

Marion County Public Schools

McIntosh Area School



2019-20 School Improvement Plan

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Mcintosh Area School

20400 10TH ST, Mcintosh, FL 32664

[no web address on file]

Demographics

Principal: Cindy Roach

Start Date for this Principal: 6/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: A 2015-16: B 2014-15: C 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	N/A

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

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

McIntosh Area Charter School is committed to providing a challenging, high quality, first class, education for our students. We strive to fulfill the needs of the whole child by delivering creative lessons designed to inspire dreamers and doers. Our goal is to ensure all students put their knowledge into practical practices, foster a thirst for knowledge, and instill lifelong learning.

Provide the school's vision statement

McIntosh Area Charter School's vision is to provide a safe learning environment where students feel comfortable taking academic risks.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Roach, Cindy	Other	
Sage, Michelle	Teacher, K-12	
Knecht, Patricia	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	13	11	10	10	9	14	0	0	0	0	0	0	0	67
Attendance below 90 percent	7	3	3	0	2	3	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	4	4	1	1	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	3	5	5	0	0	0	0	0	0	0	13

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

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

The number of students identified as retainees:

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

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

5

Date this data was collected or last updated

Tuesday 7/30/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	2	2	3	6	2	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	5	2	4	2	1	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	10	9	3	0	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	1	5	5	0	0	0	0	0	0	0	0	13

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	2	2	3	6	2	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	5	2	4	2	1	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	10	9	3	0	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	1	5	5	0	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	43%	47%	57%	35%	46%	56%
ELA Learning Gains	71%	56%	58%	39%	44%	55%
ELA Lowest 25th Percentile	0%	52%	53%	0%	37%	48%
Math Achievement	41%	51%	63%	35%	49%	62%
Math Learning Gains	58%	58%	62%	30%	46%	59%
Math Lowest 25th Percentile	0%	49%	51%	0%	35%	47%
Science Achievement	31%	47%	53%	64%	51%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	13 (0)	11 (0)	10 (0)	10 (0)	9 (0)	14 (0)	67 (0)
Attendance below 90 percent	7 (3)	3 (2)	3 (2)	0 (3)	2 (6)	3 (2)	18 (18)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	1 (0)
Course failure in ELA or Math	1 (3)	4 (5)	4 (2)	1 (4)	1 (2)	1 (1)	12 (17)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (10)	5 (9)	5 (3)	13 (22)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	27%	44%	-17%	58%	-31%
	2018	29%	46%	-17%	57%	-28%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	0%	49%	-49%	58%	-58%
	2018	23%	43%	-20%	56%	-33%
Same Grade Comparison		-23%				
Cohort Comparison		-29%				
05	2019	43%	45%	-2%	56%	-13%
	2018	53%	46%	7%	55%	-2%
Same Grade Comparison		-10%				
Cohort Comparison		20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	49%	1%	62%	-12%
	2018	29%	48%	-19%	62%	-33%
Same Grade Comparison		21%				
Cohort Comparison						
04	2019	0%	54%	-54%	64%	-64%
	2018	8%	47%	-39%	62%	-54%
Same Grade Comparison		-8%				
Cohort Comparison		-29%				
05	2019	46%	45%	1%	60%	-14%
	2018	67%	50%	17%	61%	6%
Same Grade Comparison		-21%				
Cohort Comparison		38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	44%	-8%	53%	-17%
	2018	67%	49%	18%	55%	12%
Same Grade Comparison		-31%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	42	72		48	63		27				
FRL	33	73		33	57						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	36	35		36	24						
FRL	33	40		33	30						

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	244
Total Components for the Federal Index	5
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
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Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Math Achievement Level was at 41%. While this is up 8% from the prior year, we are still below the district and state percentages. As a school we were not as focused on the Math data. Therefore we were not as diligent in the area of Math remediation last year.

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

All data areas showed growth this year, except Science where we had a 33% decline in performance. Our prior years have normally been above state and district level. The only thing that we thought may have been an issue is the little to no down time between assessments.

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

Our Math Achievement level was 22% lower than the state average. As a school we were not as focused on the Math data. Therefore we were not as diligent in the area of Math remediation last year.

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

The schools Reading Gains were 71%, which was a 32% increase over the prior year. As a school we focused heavily on reading remediation and differentiating instruction in the classrooms. We also had very small class sizes which helps to meet individual needs.

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

We continue to struggle with student regular attendance. 27% of our students missed 18 days or more of school.

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

1. Increase student attendance
2. Increase percent of students scoring at or above a level 3 in Math.
3. Increase percent of students scoring at or above a level 3 in Reading.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the amount of students that attend school on a daily by 10%.
Rationale	The EWS data chart revealed that 72% of our students miss less than 18 days of school per year. We would like this to be at least 82% in order to teach a students they need to be in attendance more frequently.
State the measurable outcome the school plans to achieve	If over the 2019-2020 school year we communicate through family strategies to promote the importance of school attendance, then our attendance rate should increase from 72% to 82% as measured by the Early Warning System.
Person responsible for monitoring outcome	Cindy Roach (cindy.roach@marion.k12.fl.us)
Evidence-based Strategy	MAS will educate parents through newsletters, Facebook, text and/or calls home about the importance of being on time and attending school regularly. Parents will be notified that a reward system is in place for student attendance. Students will complete daily charts to track student absences. Teacher and/or Staff will look at charts and the class with the highest percent of attendance for the month will be rewarded.
Rationale for Evidence-based Strategy	We have tried individual rewards, our data shows this to be ineffective. There is power in peer pressure and rewards. As well as parental support. Education is the key to success, educating parents and involving the students should increase our daily attendance percentage by 10%.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a newsletter to be sent home, monthly calendar reminders and tips. Facebook and text reminders 2. Charts for keeping track of attendance in classrooms 3. Discuss at every School/Family function 4. Carry out celebrations monthly 5. Review and modify plan quarterly
Person Responsible	Cindy Roach (cindy.roach@marion.k12.fl.us)

#2	
Title	Increase the percent of students that score on or above grade level on the Reading FSA by 15%.
Rationale	Our students overall Reading Achievement level was 43%, the state is at 57%. We would like to exceed the states percentage. If we focus on increasing the rigor of reading intervention and classroom instruction, then our students should increase their abilities to reach or score above grade level on their reading FSA scores.
State the measureable outcome the school plans to achieve	If over the 2019-2020 school year evidence-based strategies are put into place in every classroom, then the schools reading achievement level should increase from 43% to 58% as measured by FSA
Person responsible for monitoring outcome	Cindy Roach (cindy.roach@marion.k12.fl.us)
Evidence-based Strategy	We will have a retired ESE teacher deliver our reading intervention. Students needing intervention will also be addressed by highly quantified classroom teachers that will use differentiation in their small group settings. Materials used will be vetted to ensure rigor while addressing individual student needs.
Rationale for Evidence-based Strategy	Highly qualified personnel and research based materials that address rigor, have proven to be effective when teaching students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Address invitational instruction, making sure it reaches the level of rigor needed for success. 2. Differentiate instruction to meet student individual needs 3. Progress Monitor 4. Reteach as needed 5. Assess
Person Responsible	Cindy Roach (cindy.roach@marion.k12.fl.us)

#3	
Title	Increase the percent of students that score on or above grade level on the Math FSA by 10%.crease the percent of students that score on or above grade level on the Reading FSA by 15%.
Rationale	Our students overall Math Achievement level was 41%, the district is at 51%. We would like to at least meet the district percentage. If we focus on increasing the rigor of math intervention and classroom instruction, then our students should increase their abilities to reach or score above grade level on their math FSA scores.

State the measureable outcome the school plans to achieve	If over the 2019-2020 school year evidence-based strategies are put into place in every classroom, then the schools math achievement level should increase from 41% to 51% as measured by FSA
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will have a retired ESE teacher deliver our math intervention. Students needing intervention will also be addressed by highly quantified classroom teachers that will use differentiation in their small group settings. Materials used will be vetted to ensure rigor while addressing individual student needs.
Rationale for Evidence-based Strategy	Highly qualified personnel and research-based materials that address rigor, have proven to be effective when teaching students.

Action Step	
Description	<ol style="list-style-type: none"> 1. Address invitational instruction, making sure it reaches the level of rigor needed for success. 2. Differentiate instruction to meet student individual needs 3. Progress Monitor 4. Reteach as needed 5. Assess
Person Responsible	Cindy Roach (cindy.roach@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

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

N/A

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Additional activities which will allow parents and community partners to participate in the education of their children: Annual Meetings, SAC, School Board, Parent-Teacher Conferences, Thanksgiving Feast, Winter Festival, PTO, Volunteer Opportunities and Field Trips.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

McIntosh Area School ensures that the social-emotional needs of all our students are met through developing a supportive school and classroom. We pride ourselves on a positive school culture. A family approach is taken as we educate our students. We teach citizenship and recognize that children need to be taught appropriate and acceptable behavior. We have a social worker that comes to our school once a month and teaches lessons to the fifth graders. Students are dealt with on an individual basis. Intervention is put in place for students that require it. Teachers know their students which prevents 99% of student misbehavior. Families are a big part of our culture and often a big part of solutions when needed.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Our kindergarten program accommodates both first time students and students who have attended Pre-K. The Kindergarten teacher scheduled parent conferences prior to school opening. Parents were given an opportunity to ask questions and provide the teacher with information regarding their child. The school utilizes stagger start to allow a small group of students to meet with their teacher the first three days of school. The teacher is able to give the students the attention they need to become familiar with their new school. The school will work closely with the area middle schools to provide parents with information regarding open house for sixth grade. The director will communicate with the middle school administrators to ensure the fifth grade teacher helps to boost sixth grade skills during the last few weeks of school. Additionally the fifth grade teacher will communicate with sixth grade teachers to help ensure the students leave McIntosh ready for a successful year at the middle school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School-based Leadership Team will consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress will be monitored and interventions will be adjusted based on student growth data. The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations about student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently analyzed to adjust the action plan and to address new areas of need. Resources are allocated based on needs and adjustments are made as data shows the need to reallocate people and resources.

Through our Title I allotment we will promote parental involvement and literacy. We will use our funds to provide paraprofessional support 5 days a week for assistance in the classrooms and during intervention. Additionally, meaningful professional development will be provided to support teachers. We will enhance instruction and student learning through ongoing professional development and peer coaching.

McIntosh Area School teaches character development and promotes anti-bullying and anti-violence. Teachers discuss appropriate behavior whole group, small group and if necessary, the administrator will consult with individuals. The school participates in a Positive Behavior System for reinforcing student's positive behavior.

Health is taught in the content area through the use of literature and informational texts. Classroom and healthy choices are promoted through fitness awareness and serving meals that are provided through The National School Lunch Program which serves nutritionally balanced meals. All students can receive free breakfast and free lunch.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

MAS students are exposed to a variety of career paths through field trips and guest speakers. Classroom teachers incorporate career education into their daily curriculum, beginning in Kindergarten and following through to Fifth grade. McIntosh Area School will work closely with the community to provide opportunities for students to experience a variety of careers through Field trips and guest speakers. In addition the school will utilize community partners to volunteer to read and share about career opportunities and goal setting with students monthly. Teachers will build opportunities in the classroom for students to make real world connections. As teachers work with the Florida Standards, they will meet with vertical teams to view the overall goals of the students.

Part V: Budget

1	III.A	Areas of Focus: Increase the amount of students that attend school on a daily by 10%.	\$0.00
2	III.A	Areas of Focus: Increase the percent of students that score on or above grade level on the Reading FSA by 15%.	\$0.00
3	III.A	Areas of Focus: Increase the percent of students that score on or above grade level on the Math FSA by 10%.crease the percent of students that score on or above grade level on the Reading FSA by 15%.	\$0.00
			Total: \$0.00