

Marion County Public Schools

Mcintosh Area School

Your opinion matters!

Click here to let us know your thoughts about this Schoolwide Improvement Plan and Parent and Family Engagement Plan.



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
Positive Culture & Environment	14
Budget to Support Goals	14

Mcintosh Area School

20400 10TH ST, Mcintosh, FL 32664

[no web address on file]

Demographics

Principal: Jennifer Roach

Start Date for this Principal: 10/28/2019

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)	
School Grades History	2018-19: C (49%) 2017-18: C (41%) 2016-17: A (66%) 2015-16: B (59%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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

Name	Title	Job Duties and Responsibilities
Roach, Jennifer	Principal	Lead the school for continuous improvement
Mason, Tamara	Teacher, K-12	Support principal in the goal of improvemnt

Demographic Information

Principal start date

Monday 10/28/2019, Jennifer Roach

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

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

Total number of teacher positions allocated to the school

6

Demographic Data

2020-21 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 Grades History	2018-19: C (49%) 2017-18: C (41%) 2016-17: A (66%) 2015-16: B (59%)
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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	6	14	10	8	6	4	0	0	0	0	0	0	0	48
Attendance below 90 percent	0	1	1	1	1	1	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 8/14/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	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
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

Students With Disabilities	
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	
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	
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	
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	
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	
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

Although we did not have FSA data for the 19-20 school year, students continued to show evidence of low performance in the areas of both reading and math. One factor that has impacted student performance is students completing online learning as opposed to face to face instruction. The interventions that teachers could provide in the classroom were limited with online instruction especially when students were absent from instruction.

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

Although we did not have FSA data for the 19-20 school year, students continued to show evidence of low performance in the areas of both reading and math.

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

We did not have data for the 19-20 school year that would allow us to measure this.

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

We did not have data for the 19-20 school year that would allow us to measure this.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Student achievement in the areas of reading and math are areas of concern.

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

1. Student achievement in reading
2. Student achievement in math
3. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Standards-aligned instruction is critical to ensure that the students are receiving the instruction they need in order to be successful academically. Standards-aligned instruction will allow for better monitoring of ongoing student performance, as student data will be available that is directly correlated to the instruction/learning that is taking place.

Measureable Outcome: Student data will show an increase of at least 30% on the second iReady diagnostic assessment in the areas of reading and math.

Person responsible for monitoring outcome: Jennifer Roach (jennifer.roach@marion.k12.fl.us)

Evidence-based Strategy: Teachers will participate in ongoing curriculum/standards training. Teachers will then provide instruction that is directly aligned to the curriculum and this will be evidenced in their lesson plans as well as through walkthroughs/ classroom visits.

Rationale for Evidence-based Strategy: This strategy was selected because it will ensure that teachers are skilled in correlating the standards to the curriculum/instruction, providing students the highest opportunity for success.

Action Steps to Implement

Training on standards will be provided during pre-planning and throughout the year.

Person Responsible Jennifer Roach (jennifer.roach@marion.k12.fl.us)

PD will be provided on various curriculum that will be used, as well as ways to use the data that the curriculum provides.

Person Responsible Jennifer Roach (jennifer.roach@marion.k12.fl.us)

Monthly data meetings will take place to review data and to make data informed decisions about future instructional needs.

Person Responsible Jennifer Roach (jennifer.roach@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Data will be monitored from iReady, Quarterly Standards Mastery Assessments, and Foundational Skills Checks after each assessment. Teachers and school leadership will meet to discuss the results and identify opportunities for this data to drive instructional decisions. Immediate changes will be made as indicated to ensure that students are receiving the instruction they need to be successful.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Communication through monthly newsletters will be delivered to parents, staff, and stakeholders through social media. Additionally, our website has been revised to better share information about our school with stakeholders. Board meetings are also a source of two-way communication for stakeholders. Due to COVID-19 restrictions, events for stakeholder participation will be limited but will include online opportunities through Google Meets and Facebook.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00

McIntosh Area School

Parent and Family Engagement Plan

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in ongoing consultation and meaningful communication involving student academic learning and other school activities, including ensuring that:

- (A) Parents and families play an integral role in assisting their child's learning.
- (B) Parents and families are encouraged to be actively involved in their child's education.
- (C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described under ESSA Section 1116.

About the Parent and Family Engagement Plan

This plan will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals.

We value our families and believe that ALL children can learn!



Principal Name: Jennifer Roach

School Website: mcintosheagles.com

School Year: 2020-2021



BARRIERS

This section is not required for new Title I Schools.

Summarized data from stakeholder engagement surveys from events held during the 19-20 school year (not applicable to new Title I, Part A schools).

Parents consider McIntosh Area School to have a family atmosphere and they enjoy and appreciate the small class sizes, finding this beneficial to their student's learning.

Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.

1. Barrier 1: Difficult sometimes to support academics from home
2. Barrier 2: Coronavirus required at-home / distance learning model
3. Barrier 3: Not familiar with the rigor being asked of their child
4. Barrier 4: Not motivated, do not see the need
5. Barrier 5: Parents' work schedule

(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants).

1. Barrier 1 – Provide a parent resource lab where parents can check out resources to use at home with their child. Volunteers/staff can train parents to use the materials in the lab.
2. Barrier 2 – Provide opportunities for parents and students to increase online learning / technology skill sets. Teachers and Administration will work together to develop ideas for implementation.
3. Barrier 3 – Provide times for parents to learn about what the expectations for their child's school success. Conference times, phone call discussions, review during family nights. Teachers, Administration and Volunteers will work together to make these events possible.

What is your Parent and Family Engagement Plan goal for the 2020-2021 school year (*must be tied to student academic achievement and aligned with your school improvement plan*)?

To increase the percent of students that perform at or above grade level for Math and Reading as measured by the FSA.

COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, and guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

To include, inform, and engage parents, we will use monthly newsletters, daily student planners, text messaging, Facebook posts, phone calls, monthly calendars, conferences scheduled at parent's convenience, and weekly student folders. Engagement opportunities outside of the school day will include Science night, Thanksgiving Feast, Family Nights, and Open House. A Character Parade will take place in October, which will be a literacy day that will include parent participation. Additionally, we will invite parents to events that will coincide with student drop-off times, such as Donuts with Dads and Muffins with Moms.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

We will use monthly newsletters, daily student planners, text messaging, Facebook posts, phone calls, monthly calendars, conferences scheduled at parent's convenience, and weekly student folders. Information will be available in other languages, as requested.

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

- (1) Information will be included in the Student Handbook, which includes a parent signature to acknowledge that it was received. Flyers and monthly calendars will also be sent home in students' weekly folders. Updates and information are also posted frequently via social media and text reminders.
- (2) Text reminders, monthly calendars, website, Facebook, marquis, phone calls, newsletters, student planners, students' weekly folders

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

The following modes of communication will be utilized to describe and explain the curriculum, assessments to measure student progress, and expected achievement levels:

- a) Teacher conferences-teachers will meet parents to share the progress of their students.
- b) Open House-The curriculum will be shared with parents to inform parents of grade level expectations and the standards.
- c) Monthly newsletters- The newsletters will keep parents informed monthly and share updates.
- d) Student Handbooks-Handbooks will provide an overview of expectations for students.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

- (1) We have a SAC that meets quarterly and School Board meetings
- (2) Teacher conferences, Open House, newsletters, Student Handbooks, Facebook, website, phone calls, text messages, school calendars, marquis.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them?

We will email these comments and concerns to the District Title One office and provide the concerned party with the phone number and name of personnel to contact.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

Copies will be provided during Open House and the Parent and Family Engagement Plan will also be sent home in the students' weekly folder at the beginning of the year. It will also be available on our website. (Directions on how to access the plan will be included in the Student Handbook.)

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Title I Meeting. This meeting should be held at a convenient time for parents and be advertised as a stand-alone meeting. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESSA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting (must be conducted by the last week of October) to inform parents and families of participating students about the schools Title I program and parent and family engagement activities.
<ol style="list-style-type: none"> 1. <u>Step 1</u> MAS will choose a date for the Beginning of the Year Annual Meeting and offer two sessions – one immediately following drop-off and one immediately following pick-up. 2. <u>Step 2</u> MAS will send out invitations and reminders to parents. 3. <u>Step 3</u> At the BOY Annual Meeting, a tentative calendar of activities for the school year will be provided. 4. <u>Step 4</u> Reminders will be sent as events are approaching (FB, text, newsletters, monthly calendars, student planners, flyers, etc.) 5. <u>Step 5</u> Parents will be contacted and invited to attend future session if they were unable to participate in either of the initial sessions.
Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
Parents will be provided information on our school's goals for the year, the resources provided by Title I, the Parents Right to Know will be provided/reviewed. Also, ideas and information will be shared about how parents can get involved and work collaboratively with the faculty, staff, admin, and students to work towards achieving the goals that have been established. Information on upcoming events will be provided.
Describe how the Annual Meeting will cover (1) yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.
<ol style="list-style-type: none"> (1) Because of our class sizes, we do not have sub groups. Achievement data will be shared. (2) As a charter school, McIntosh Area School is a school of choice. (3) Copies of the Parents Right to Know will be provided and reviewed.
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?
Information will be provided in hard copies via teacher conferences, Open House, monthly calendars, newsletters, and published in the Student Handbook.
Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how Title I, Part A School wide funds are used.
This is discussed during our SAC meetings. Parents and community are invited and encouraged to attend. Meetings are advertised via the website, monthly calendars, Facebook, and text messages. SAC meets quarterly to make school decisions about how Title I impacts and supports our school.

How will the school provide, with Title I funds, transportation, childcare, or other services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events?
<ul style="list-style-type: none"> • Transportation – is not a barrier • Childcare – is not a barrier • Additional Services to remove barriers to encourage event attendance – Food will be provided at some events to encourage attendance and support
How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities?
Surveys were sent home with students. Students received a treat for returning the surveys within one week. Through this practice, approximately 95% of the surveys were returned promptly.
What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed?
Participation in events will be evidence that these needs were assessed. This will be evidenced by sign-in sheets
How flexible meetings will be offered to accommodate parents? Check all that apply.
<input checked="" type="checkbox"/> AM Sessions based on documented parent feedback <input checked="" type="checkbox"/> PM Sessions based on documented parent feedback <input checked="" type="checkbox"/> AM & PM Sessions (Same content to appeal to more parents) <input checked="" type="checkbox"/> Other ____phone calls that parents set up_____

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of parents to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School wide plan by engaging parents and families. [ESSA Section 1116]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?
We will provide an opportunity for parents to check out skill-based games to help foster student learning at home. Parents will be encouraged to come on campus to volunteer, read with and/or have lunch with their children. Additionally, parents will have access to resources on campus that will support at-home learning, such as supplies, technology, resource books, etc.
How will the school implement activities that will build relationship with the community to improve student achievement?
We have strong relationships with many of the clubs, churches, and community groups in the town of McIntosh. Many of our volunteers come from the community. These groups promote gardening, reading, and other various learning activities.
If your school has a Site-Based Title I Parent Resource Room: (1)How will the school implement the Site-Based Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Site-Based Parent Resource Room with parents.
(1) N/A (2) (3)
If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?
Upon request, we will provide trainings for parents on the appropriate use of the resources that are available for check out.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. **Additionally, events should contribute to the achievement of goals outlined in the Title I School wide Plan.**

Name of Activity (if applicable, expected Title I Budget)	Person(s) Responsible	Measurable Anticipated Impact on Student Achievement (aligned with School Improvement Plan)	Month/Year Activity will take Place	Evidence of Effectiveness
<u>Example</u> K-5 Family Reading Night \$245	Literacy CAS	Increased foundational literacy skills.	October 2019	Parent surveys & iReady diagnostic data
Open House	Jennifer Roach	Parents will be informed of the Title One program and the impact it has on our students	August 2020	Attendance (sign-in sheets)
Annual Title One Meeting	Jennifer Roach	Inform parents of the Title One program and the impact it has on our students	September 2020	Attendance (sign-in sheets)
Character Parade	Jennifer Roach	Increase student literacy	October 2020	Participation and progress monitoring data
Data Chats	Classroom Teachers	Increase awareness of students' progress toward school year goals	October 2020 and March 2021	Percent of students reaching goals in May; Progress monitoring data
Family Nights	Jennifer Roach/ Classroom Teachers	Increase students' basic skills in reading and math	September 2020 and March 2021	Progress monitoring data
Thanksgiving Feast/Book Give Away	Classroom Teachers	Increase student literacy	November 2020	Progress monitoring data
Science Night	Jennifer Roach	Increase students' science skills	January 2021	Participation and Progress monitoring data

Only list engagement events here. Schools may add or remove rows as needed.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents/families, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build relationships between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESSA Section 1116]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...
...the assistance of parents and families and in the value of their contributions.
Faculty and staff will complete a book study with a focus on parent and family engagement. Book options will be provided during pre-planning for faculty/staff to choose from.
...how to reach out to, communicate with, and work with parents and families as equal partners.
Faculty and staff will complete a book study with a focus on parent and family engagement. Book options will be provided during pre-planning for faculty/staff to choose from.
...implementing and coordinating parent and family programs and building ties between parents and families and the school.
Faculty and staff will complete a book study with a focus on parent and family engagement. Book options will be provided during pre-planning for faculty/staff to choose from.
(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?
(1) Books will be selected during pre-planning. The books study will begin in September and will conclude by the end of the school year. (2) Sign-in sheets, surveys, and notes

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESSA Section 116]
<input checked="" type="checkbox"/>	Title I, Part A - Improving the Academic Achievement of the Disadvantaged	Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning, and engages the family in school activities.
<input checked="" type="checkbox"/>	Title I, Part C - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21).	School administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need to support increased student achievement.
<input checked="" type="checkbox"/>	Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement.
<input checked="" type="checkbox"/>	Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.	Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school.
<input checked="" type="checkbox"/>	Title III, Part A – Helping English Language Learners achieve English proficiency (ESOL)	Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success.
<input checked="" type="checkbox"/>	Title IV, Part A – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy	Coordination with stakeholders to promote collaboration between the parents, families and school to educate families in areas of all academic literacy.
<input checked="" type="checkbox"/>	Title IV, Part B – Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards	Providing students with a high-quality out-of-school time enrichment program during the school year and offering multiple family engagement opportunities geared to increase student academic achievement.

☒	Title IX – Homeless Education Program (HEP). The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless.	School administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need to allow for increased student academic achievement.
☒	VPK – Voluntary Pre-Kindergarten Program	Recognizing that parents are an important component of a child’s education, VPK provides family support material to families and offers family engagement activities such as take home resources, family workshops, and/or access to online resources.

Schools may add or remove rows as needed.