

2008 – 2009 SCHOOL IMPROVEMENT PLAN

School Name: Micanopy Area Cooperative School
District Name: Alachua
Principal: Anne Thomson
SAC Chair: Elizabeth Schuppie
Superintendent: Dr. W. Daniel Boyd
Date of School Board Approval: 6/11/2008

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Our mission, as stated in our contract with the School Board of Alachua County is to provide elementary students with a community-oriented 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

SCHOOL PROFILE/DEMOGRAPHICS

The Micanopy Area Cooperative School is a public charter school established as a non-profit entity in 1996. It opened in 1997 through the efforts of parents, educators, and concerned citizens who believe that a small rural community's assets of history, art, music and natural resources can foster a unique learning environment for its students.

The town of Micanopy provided substantial support for the school during its first year by leasing the Stanley Stobles Center to the school for \$10.00 per year. During 1998, the Town Commission voted to transfer the Stobles Center and its surrounding property (about 2.5 acres) to the school. The property was deeded to the school in the spring of 1999, with the requirement that the school continue to make the Stobles Center available to community groups for use during non-school hours for a fee. A classroom building was added in the fall of 1998. Planning and early construction of a second classroom building was implemented in 1999-2000, with the building being open for use by the start of the school year in August of 2000. Construction of this building was made possible by receipt of School Infrastructure Thrift funds from the state. We have added a fourth building to our school. Construction began in May 2008 and was completed by August 2008.

The school's initial contract with the Alachua County School Board expired on June 30, 2000. The contract was renewed on July 1, 2000 by a unanimous vote of the School Board for a period of ten years. The school's charter was again renewed in 2007 for an additional 10 years.

Forty-four percent (44%) of our students, during the 2007-2008 school year, were disadvantaged based on Free and Reduced Lunch applications.

STUDENT ACHIEVEMENT DATA

District: ALACHUA

Years: 2007-2008, 2006-2007, 2005-2006, 2004-2005, 2003-2004, 2002-2003

School Grades:

Report Type: School Grades

<i>School Accountability Report</i>													
Click on the column header to re-sort by that column.													
School Number	School	Level	School Year (Click on year to see detailed report)	Grade (Includes Learning Gains) more info	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Bonus points for 11th-12th grade Retake
Alachua													
0951	MICANOPY AREA COOPERATIVE SCHOOL, INC.	Elementary	2007-08	A	82	82	84	54	58	80	58	80	NA
		Elementary	2006-07	A	85	87	88	54	95	74	95	73	NA
		Elementary	2005-06	B	80	76	87		54	46	54		
		Elementary	2004-05	A	84	78	83		64	80	64		
		Elementary	2003-04	A	90	75	87		79	88	79		
		Elementary	2002-03	N	80	76	80		83	90	83		

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

N/A

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

List your school's highly qualified administrators and briefly describe their credentials and their experience with increasing student academic achievement.

Director:

Mrs. Anne Thomson has a Masters in Education and 17.5 years elementary education experience. While at Micanopy Area Cooperative School, the school grade has remained an "A."

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas and schools.

Each year teachers are given a cost of living raise; when "A" money is available, based upon prior year test ranking, the money is shared by all teachers; teachers receive a Christmas bonus; the school sponsors social events and gatherings for the teachers; and they are celebrated during teacher appreciation week.

Staff List

School Name: Micanopy Area Cooperative School

District: Alachua

Name	Area(s) of Certification	Endorsement(s)	Teaching Assignment(s)	Type of Certificate	Number of years teaching
Mary Briant	Elementary Ed. grades 1-6, Emotionally Handicapped grades K-12, Primary Education grades K-3		ESE Consultant	Professional	28
Brenda Cooper-Derry	Music K-12		Music	Professional	4
Jeffrey Creveling			P.E. Coach		2
Lisa Feenburg	Pre-kindergarten/Primary Education (age 3-Grade 3), Preschool Education (birth-age 4)	ESOL, Pre-kindergarten Disabilities	VPK Teacher	Professional	1
Jennifer Floyd	Mathematics 5-9, General Science 5-9, Elementary Education K-6		Fifth grade teacher	Professional	11
Denise Follenius	American Speech and Hearing Association certified clinically competent (CCC), Licensed in Florida		Speech Therapist	Permanent	12
Barbara Gilmartin	Elementary Education grades 1-6		Fourth grade teacher	Professional	20
Meredith Goodnight	Elementary Education grades 1-6	ESOL	Third grade teacher	Professional	8
Tonya Huddleston	Elementary Ed. grades 1-6, Reading grades K-12, Varying Exceptionalities grades K-12	ESOL	Second grade teacher	Professional	6
Jennifer Johnson	Elementary Ed. grades K-6, English grades 6-12, Exceptional Student Ed. grades K-12	ESOL Gifted Reading	CRT, Gifted Consultant, Testing Coordinator, Title 1 Lead Teacher	Professional	10
Cathy Myers	Primary Education grades K-3		First grade teacher	Professional	13
Melissa Varady	Elementary Ed. grades K-6		Kindergarten teacher	Professional	4

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Please include other Title programs, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and/or job training, as applicable.

Title 1 push-in tutorial model, VPK program, free and reduced lunch program, Steps to Respect program, UF nurses provide nutrition and screening programs, and after school tutoring.

School Wide Improvement Model

Note: Required for Title I

Describe the evidence-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

This year our school is implementing Florida's Continuous Improvement Model (FCIM). FCIM uses data to drive decisions about instructional strategies. FCIM is designed to provide frequent and accurate information to the school administrators, teachers, parents, and students regarding each student's progress towards mastering the Sunshine State Standards (SSS). FCIM aligns curriculum, instructional strategies, assessment, and professional development. FCIM provides strategies for monitoring the progress of each student.

In previous years the school used DIBELS and Harcourt pre, mid, and post tests to drive instruction. These methods will continue to be used and compared to the data provided through FCIM to create and even more thorough diagnosis of student performance.

NCLB Public School Choice

Note: Required for Title I

Prior to the beginning of school we notified our parents of AYP results, made the report available in the front office, posted the results in each classroom, and posted the results in a central location.

Public School Choice Notice to Parents

Our school is not a school in need of improvement, nor a school in corrective action, nor a school in restructuring, so we are not required to provide alternative schools for students to attend.

Notification of SINI Status

Our school is not a school in need of improvement, nor a school in corrective action, nor a school in restructuring, so we are not required to provide notification of alternative schools for students to attend.

Pre-School Transition

Note: Required for Title I

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Pre-school transition, for our incoming kindergarten students, is provided by a meet the teacher day in spring and then again before school starts in the fall. We also stagger the start day for the kindergarten students, so that no more than five students attend on their first day. This allows for students to become more acclimated to the routine before the entire class attends.

Our school started offering VPK this year as a choice to our parents, so that students are provided an opportunity to prepare their children for a successful transition to kindergarten.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Describe your school's Teacher Mentoring Program.

MACS provides mentoring to teachers as needed or requested, based upon FCAT data and professional development plans (PDP).

Teacher Mentoring List

School Name: Micanopy Area Cooperative School

District: Alachua

Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities
Mary Ann Myrand	Title 1 Supervisor	Barbara Gilmaritn	Writing in the classroom

Extended Learning Opportunities

Note: Required for Title I

Describe the programs that are provided before and after-school, during the summer, and during the extended school year.

MACS provides extended learning opportunities through after school tutoring, and when necessary, through summer school.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

N/A

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

N/A

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress.

N/A

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies.

N/A

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Secondary School Redesign (Section 1003.413 Florida Statutes)

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign.

Different Innovative Approaches to Instruction

N/A

Responsibility of Teaching Reading for Every Teacher

N/A

Quality Professional Development for Teachers and Leaders

N/A

Small Learning Communities (SLC)

N/A

Intensive Intervention in Reading and Mathematics

N/A

Parental Access and Support

N/A

Applied and Integrated Courses

N/A

Course Choice Based on Student Goals / Interests / Talent

N/A

Master Schedules Based on Student Needs

N/A

Academic and Career Planning

N/A

GOALS

Goal: Reading

***Note: Required for Title I**

Needs Assessment:

Did all student subgroups meet AYP targets? Yes

Did 50% or more of lower 25% make learning gains? Yes

Did 50% or more make learning gains? Yes

Did the percent proficient increase? No

In 2007-2008, 82% of students met high standards in reading. All student subgroups met AYP. 50% or more of the lower 25% made learning gains. 50% or more made learning gains. The percent proficient did not increase.

Objective:

65% of students will score at or above proficiency levels on the reading portion of the FCAT.

Strategies:

*All students will participate in 90 minute reading blocks daily. *Teachers will implement a variety of differentiated instruction methods, including but not limited to Cooperative learning activities, flexible grouping for instruction and remediation, Phonemic Awareness activities, word building activities, phonics and fluency building activities, Vocabulary and Comprehension activities, Responsive Classroom, and Guided Reading strategies. *Alternative instructional strategies, grouping techniques, and materials will be utilized to provide reading instruction for students who score in the lowest quartile in reading. *Teachers will use a variety of science and social studies materials on different reading levels in order to provide reading instruction in the content area. *At risk students will participate in an after school reading tutoring program if funds and highly qualified personnel are available. *Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide tutoring to students when direct instruction is not taking place. *ESE teacher will communicate with classroom teachers on a regular basis to assist with identifying children at risk. *ESE teacher will consult with classroom teachers to assist with documentations that IEP's are being implemented. *Family literacy opportunities will be provided.

Evaluation:

A variety of diagnostic materials including DIBELS, FCIM "On Track Testing," Trophies assessments, and Accelerated Reader will be used to assess and monitor student progress. These assessment results will ensure that all students are receiving appropriate instructional strategies designed to meet individual needs. Remediation will be provided to children in need as determined by a diagnostic assessment. Formal assessments will be given three times a year in addition to daily observations and weekly basal assessments.

Evidence-based Program(s):

*Harcourt Trophies Reading Series *Accelerated Reader * Great Leaps *SRA Reading Mastery *SRA Corrective Reading *SRA Specific Skills Series *Harcourt Language *Earobics

Professional Development Aligned with this Objective:

The following training opportunities will be provided for teachers and staff through SBAC and other sources (if funds are available): *Inclusion strategies, for meeting the needs of individual students. *Differentiated Instruction to meet the needs of all children. *Technology skills designed to meet the requirements of NCLB. *Teachers will be monitored to ensure that effective strategies are being implemented.* *Techniques, strategies, and activities in order to meet and maintain Title 1 “highly qualified staff” requirements. *Teacher mentoring/coaching will be provided.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
SRA	FTE	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	Title 1	\$200.00
		Total:\$200.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan Workshop	District	Free
Other		
Description of Resources	Funding Source	Available Amount
After school tutoring	FTE	\$4,300.00
		Total:\$4,300.00
		Final Total:\$5000.00

Non-Highly Qualified Instructors:

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

N/A

[End of Reading Goal](#)

Goal: Mathematics

***Note: Required for Title I**

Needs Assessment:

Did all student subgroups meet AYP targets? Yes

Did 50% or more of lower 25% make learning gains? Yes

Did 50% or more make learning gains? Yes

Did the percent proficient increase? No

In 2007-2008, 82% of all students met high standards in math. All student subgroups meet AYP. 50% or more of lower 25% made learning gains. 50% or more made learning gains. The percent proficient did not increase.

Objective:

68% of students will score at or above proficiency level on the mathematics portion of the FCAT.

Strategies:

*Teachers will implement a variety of differentiated instruction methods to meet the needs of all students including but not limited to Cooperative learning activities and Flexible grouping for instruction and remediation. Alternative instructional strategies, grouping techniques, and materials will be utilized to provide math instruction for students who score in the lowest quartile in math.

*Under the direct supervision of teachers, highly qualified paraprofessionals will be utilized to provide tutoring to students when direct instruction is not taking place. *ESE teacher will consult with classroom teachers on a regular basis to assist with identifying children at risk. *ESE teacher will consult with classroom teachers to assist with documentations that IEP's are being implemented. *Multi sensory manipulatives will be utilized.

Evaluation:

A variety of diagnostic materials including Harcourt assessments, FCIM "On Track Testing," and mini lessons based on FOCUS lessons will be used to assess and monitor student math progress. Instructional decisions will be based on teacher observations and assessment results.

Evidence-based Program(s):

*Harcourt Basal Mathematics *Bridges *Mountain Math

Professional Development Aligned with this Objective:

The following training opportunities will be provided for teachers and staff through SBAC and other sources (if funds are available): *Effective instructional practices and strategies designed to meet or exceed state levels of academic performance. *Inclusion strategies, the use of multi-sensory materials, and methodologies for meeting the needs of individual students who score in the lowest quartile in math. *Technology skills designed to meet the requirements of NCLB. *Teachers will be monitored to ensure that effective strategies are being implemented. *Techniques, strategies, and activities in order to meet and maintain Title 1 "highly qualified staff" requirements. *Teacher mentoring/coaching activities.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
ETA Versatiles	FTE	\$500.00
		Total:\$500.00
Other		
Description of Resources	Funding Source	Available Amount
Tutoring	FTE	\$1000.00
		Total:\$1000.00
		Final Total:\$1500.00

Non-Highly Qualified Instructors:

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

N/A

[End of Mathematics Goal](#)

Goal: Writing

**Note: Required for Title I*

Needs Assessment:

Did the percent proficient increase?

In 2007-2008, 89% of the students met AYP. The percent proficient did not increase.

Objective:

90% of students will score at or above proficiency levels on the writing portion of the FCAT.

Strategies:

*Writing instruction will be incorporated in other content areas. *Alternative instructional strategies, grouping techniques, and materials will be utilized to provide instruction for all students who are identified as having writing deficiencies. *Teachers will implement a variety of differentiated instruction methods, including but not limited to Responsive Classroom, Cooperative learning activities, Flexible grouping for instruction & remediation, and Word Building activities. *ESE teacher will communicate with classroom teachers on a regular basis to assist with identifying children at risk. *ESE teacher will consult with classroom teachers to assist with documentations that IEP's are being implemented.

Evaluation:

*Using FCIM, classroom teachers will score student writing prompts three times prior to the FCAT writing test and identify specific areas for improvement. *Teachers will have students write weekly, or more frequently, to prepare them for the state test.

Evidence-based Program(s):

Just Write Expository/Narrative by Kathy Robinson and Scholastic Writing Curriculum

Professional Development Aligned with this Objective:

The following training opportunities will be provided by SBAC and other sources for teachers and staff (if funds are available): *Effective instructional practices and strategies designed to meet or exceed state levels of academic performance. *Inclusion strategies, the use of multi-sensory materials, and methodologies for meeting the needs of individual students with deficiencies and/or disabilities. *Technology skills designed to meet the requirements of NCLB. *Teachers will be monitored to ensure that effective strategies are being implemented. *Teacher mentoring/coaching activities.

Budget:

Professional Development		
Description of Resources	Funding Source	Available Amount
Writing Rubrics Workshops	District	Free
		Final Total:\$0.00

End of Writing Goal

Goal: Science

***Note: Required for Title I**

Needs Assessment:

In 2007-2008, 54% of students met high standards in science.

Objective:

50% of students will score at or above proficiency levels on the science portion of the FCAT.

Strategies:

*The Science Sunshine State Standards will be used by teachers to show the progression of skills and to integrate reading, writing, and math concepts with science units designed to increase engagement and accelerate the acquisition of the Grade Level Expectations. *Students will participate in hands-on Science Lab lessons with a focus on Strand H: The Nature of Science and the scientific method. *Technology will be integrated with science instruction so that students receive direct instruction in the skills specified in the Grade Level Expectations.

Evaluation:

Classroom teachers will use a variety of diagnostic assessments including the Harcourt basal science evaluations, FCIM "On Track Tests," hands-on experimentation and observation, and individual or group projects to assess and monitor student progress.

Evidence-based Program(s):

*Harcourt Science Basal

Professional Development Aligned with this Objective:

The following training opportunities will be provided by SBAC and other sources for teachers and staff: *Effective instructional practices and strategies designed to meet or exceed state levels of academic performance *Inclusion strategies, the use of multi-sensory materials, and methodologies for meeting the needs of individual students. *Technology skills designed to meet the requirements of NCLB. *Teacher mentoring/coaching activities. *Teachers will be monitored to ensure that effective strategies are being implemented.

Non-Highly Qualified Instructors:

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

N/A

[End of Science Goal](#)

Goal: Parent Involvement

***Note: Required for Title I**

Needs Assessment:

39 families of 116 students returned the 2007-2008 climate survey. Their input indicated that they are very satisfied with the educational opportunities being provided for their children. 95% of those responding feel that they would recommend MACS to another parent. 95% felt their child's teacher has been accessible to them with 0% having no opinion. 100% feel that the school environment is safe. This indicates a continuation of resources and teacher/parental communication to achieve and improve the current level of parent satisfaction.

Objective:

100% of Parents/Families will participate in at least one classroom activity, conference, PTO, or School sponsored event during the 2008-2009 school year.

Strategies:

*The faculty and staff will continue to collaborate with the PTO and community in order to update and revise responsibility for improving student achievement. *An annual meeting for incoming Kindergarteners and parents takes place in the spring. * An annual Title 1 meeting will be held to explain the program to parents and to dispense information about how parents can assist their children. *MACS will send home a packet to all families consisting of an updated Parent Hand Book, a school-parent compact, a Parent Rights booklet, the Parental involvement narrative plan, and a volunteer list of suggested parental involvement activities. *MACS MATTERS (the school newsletter) and the School Web Site will be utilized to provide current information to parents and the community. *Teachers will continue to utilize a variety of methods for frequent reporting of student progress, including individual academic assessment results, using language easily understood by parents, progress reports, report cards, scheduled conferences, and informal contacts. *The faculty and staff will collaborate with parents to increase parent participation in their children's education. *Parents will be invited during the school year to participate in Education Planning Teams to design both school and home strategies for improved student achievement. *Parent involvement workshops will be held during and after school hours to accommodate parent work schedules.

Evaluation:

Data from the 2008-2009 climate survey and Title 1 parent involvement documentation will be used to assess parent involvement.

Professional Development Aligned with this Objective:

The following training opportunities will be provided by SBAC and other sources for teachers and staff (if funds are available): *Techniques for increasing parental involvement and developing effective communication skills. *Use of the MACS Web Site. *Team building activities and creating a sense of community within the school to develop an environment conducive to high expectations and high achievement.

Budget:

Other		
Description of Resources	Funding Source	Available Amount
Supplies and stipends	Title 1	\$556.00
		Final Total:\$556.00

End of Parent Involvement Goal

Goal: Return on Investment

Note: Required for Title I

Needs Assessment:

We do not have enough cases to calculate a meaningful index.

End of Return on Investment Goal

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes

No

Measures Being Taken to Comply with SAC Requirement

N/A

SAC Membership Roster

List of Members

Member Name	Position
Elizabeth Schuppe	Chair/Parent
Jim Walkup	MACS School Board Vice Chair/Community member
Anne Thomson	Director
Tonya Huddleston	Teacher
Jennifer Johnson	Teacher
Pam Bowman	School Support Personnel
Tammy Blackburn	Parent
Jessie Burnham	Parent
Stephanie Feuyo	Parent
Bonnie Hawkins	Parent
Mary Naramore	Parent
Julie Wilsher	Parent

SAC Involvement

Describe the activities of the School Advisory Council.

Provide organized opportunities for parents, teachers and school staff, and community members to make known ideas and concerns to the Board of Directors via the School Director. Any recommendations from the SAC will be put in writing to the School Director. The Director will be required to read these at the next scheduled Board of Director’s (BoD) meeting. Provide advice and input as requested by the BoD and School Director. Conduct annual survey of parents. Oversee the elections of the BoD.

FINAL BUDGET (Insert Rows as Needed)

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	SRA	FTE	\$500.00
Mathematics	ETA Versatiles	FTE	\$500.00
			Total:\$1000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader Books	Title 1	\$200.00
			Total:\$200.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading Writing	Kagan Writing Workshops	District	Free
			Total:\$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After school tutoring	FTE	\$4300.00
Mathematics	Tutoring	FTE	\$1000.00
Parental Involvement	Supplies and Stipends	Title 1	\$556.00
			Total:\$5856.00
			Final Total:\$7056.00

IMPLEMENTATION EVALUATION

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

The School Improvement Plan will be reviewed by the principal, SAC, and district level staff at the end of the year. The review will focus on the progress made to accomplish each goal by reviewing the strategies and various data results. Each core area will be evaluated to see if they are on schedule to accomplish their goals. If there is a core area that is not making satisfactory progress toward their goal, that area will be looked at by the principal and the SAC, and recommendations will be made to help that core area get back on track or revise its strategies. In order to achieve adequate yearly progress, all students and subgroups must make learning gains and all SIP goals must be met.

DRAFT