

**FLORIDA DIFFERENTIATED
ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT
PLAN**

**School Name: MICANOPY MIDDLE SCHOOL,
INC.**

District Name: Alachua

Principal: BOBBY JOHNSON

SAC Chair:

Superintendent:

Date of School Board Approval:



Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

We are committed to maximizing student individual capabilities. Micanopy Middle School, in conjunction with the community it serves, strives to facilitate intellectual growth, foster creative ability, stimulate personal development, and encourage thinking and problem solving skills. Working together, we will provide an educational environment that produces a more productive member of society.

SCHOOL PROFILE DEMOGRAPHICS

Our school currently employs seven faculty members to include four teachers. Two faculty members are Caucasian and two are African American. Our student breakdown is: 70 students 65% Caucasian, 34% African American and 1% Hispanic.

Our community partners are as follows: Phillip Irwin, town historian, donates time and books to our library. Karrie Munkittrick, a certified teacher, provides extended education in the Arts for our students.

We currently have one grant awarded to our school, which was provided to our after-school program; however we plan to improve this in the current school year.

Scores/FCAT (see attached)

We are fortunate to have a student/teacher ratio of approx 1:17.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Our highly qualified administrator is Mr. Bobby Johnson, Principal.

- 13 years of classroom experience
- Masters in Human resources and Leadership
- Eight years experience with students with disadvantaged youth
- Seven years middle school experience
- One year as Assistant Principal
- Four years as principal

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Micanopy Middle School will always seek highly qualified teachers through newspaper ads and career recruitment seminars.

[Show Attached Staff List](#)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

MMS will coordinate with the local school district to ensure all federal, state and local services are integrated properly.

School Wide Improvement Model

Note: Required for Title I

Our curriculum involves the use of Holt's Literature, Grammar, Mathematics, Glencoe's Science text books and support material. We here at Micanopy Middle School feel that though information taught only through books and lectures can be remembered; true understanding and the ability to use the knowledge gained comes from hands on experience, group projects and creative projects. That is why each class is required to attend two field trips to educational programs as well as guest speakers for first hand knowledge of the information discussed. This view is supported by the Education Development Center. Each teacher is responsible for developing activities and events; however programs must be authorized and are overseen by Mr. Bobby Johnson.

NCLB Public School Choice

Note: Required for Title I

We believe communication is the key to achieving our children's potential. We have an online website which lists homework, assignments and exams. Newsletters are sent home biweekly, these letters contain all updates, upcoming activities and any enhancements made to the school. There is also a plan in action where teachers are required to contact parents if there are three or more consecutive/constant no show of homework or class work. Parents are offered the choice of a telephone conference or personal conference to discuss current class performance.

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Teacher beginning their first year as educators enroll in the district induction program for training. They are then monitored throughout the year by our Principal Bobby Johnson. The first month of employment is set aside for classroom observation and coaching. In addition there is a biweekly meeting to discuss any method of improving classroom skills. Throughout the year there is constant support from our experienced/highly qualified teachers. Lydia Bogans and Latalia Robinson are mentored by Noni Jones. Noni Jones possesses:

- Bachelors in English
- Masters in Applied Linguistics with a specialization in Psycho-Linguistics
- 17 years classroom experience
- 15 years experience with disadvantaged youth
- 9 years middle school experience
- Certified in English grades 7-12

The mentoring of all teachers is closely monitored by Bobby Johnson. All teachers are evaluated every nine weeks and any steps to improve classroom control and flow are discussed. We expect that these steps will improve the flow of classroom activities, improve on the educator's ability to adequately explain material and lower the turnover rate.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

We are proud to have a certified and experienced teacher offering an after-school program for students requiring additional help with assignments. The program is offered Monday through Friday for 3.5 hours each day. Students who are unavailable in that time is offered one on one help online with one of the teachers or staff members. We expect that by offering more availability and flexible hours our children will have a greater opportunity to receive

help and classroom performance will increase.

SCHOOLS GRADED C OR BELOW

Professional Development

Disaggregated Data

Informal and Formal Assessments

Alternative Instructional Delivery Methods

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)

Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning

GOALS

Goal: Reading

***Note: Required for Title I**
Scroll down for school data

<p>* Needs Assessment:</p>	<p>In 2007-2008 we met the requirements for AYP. Teachers shall continue to use a variety of instructional methods to maintain the standards of the school. The school will inquire about utilizing a Reading Facilitator to meet regularly with the teachers to ensure that the school's goals are maintained. Accelerated Reading and Star Programs will be utilized. The following training opportunities will be provided for teachers and staff: Inclusion Strategies, technology skills, sensory materials, effective instructional techniques and teacher mentoring.</p> <p>Tara Lowe possesses:</p> <ul style="list-style-type: none"> • Bachelors in English • 4 years classroom experience • Certified in English grades 7-12
<p>* Objective:</p>	<p>At least 65% of the student population shall read at the proficiency level as determined by FCAT 2009.</p>
<p>* Strategies:</p>	<p>Teachers shall continue to use a variety of instructional methods to maintain the standards of the school</p>
<p>* Evaluation:</p>	<p>The school will inquire about utilizing a Reading Facilitator to meet regularly with the teachers to ensure that the school's goals are maintained</p>
<p>* Evidence-based Program(s):</p>	<p>Accelerated Reading and Star Programs will be utilized</p>
<p>* Professional Development:</p>	<p>The following training opportunities will be provided for teachers and staff: Inclusion Strategies, technology skills, sensory materials, effective instructional techniques and teacher mentoring</p>

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

			Total: \$0.00
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Technology			
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Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
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Professional Development			
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Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
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Other			
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Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

			Total: \$0.00
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			Final Total: \$0.00
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*** Non-Highly Qualified**

Instructors:

End of Reading Goal

Goal: Mathematics

***Note: Required for Title I**
Scroll down for school data

* Needs Assessment:	34% of the students meet proficiency standards in 2007-2008
* Objective:	68% of the students will obtain a proficiency rating as determined by FCAT 2009
* Strategies:	Teachers will implement a variety of instructional methods some of those will be but not limited to, multi-sensory materials, field trips to technology offices, tutoring classes, flexible grouping techniques, Leap Frog materials, and cooperative learning techniques.
* Evaluation:	Data from the FCAT shall be used to measure how well the programs are working.
* Evidence-based Program(s):	
* Professional Development:	Teachers will utilize web site lesson plans, team building activities, and parental involvement to develop a atmosphere conducive to high achievement.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of	Funding Source	Available	

Resources		Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

*Non-Highly Qualified Instructors:

End of Mathematics Goal

Goal: Writing

***Note: Required for Title I**
Scroll down for school data

*Needs Assessment:	Test data show that 86% of the students were performing at or above the proficiency level.
*Objective:	90% of the students will score at or above proficiency levels on the writing portion of the FCAT.
*Strategies:	Teachers will continue to monitor the student's progress as they have in the past.
*Evaluation:	– Classroom teachers will score students writing prompts three times prior to the FCAT writing test and collaborate with the curriculum imposed by the principal. The principal and teachers will meet regularly to ensure that all students are receiving appropriate instructional strategies designed to meet the state standards.
*Evidence-based Program(s):	
*Professional Development:	Teachers will utilize the internet to find new ideas that will help stimulate learning.

Budget:

Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	

Total: \$0.00		
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Professional Development

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00		
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Other

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00		
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End of Writing Goal

Goal: Science

***Note: Required for Title I**
Scroll down for school data

***Needs Assessment:** In 2007-2008 the mean scale score was 249 which was below the district average.

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	

Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount	
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No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

*** Non-Highly Qualified Instructors:**

End of Science Goal

Goal: Parental Involvement

***Note: Required for Title I**

*** Needs Assessment:** In the current school year, every parent has participated in our fundraiser opportunity. However approximately 25% of the parents have taken advantage of the conference opportunities through Conference day or otherwise. It has also become apparent that fewer than 40% of our parents are aware of their child's homework, class work or exams.

*** Objective:** We will increase parental awareness of their student's grades as well as increase participation in field trips and PTO meetings. We would like to provide more teacher conferences and to keep the parents abreast of the opportunities and resources available to them. We would like to offer more flexible conference hours more aligned with our parent's work schedules. We would like to increase the parental awareness of the schools' website which provides what assignments are due and dates of exam. We currently have two parent volunteers in our Extended Learning with the Arts after school program. There is also our PTO committee that provides fundraising development. We have a constant support on our field trips from parents, they have provided us with transportation and chaperoning on all four of this years field trip

*** Strategies:**

*** Evaluation:**

*** Evidence-based Program(s):**

*** Professional Development:**

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Technology

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Professional Development

Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00

Other

Description of Resources	Funding Source	Available Amount	
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No Data	No Data	\$0.00	
			Total: \$0.00
			Final Total: \$0.00

*End of **Parental Involvement** Goal*

Goal: Return on Investment

Needs Assessment: All materials shall be scientific based related parental involvement will be highly encouraged and sought. 10% of title 1 budget shall be use for parental involvement

*End of **Return on Investment** Goal*

ADDITIONAL GOALS

No Additional Goals were submitted for this school



FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			

Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$0.00

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. Agree with the above statement.**

SAC Involvement

Our school advisory council is made up of five members. They are Randy Chambers, Bobby Johnson, Roger Yonce, Yvette Fitzgerald and Keith Bilodeau. These individuals along with community support from many parents sustain our council.

In the 2007-2008 school year we conducted two very successful fundraisers, and implemented an after school art class.

SAC Members

Members
1) Bobby Johnson, Principal

2) Roger Yonce, SAC Chair

3) Randy Chambers, School Support Personnel

4) Keith Bilodeau, School Support Personnel

IMPLEMENTATION EVALUATION

MMS will utilize the state's FCAT results as the primary barometer to measure improvement efforts.

REPORTING

No Attached Baseline Data Report

No Attached Mid-Year Report

No Attached School In Restructuring End Of Year Report

AYP DATA

-2008 Adequate Yearly Progress (AYP) Report - Page 2															Alachua MICANOPY MIDDLE SCHOOL, INC. 0961														
Number of students enrolled in the grades tested: Click here to see the number of students in each group.										Read: 63 Math: 63			2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress? YES														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math					
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N			
L ⁴	100	Y	100	Y	52	N	44	N			NA			NA	55	48	Y	66	56	Y	55	NA	53	NA					
E	100	Y	100	Y	56	N	56	N			NA			NA	35	44	N	59	44	Y	59	Y	64	NA					
K		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA					
ANIC		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA					
N		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA					
ICAN AN		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA					
OMICALLY DVANTAGED	100	Y	100	Y	48	N	37	N			NA			NA	66	52	Y	71	63	Y	51	NA	51	NA					
ISH UAGE NERS		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA					
ENTS WITH BILITIES		NA		NA		NA		NA			NA			NA			NA			NA		NA		NA					

-2007 Adequate Yearly Progress (AYP) Report - Page 2															Alachua MICANOPY MIDDLE SCHOOL, INC. 0961														
Number of students enrolled in the grades tested: Click here to see the number of students in each group.										Read: 66 Math: 66			2006-2007 School Grade ¹ : D		Did the School make Adequate Yearly Progress? NO														
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.				
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math					
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N			
L ⁴	98	Y	98	Y	45	N	34	N			Y			NA	39	55	NA	60	66	NA	36	NA	46	NA					
E	95	Y	95	Y	65	Y	41	N			NA			NA		35	NA	50	59	NA	47	NA	47	NA					
K		NA		NA		NA		NA			NA			NA			NA	85		NA		NA		NA					

ANIC		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
N		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
ICAN AN		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
OMICALLY DVANTAGED	98	Y	97	Y	34	N	29	N		NA		NA	66	NA	62	71	NA	32	NA	44	NA	NA
ISH UAGE LERNERS		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA		NA
ENTS WITH DISABILITIES		NA		NA		NA		NA		NA		NA		NA	50	NA		NA		NA		NA

2005-2006 Adequate Yearly Progress (AYP) Report - Page 2													Alachua MICANOPY MIDDLE SCHOOL, INC. 0961									
Number of students enrolled in the grades tested: (Click here to see the number of students in each group.)										Read: 54 Math: 54		2005-2006 School Grade ¹ : B		Did the School make Adequate Yearly Progress? ⁵ YES								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		44% scoring at or above grade level in Reading?		50% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math		
	2006	Y/N	2006	Y/N	2006	Y/N	2006	Y/N	2005	2006	Y/N	2004	2005	Y/N	2005	2006	Y/N	2005	2006	Y/N		
TOTAL ⁴	100	Y	99	Y	61	Y	40	N	87		Y			NA	67	39	NA	70	60	Y		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA		
BLACK		NA		NA		NA		NA			NA			NA			NA			NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA		
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA		
ECONOMICALLY DISADVANTAGED	100	Y	98	Y		NA		NA			NA			NA			NA			NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA		
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA		

SCHOOL GRADE DATA

Alachua School District
MICANOPY MIDDLE SCHOOL, INC.
2007-2008

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	47%	93%	53%	249	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	70%			137	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	65% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					504	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Alachua School District MICANOPY MIDDLE SCHOOL, INC. 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	

% Meeting High Standards (FCAT Level 3 and Above)	46%	35%	92%	51%	224	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	55%			100	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	37% (NO)	53% (YES)			90	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					414	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Alachua School District MICANOPY MIDDLE SCHOOL, INC. 2005-2006					
	Reading	Math	Writing	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	38%	93%	191	Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

% of Students Making Learning Gains	61%	56%		117	<p>3 ways to make gains:</p> <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	80% (YES)			80	Adequate Progress based on gains of lowest 25% of students . Yes, if 50% or more make gains .
Points Earned				388	
Percent Tested = 100%					Percent of eligible students tested
School Grade				B	Grade based on total points, adequate progress, and % of students tested