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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: 10/4/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	36%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (62%) 2016-17: A (66%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## 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](http://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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## Micanopy Area Cooperative School, Inc.

802 NW SEMINARY AVE, Micanopy, FL 32667

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	39%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	Yes	18%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

### School Board Approval

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### 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Maynard, Brenda	Principal	Principal acts as Instructional Leader and director of operations. 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.
McKee, Penny	Assistant Principal	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.
Davis, Kelly	Teacher, K-12	Member of student services team. Provides Tier 2 and Tier 3 direct services to students.
Huddleston, Tonya	Teacher, ESE	Member of student services team. Provides Tier 2 and Tier 3 direct services to students.
Mudra, Stacy	Attendance/ Social Work	Member of student services team. Provides Tier 2 and Tier 3 direct services to students.

## Demographic Information

### Principal start date

Monday 10/4/2021, Brenda Maynard

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

15

**Total number of students enrolled at the school**

211

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

1

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	34	36	36	35	30	40	0	0	0	0	0	0	0	211
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	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	



**Date this data was collected or last updated**

Monday 10/4/2021

**2020-21 - As Reported**

**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	
Number of students enrolled	34	36	36	30	36	30	0	0	0	0	0	0	0	202
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

**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	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - 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	
Number of students enrolled	34	36	36	30	36	30	0	0	0	0	0	0	0	202
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	

Students with two or more indicators 0 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	

Retained Students: Current Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				73%	59%	57%	74%	58%	56%
ELA Learning Gains				69%	57%	58%	58%	53%	55%
ELA Lowest 25th Percentile				71%	49%	53%	35%	40%	48%
Math Achievement				71%	60%	63%	77%	64%	62%
Math Learning Gains				71%	61%	62%	70%	58%	59%
Math Lowest 25th Percentile				47%	49%	51%	59%	45%	47%
Science Achievement				76%	57%	53%	58%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	57%	12%	58%	11%
Cohort Comparison						
04	2021					
	2019	63%	55%	8%	58%	5%
Cohort Comparison						
05	2021					
	2019	79%	55%	24%	56%	23%
Cohort Comparison						
		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	58%	9%	62%	5%
Cohort Comparison						
04	2021					
	2019	63%	60%	3%	64%	-1%
Cohort Comparison		-67%				
05	2021					
	2019	79%	57%	22%	60%	19%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	74%	55%	19%	53%	21%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used is Curriculum Associates iReady Diagnostic. The Fall diagnostic was taken in August 2020. The Winter diagnostic was taken in December 2020 and the Spring Diagnostic was taken in April 2021.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	38	60
	Economically Disadvantaged	23	33	58
	Students With Disabilities	0	0	0
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	59	71
	Economically Disadvantaged	8	50	67
	Students With Disabilities	0	0	0
	English Language Learners	n/a	n/a	n/a

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	34	67
	Economically Disadvantaged	28	28	59
	Students With Disabilities	0	0	14
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	25	53
	Economically Disadvantaged	6	22	59
	Students With Disabilities	0	0	29
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	52	52
	Economically Disadvantaged	17	67	50
	Students With Disabilities	0	38	38
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	44	70
	Economically Disadvantaged	0	17	83
	Students With Disabilities	13	25	50
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	64	73
	Economically Disadvantaged	43	57	57
	Students With Disabilities	14	14	43
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	55	75
	Economically Disadvantaged	23	36	57
	Students With Disabilities	0	29	29
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	67	78
	Economically Disadvantaged	50	70	70
	Students With Disabilities	0	0	50
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	54	63
	Economically Disadvantaged	30	50	80
	Students With Disabilities	0	25	50
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	n/a	n/a	n/a

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	29			41							
WHT	70	63		74	47		79				
FRL	59	58		63	50		55				
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				

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
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	326
Total Components for the Federal Index	5
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	67
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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities and students in the lowest quartile show the least amount of learning gains in the content areas of reading and math in grades K-5.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in the content area of reading and math for students with disabilities and students in the lowest quartile of grades 3-5.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

These students need access to more specialized instruction in their area of skill deficiency. These students are identified and are individually supported through goal setting and specific instruction targeted to help them master the grade level standards and make gains toward benchmark expectations.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improved data components based on the progress monitoring are the math components of all students and disadvantaged students.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

School provided an early morning opportunity for students to come before school to work on their iReady lessons during a "Power Hour". Students were excited to participate in this opportunity to "power up".

#### What strategies will need to be implemented in order to accelerate learning?

All students are encouraged to do extra and to engage in the individualize learning opportunities of the iReady instructional program. Additionally, the education planning team coordinates specific intervention for students based on their area of need to support learning gains. Teachers use data notebooks to track student progress.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.



Teachers are participating in professional development to learn to use the intervention components of the new Benchmark Reading series that is aligned to the B.E.S.T. standards. Additionally, teachers are participating in professional development to learn to use and read data provided by iReady Standards Mastery.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Support services will continue to be provided to students in the lowest quartile as well as students with disabilities to monitor their progress towards standards mastery.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Differentiation

**Area of Focus Description and Rationale:** Based on the 2019 FSA data and the 2021 progress monitoring data, additional focus needs to be given to differentiating instruction for students with disabilities in order for them to reach content level achievement and proficiency.

**Measurable Outcome:** 80% of students with disabilities will reach their individualized target growth goal on the Spring progress monitoring iReady Diagnostic.

**Monitoring:** Student monthly growth checks will be monitored. The growth checks help predict student progress towards the annual growth goal and towards their grade level proficiency. Students will take the Winter diagnostic and will also take the End of the Year diagnostic.

**Person responsible for monitoring outcome:** Brenda Maynard (maynardb@macschool.us)

**Evidence-based Strategy:** Identified students will participate in research based intervention provided by a highly qualified teacher. Regular progress monitoring will occur to evaluate the effectiveness of the intervention and the student learning growth. iReady growth assessment data and diagnostic assessment data will be used to direct differentiated instruction. Students will work to meet their "stretch" goal calculated through the iReady. Students will maintain data notebooks to monitor their progress toward their learning goal.

**Rationale for Evidence-based Strategy:** Providing targeted, explicit instruction based on formative assessment data is a research based, high effect strategy. According to John Hattie's high effect strategy research, providing feedback to students and setting appropriately challenging goals are among top strategies having significant impact on accelerating student achievement.

#### Action Steps to Implement

*No action steps were entered for this area of focus*

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus**

**Description and Rationale:** By the end of the 2020- 2021 school year, 48% of third grade students were proficient according to the ELA FSA and 52% were proficient according to the Spring iReady Diagnostic.

**Measurable Outcome:** With targeted instruction and progress monitoring, 70% of the this group (4th grade students) will be proficient according to the 2022 Spring iReady Diagnostic.

**Monitoring:** Student monthly growth checks will be monitored. The growth checks help predict student progress towards the annual growth goal and towards their grade level proficiency. Students will take the Winter diagnostic and will also take the End of the Year diagnostic.

**Person responsible for monitoring outcome:**

Brenda Maynard (maynardb@macschool.us)

**Evidence-based Strategy:**

Identified students will participate in research based intervention provided by a highly qualified teacher. Regular progress monitoring will occur to evaluate the effectiveness of the intervention and the student learning growth. iReady growth assessment data and diagnostic assessment data will be used to direct differentiated instruction. Students will work to meet their "stretch" goal calculated through the iReady. Students will maintain data notebooks to monitor their progress toward their learning goal.

**Rationale for Evidence-based Strategy:**

According to John Hattie's high effect strategy research, providing feedback to students and setting appropriately challenging goals are among the top strategies having significant impact on accelerating student achievement. Teachers will provide targeted, explicit instruction based on formative assessment data.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Behavior expectations are reviewed daily during "Morning Announcements" and reviewed throughout the day 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 provides strategies for problem solving.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

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, participate in Study Hall or in Morning Mile. The PE coach, 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.

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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 includes 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.

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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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, a community Fun Run 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. Family and community members are invited to participate in our Parent Teacher Organization (PTO) and our Board Advisory Committee (BAC). Input is gathered and incorporated into the planning of our school improvement. All previous events are being evaluated and planned for the 2021-2022 school year with modifications due to COVID-19.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	369-Technology-Related Rentals	0951 - Micanopy Area Cooperative School, Inc.	Title II		\$500.00	
<i>Notes: Standards Mastery Training</i>						
5100	310-Professional and Technical Services	0951 - Micanopy Area Cooperative School, Inc.	Title II		\$1,500.00	
<i>Notes: iReady Training</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$20,400.00
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100		0951 - Micanopy Area Cooperative School, Inc.	Title IV		\$2,400.00	
<i>Notes: Benchmark Training</i>						
5100		0951 - Micanopy Area Cooperative School, Inc.	General Fund		\$18,000.00	
<i>Notes: iReady Instruction and Assessment License</i>						
<b>Total:</b>					<b>\$22,400.00</b>	