assessment is a research based, high effect strategy. According to John Hattie's research on the most influential strategies of student achievement, in addition to explicit instruction based on formative assessment, strategies of providing feedback and setting appropriately challenging goals are among some of the highest strategies for having the potential to accelerate student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. The lowest 25th percentile in Math and ELA will be identified. SWD will be identified. 2. The leadership team will have data chats with the instructional staff to determine the plan of action and schedule supplemental instruction. 3. Instructional staff will meet with students after their first diagnostic and set learning goals with the students. 4. The leadership team will monitor growth checks, classroom data and will discuss the progress of this subgroup during data chats. 5. Instructional staff will provide explicit instruction and feedback to the students based on the formative assessments.
Person Responsible	Brenda Maynard (maynardb@macschool.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school hosts a variety of family and community engagement activities throughout the school year. These events are held during the school day, evenings and on weekends. Annually, the school hosts a Community Day, inviting interested community stakeholders for a brunch and a student tour of the campus and associated activities. The school has an active presence at the Annual Fall Festival in Micanopy. The school hosts talent shows, student performances, fun runs, pancake breakfasts and other engagement activities. The school invites local law enforcement and first responders to come for lunch whenever they are in the area. Teachers plan walking field trips to nearby educational sites such as the Micanopy Library, the Post Office, the Fire Department and the local museums. We invite town representatives to come and speak to our students as applicable.

PFEP Link

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

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. When needed students and families are referred to local outreach programs that provide counseling, family classes and behavior classes.

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 equip our students with knowledge and practice for dealing with difficult situations.

Additionally, the school is beginning to implement the Caring School Community program. It is a social and emotional learning program designed to help students become caring, responsible members of their school communities.

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 preplanning 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.

5th grade students have an opportunity to tour or shadow at the middle school they intend on going to.

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.

School data is analyzed by the school leadership team as well as the Board of Directors to determine the area needing the most resources. A budget is developed, applying allocated funds to the area of need. Funds are utilized for personnel, curriculum and professional development. The School Director meets monthly with classroom teachers and monthly with the Board of Directors to review needs, identify strengths, weaknesses and barriers. The budget is updated as needed.

Class lists are created by the previous year's teacher to determine best placement for student success. The School Director finalizes the class list.

Each grade level team meets during pre-planning week each year and develops the curriculum map for the year for each subject they teach. The grade level teachers meet weekly to review their pacing, student data and high effect strategies.

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.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Students in the lowest 25th percentile, including students with disabilities				\$79,774.21
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	692-Computer Software Non-Capitalized	0951 - Micanopy Area Cooperative School, Inc.	General Fund		\$11,000.00	
<i>Notes: iReady instruction and assessment is purchased as a supplemental instructional tool for daily practice, tutoring and at home use. Additionally, the program provides monthly progress monitoring data and Diagnostic growth results.</i>						
5100	150-Aides	0951 - Micanopy Area Cooperative School, Inc.	Title, I Part A	100.0	\$53,381.50	
<i>Notes: funding for three paraprofessionals in grades 3, 4 and 5.</i>						
5100	520-Textbooks	0951 - Micanopy Area Cooperative School, Inc.	Title, I Part A		\$3,200.00	

			<i>Notes: Curriculum Associates- Supplemental MATH and LAFS books</i>			
5100	692-Computer Software Non-Capitalized	0951 - Micanopy Area Cooperative School, Inc.	Title, I Part A			\$405.00
			<i>Notes: Brainpop software subscription for ELA, ELL development</i>			
5100	120-Classroom Teachers	0951 - Micanopy Area Cooperative School, Inc.	Title, I Part A	30.0		\$11,787.71
			<i>Notes: 30% Title 1 Teacher</i>			
					Total:	\$79,774.21