

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: MICANOPY AREA COOPERATIVE SCHOOL, INC.

District Name: Alachua

Principal: Anne Thomson

SAC Chair: Tami Dixon

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 9/28/2011

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Anne Thomson	Masters in Education/Elementary Education 1 - 6	11	3.5	An "A" school seven of the past eight years; have made AYP five of the past eight years

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Not Applicable	None	None			None

HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of new teachers and paraprofessionals with the principal	Director	On-going	
2	Partnering new teachers with veteran staff	Director	On-going	
3	Soliciting referrals from current employees, student families, school board personnel, and community members	Director	On-going	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Not Applicable	None	None	None

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
8	0.0%(0)	12.5%(1)	50.0%(4)	37.5%(3)	37.5%(3)	100.0%(8)	12.5%(1)	12.5%(1)	50.0%(4)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Not Applicable	None	None	None

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided by the Title I teacher tutor to ensure that students requiring additional remediation are assisted through small group programs during the day.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

MACS uses the "Steps to Respect" program to educate students on non-violent ways to deal with negative social interaction encountered during school. We have four teachers trained in Non-Violent Crisis Intervention.

Nutrition Programs

MACS offers free and reduced breakfast and lunch programs through the USDA.

Housing Programs

Not Applicable

Head Start

This specific program is not applicable; however, MACS offers free pre-school, known as VPK, through the Early Learning Coalition of Alachua County.

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The Director, the ESE consultant, the Title I lead teacher, and selected general education teachers work together to determine the most appropriate approach and interventions based on the individual needs of each student. The team may be supplemented by the Speech/Language Pathologist or other teachers as needed.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

Some members meet daily, others meet at least once a week, and all members of the team communicate progress once a month. Since we are a small school, coordination of RtI efforts is much easier because we all see one another several times a day. Therefore, any problems can be discussed immediately.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Team members engage in on-going professional development on successful RtI practices. The team meets to collaborate on what methods are working best with students in Tiers 1, 2, and 3. The current model provides for the transition of a student out of the RtI process when clear expectations have been met and also provides the framework for the referral of a student for psychological/educational testing if he/she does not reach the desired goal. The leadership team refers to the SIP at each meeting, looking at what is working and what needs to be changed.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Progress Monitoring and Reporting Network (PMRN), Florida Assessment In Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), Harcourt "Trophies" pre, mid, and post tests in reading, Macmillan Math ConnectED pre, mid, and post tests in math, On Track Benchmark Assessments in math and science, Florida Comprehensive Assessment Test (FCAT) in reading, math, writing, and science, and, if necessary, the Diagnostic Assessment of Reading (DAR) will be used to summarize the data at each tier of RtI. We use the Steps to Respect curriculum for behavior.

Describe the plan to train staff on RtI.

Staff will attend any RtI training offered by SBAC (School Board of Alachua County) during the 2011 - 2012 school year and will continue to have staff training monthly throughout the school year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The classroom teachers and paraprofessionals involved in group tutorials and the one-on-one programs as well as the Director will be on the Literacy Leadership Team.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team meets once a month to develop additional strategies that correlates MACS reading and writing curriculum to the NGSSS. The team will also discuss the current strategies being used and decide whether or not to continue using them.

What will be the major initiatives of the LLT this year?

The major initiative will be a clear scope and sequence of the reading/writing curriculum that can be understood by the parents and provide the students with the knowledge they need to succeed in school.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Our school 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 by a Meet the Teacher day/Kindergarten Orientation in the spring and another one during pre-planning week. This allows the parents and students to orient themselves to the kindergarten classroom and materials. This also gives the teacher an opportunity to discuss kindergarten expectations with the parents and for the parents to ask questions. 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 the students to become more acclimated to the kindergarten routine prior to the day the entire class attends.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Not Applicable

*High Schools Only

Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Not Applicable

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Not Applicable

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	To increase the percentage of students achieving proficiency (FCAT Level 3) in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
32.7% (17)	35% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide extra help to students who may need it.	The school will offer after school tutoring.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students who are not making sufficient gains	FAIR; weekly reading tests.
2	Lack of critical thinking skills	Use of higher order questions by teachers	Director	Lesson plans will be reviewed by the director during consultation meetings with teacher	Consultation log Walk throughs by the director

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	To increase the percentage of students achieving above level proficiency (FCAT Levels 4 and 5) in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
51.9% (27)	52% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide enrichment to students who may need it.	Paraprofessionals will work with small groups.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	FAIR; weekly reading tests.
	Lack of time to	Use of higher order	Director	Lesson plans will be	Consultation log

2	enhance critical thinking skills.	questions by teacher.	reviewed by director during consultation meetings.	Walk throughs by the director
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	To increase the percentage of students making learning gains in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
76% (26)	77% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide extra help to students who may need it.	The school will offer after school tutoring.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	FAIR; weekly reading tests.
2	Lack of critical thinking skills.	Use of higher order questions by teachers.	Director	Lesson plans will be reviewed during consultation meetings.	Consultation log Walk throughs by the director

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	To increase the percentage of students in the lowest 25% making gains in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
76% (10)	77% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide remedial instruction to struggling readers.	The school will offer after school tutoring. Title I teacher tutor will work with the bottom 25% in a small pullout group.	Director Title I Lead Teacher	Review data to see how the students are progressing and identify students that are not making sufficient academic gains.	FAIR; weekly reading tests.
2	Lack of sufficient reading skills.	Paraprofessionals will use Great Leaps to enhance reading skills.	Classroom teacher.	Review Great Leaps data.	Daily Great Leaps log.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:		To maintain current level of AYP, which is 100%			
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
White: 100% (52) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A			White: 100% (48) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide remedial instruction to struggling readers.	The school will offer after school tutoring. Title I teacher tutor will work with the students not making AYP in a small pullout group.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	FAIR; weekly reading tests.
2	Lack of sufficient reading skills.	Paraprofessionals will use Great Leaps to enhance reading skills.	Classroom teacher	Review Great Leaps data.	Daily Great Leaps log.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:		Not Applicable			
Reading Goal #5B: English Language Learners (ELL)					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
0% (0)			0% (0)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:		To increase/maintain the percentage of students with disabilities making AYP in reading.			
Reading Goal #5C: Students with Disabilities (SWD)					

2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
75% (6)		100% (3)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide remedial instruction to struggling readers.	The school will offer after school tutoring. Title I teacher tutor will work with SWD in a small pullout group.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	FAIR; weekly reading tests.
2	Lack of sufficient reading skills.	Paraprofessionals will use Great Leaps to enhance reading skills.	Classroom teacher	Review of Great Leaps data.	Great Leaps log.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	To increase the percentage of the economically disadvantaged students making AYP in reading.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *		2012 Expected Level of Performance: *	
70% (14)		71% (11)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide remedial instruction to struggling readers.	The school will offer after school tutoring. Title I teacher tutor will work the economically disadvantaged in a small pullout group.	Director Title I Lead teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	FAIR; weekly reading tests.
2	Lack of sufficient readings skills.	Paraprofessionals will use Great Leaps to enhance reading skills.	Classroom teacher.	Review of Great Leaps data.	Great Leaps log.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI/Data Analysis	K - 5 Reading	Title I Lead Teacher	Classroom teachers, Director, and Title I Lead Teacher	Monthly faculty meetings from September to May	Review teacher lesson plans and parent conference notes	Director

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Weekly Reader	Weekly newspaper	FTE	\$233.08
Early Reading Tutor	Build phonics, phonemic awareness, and decoding skills for struggling beginning readers	Title I	\$135.00
Phonics for Reading	Build phonics, phonemic awareness, and decoding skills	Title I	\$181.17
SRA Phonemic Awareness	Build phonemic awareness	Title I	\$199.80
Vocabulary through Morphemes	Builds vocabulary	Title I	\$59.95
Reading Ready Books	Building beginning reading skills	Title I	\$1,965.47
			Subtotal: \$2,774.47
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Ticket to Read	Reading resource	FTE	\$1,250.00
			Subtotal: \$1,250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Reading Association Fall Conference	Reading Conference	Title 1	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I Teacher Tutor	Small group instruction	Title I	\$14,000.00
			Subtotal: \$14,000.00
			Grand Total: \$19,524.47

Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	To increase the percentage of students achieving proficiency (FCAT Level 3) in mathematics.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
34.6% (18)	37% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of critical thinking skills	Use of higher order questions by teachers	Director	Lesson plans will be reviewed by the director during consultation meetings with teacher	Consultation log Walk throughs by the director
2	Length of available time to provide extra help to students who may need it.	The school will provide after school tutoring.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.
3	Lack of problem solving skills.	Use of problem solving steps daily by teacher.	Director	Lesson plans will be reviewed by director during consultation meetings.	Consultation log. Walk throughs by the director

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	To increase the percentage of students achieving above level proficiency (FCAT Levels 4 and 5) in mathematics.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
59.6% (31)	60% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide enrichment to students who may need it.	Paraprofessional will work with small group.	Director Title I Lead Teacher Classroom teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.

2	Lack of time to enhance problem solving skills.	Paraprofessional will work with small group.	Director Title I Lead Teacher Classroom teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	To increase the percentage of students making learning gains in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
82% (27)	83% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide extra help to students who may need it.	The school will offer after school tutoring.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.
2	Lack of problem solving skills.	Use of problem solving steps daily by teacher.	Director	Lesson plans will be reviewed by director during consultation meetings.	Consultation log. Walk throughs by the director.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	To increase the percentage of students in the lowest 25% making learning gains in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
82% (8)	83% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of available time to provide extra help to students who may need it.	The school will offer after school tutoring. Title I teacher tutor will work with the bottom 25% in small pullout groups.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.
	Lack of problem solving skills.	Paraprofessionals will use Macmillan Triumphs (intervention program)	Classroom teacher	Review data to see how students are progressing and identify	Mini assessments

2		to help the students with problem solving skills. Problem solving skills will be reviewed daily.		students that are not making sufficient academic gains.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	To maintain current level of AYP, which is 100%
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Mathematics Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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White: 100% (52) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	White: 100% (51) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of available time to provide remedial instruction to struggling math students.	The school will offer after school tutoring. Title I teacher tutor will work with students not making sufficient academic gains.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.
2	Lack of sufficient problem solving skills.	Paraprofessionals will use Macmillan Triumphs (intervention program) to help students with problem solving skills. Problem solving skills will be reviewed daily.	Classroom teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	Mini assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Not Applicable
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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0% (0)	0% (0)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	To maintain current level of AYP, which is 100%
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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100% (7)	100% (3)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of available time to provide remedial instruction to struggling math students.	The school will offer after school tutoring. Title I teacher tutor will work with SWD in a small group.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.
2	Lack of sufficient problem solving skills.	Paraprofessionals will use Macmillan Triumphs (intervention program) to help the students with problem solving skills. Problem solving skills will be reviewed daily.	Classroom teacher	Review data to see how the students are progressing and identify students that are not making sufficient gains.	Mini assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	To increase/maintain the percentage of the economically disadvantaged students making AYP in math.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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91% (22)	91% (32)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of available time to provide remedial instruction to struggling math students.	The school will offer after school tutoring. Title I teacher tutor will work with the economically disadvantaged in a	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.

		small pullout group.			
2	Lack of sufficient problem solving skills.	Paraprofessionals will use Macmillan Triumphs (intervention program) to help the students with problem solving skills. Problem solving skills will be reviewed daily.	Classroom teachers	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	Mini assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI/Data Analysis	K - 5	Title I Lead Teacher	Classroom teachers, director, and Title I Lead Teacher	Monthly faculty meetings from September - May	Review teacher lesson plans and parent conference notes	Director

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ConnectED - Macmillan/McGraw-Hill	Math basal series	FTE and Title I	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
IXL Math	Web based math program	FTE	\$900.00
			Subtotal: \$900.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FTCM Annual State Conference	Mathematics conference	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I Teacher Tutor	Small group instruction	Title I	\$14,000.00
			Subtotal: \$14,000.00
			Grand Total: \$16,400.00

End of Mathematics Goals

Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	To increase the percentage of students achieving proficiency (FCAT Level 3) in science.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
46.76% (10)	50% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of critical thinking skills	Use of higher order questions by teachers	Director	Lesson plans will be reviewed by the director during consultation meetings with teacher	Consultation log Walk throughs by the director
2	Access to educational materials that broaden a student's science background.	Increase computer time at school for science research. Teacher will increase use of themed resources.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; chapter and unit tests.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	To increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) in science.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
36.36% (8)	37% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Access to educational materials that broaden and enhance a student's science background.	Increase computer time at school for science research. Teacher will increase use of themed resources.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; chapter and unit tests

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Harcourt Science	Science basal series	FTE	\$0.00
Weekly Reader with Science Spin	Non fiction reading	FTE	\$209.14
Weekly Science Studies Challenges	Non fiction reading	FTE	\$119.80
			Subtotal: \$328.94
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Education	Web based science site	FTE	\$1,345.00
			Subtotal: \$1,345.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,673.94

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing	To maintain current level of AYP, which is 100%.			
Writing Goal #1:				
2011 Current Level of Performance: *	2012 Expected Level of Performance: *			
100% (15)	100% (18)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of adequate writing skills.	Paraprofessional will work with small group.	Classroom Teacher	Review data to see how students are progressing and identify students that are not making progress.	Weekly writing assignments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	To maintain current level of AYP, which is 100%
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Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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White: 100% (15) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	White: 100% (18) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate writing skills.	Paraprofessional will work with small group.	Classroom teacher	Review data to see how students are progressing and identify students that are not making progress.	Weekly writing assignments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Not Applicable
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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0% (0)	0% (0)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	To maintain the percentage of students with disabilities
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Writing Goal #2C:		making AYP in writing.			
Writing Goal #2C: Students with Disabilities (SWD)					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
100% (1)			100% (1)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate writing skills.	Paraprofessional will work with a small group.	Classroom teacher	Review data to see how students are progressing and identify students that are not making progress.	Weekly writing assignments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	To maintain current level of AYP, which is 100%
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Writing Goal #2D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
100% (6)	100% (11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate writing skills.	Paraprofessional will work with small group.	Classroom teacher	Review data to see how students are progressing and identify students that are not making progress.	Weekly writing assignments.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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		school-wide)	frequency of meetings)	
No Data Submitted				

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	To lower the absenteeism and tardy rate
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
91% (110)	92% (113)
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
11	10
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
11	8

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economic situation of the family eg. car problems, lack of affordable health care, etc.	FluMist program on site, health screenings (hearing and sight) on site, and health programs in classrooms.	Director Classroom teachers.	Review attendance/tardy data	Infinite Campus attendance/tardy daily roster.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	Not Applicable
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions
0	0
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
0	0
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
0	0
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:			Not Applicable		
<i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>					
2011 Current Dropout Rate: *			2012 Expected Dropout Rate: *		
Not Applicable			Not Applicable		
2011 Current Graduation Rate: *			2012 Expected Graduation Rate: *		
Not Applicable			Not Applicable		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To increase parent involvement
2011 Current Level of Parent Involvement: *	2012 Expected Level of Parent Involvement: *
10% (10)	15% (15)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unable to attend workshops or meetings due to scheduling conflicts.	Hold meetings at various times to accommodate the variety of parent schedules.	Title I Lead Teacher Director	Review attendance of parents at meetings and workshops.	Evaluation forms for meeting and workshops.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Four (4) Modules of Parent Involvement	K - 5	Title I Lead Teacher	School - Wide Training	October 2011 - May 2012	Will review each month the parent involvement for the previous month.	Title I Lead Teacher
Book Study - Engaging All Families	K - 5	Director Title I Lead Teacher	Classroom teachers, Director, and Title I Lead Teacher	Will meet one Wednesday a month from 2 - 3PM from October - April.	Will meet with PTO president/Title I Lead Teacher to see if involvement is increasing.	Director

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study - Engaging All Families	Books	FTE	\$265.50
			Subtotal: \$265.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Workshops	Workshop supplies/Childcare	Title I	\$534.00
			Subtotal: \$534.00
			Grand Total: \$799.50

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Weekly Reader	Weekly newspaper	FTE	\$233.08
Reading	Early Reading Tutor	Build phonics, phonemic awareness, and decoding skills for struggling beginning readers	Title I	\$135.00
Reading	Phonics for Reading	Build phonics, phonemic awareness, and decoding skills	Title I	\$181.17
Reading	SRA Phonemic Awareness	Build phonemic awareness	Title I	\$199.80
Reading	Vocabulary through Morphemes	Builds vocabulary	Title I	\$59.95
Reading	Reading Ready Books	Building beginning reading skills	Title I	\$1,965.47
Mathematics	ConnectED - Macmillan/McGraw-Hill	Math basal series	FTE and Title I	\$0.00
Science	Harcourt Science	Science basal series	FTE	\$0.00
Science	Weekly Reader with Science Spin	Non fiction reading	FTE	\$209.14
Science	Weekly Science Studies Challenges	Non fiction reading	FTE	\$119.80
Writing	Not Applicable	Not Applicable	Not Applicable	\$0.00
Attendance	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	Not Applicable	Not Applicable	Not Applicable	\$0.00
Dropout Prevention	Not Applicable	Not Applicable	Not Applicable	\$0.00
Parent Involvement	Not Applicable	Not Applicable	Not Applicable	\$0.00
				Subtotal: \$3,103.41
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Ticket to Read	Reading resource	FTE	\$1,250.00
Mathematics	IXL Math	Web based math program	FTE	\$900.00
Science	Discovery Education	Web based science site	FTE	\$1,345.00
Writing	Not Applicable	Not Applicable	Not Applicable	\$0.00
Attendance	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	Not Applicable	Not Applicable	Not Applicable	\$0.00
Dropout Prevention	Not Applicable	Not Applicable	Not Applicable	\$0.00
Parent Involvement	Not Applicable	Not Applicable	Not Applicable	\$0.00
				Subtotal: \$3,495.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Reading Association Fall Conference	Reading Conference	Title 1	\$1,500.00
Mathematics	FTCM Annual State Conference	Mathematics conference	Title I	\$1,500.00
Science	Not Applicable	Not Applicable	Not Applicable	\$0.00
Writing	Not Applicable	Not Applicable	Not Applicable	\$0.00
Attendance	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	Not Applicable	Not Applicable	Not Applicable	\$0.00
Dropout Prevention	Not Applicable	Not Applicable	Not Applicable	\$0.00
Parent Involvement	Book Study - Engaging All Families	Books	FTE	\$265.50
				Subtotal: \$3,265.50
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Title I Teacher Tutor	Small group instruction	Title I	\$14,000.00
Mathematics	Title I Teacher Tutor	Small group instruction	Title I	\$14,000.00
Science	Not Applicable	Not Applicable	Not Applicable	\$0.00
Writing	Not Applicable	Not Applicable	Not Applicable	\$0.00
Attendance	Not Applicable	Not Applicable	Not Applicable	\$0.00
Suspension	Not Applicable	Not Applicable	Not Applicable	\$0.00
Dropout Prevention	Not Applicable	Not Applicable	Not Applicable	\$0.00
Parent Involvement	Parent Workshops	Workshop supplies/Childcare	Title I	\$534.00
				Subtotal: \$28,534.00
				Grand Total: \$38,397.91

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attachment

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 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.

Projected use of SAC Funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

SAC will conduct the annual school climate survey, conduct the Board of Directors elections, and approve the School Improvement Plan.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

SCHOOL GRADE DATA

Alachua School District MICANOPY AREA COOPERATIVE SCHOOL, INC. 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	93%	92%	82%	353	Writing and Science: Takes into account the % scoring 4.0 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	76%	82%			158	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?	76% (YES)	82% (YES)			158	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.
FCAT Points Earned					669	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District MICANOPY AREA COOPERATIVE SCHOOL, INC. 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	84%	93%	56%	313	Writing and Science: Takes into account the % scoring 4.0 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	74%	82%			156	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?	74% (YES)	82% (YES)			156	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.
FCAT Points Earned					625	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District MICANOPY AREA COOPERATIVE SCHOOL, INC. 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	67%	95%	56%	291	Writing and Science: Takes into account the % scoring 4.0 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	65%	54%			119	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?	65% (YES)	54% (YES)			119	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.
FCAT Points Earned					529	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested