

Marion County Public Schools

Mcintosh Area School



2016-17 Schoolwide Improvement Plan

Mcintosh Area School

20400 10TH ST, Mcintosh, FL 32664

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	24%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	F	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mcintosh Area School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

McIntosh Area Charter School's mission is to build a better world through education.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

McIntosh Area Charter School is a small community school where parents are required to volunteer twenty hours a year. During the summer the school plans work day opportunities where community members, families, and staff come together to work on school improvement projects. Working together as a team provides opportunities to build strong relationships within the community. As teachers and parents spend more time working together to achieve a common goal, the family atmosphere grows. The school offers many opportunities for parents to volunteer in the classroom and at special events.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

In order to create a safe environment, students stay behind a fenced area while outside, doors to classrooms automatically lock after the teacher has been in the classroom for a period of time, all visitors must sign in before going to any classroom, and all safety measures have been reviewed. Teachers create an environment where students feel respected. Teachers teach character education, model problem solving through positive strategies and role play conflict resolution. A school wide system for positive behavior is implemented daily to promote academic and behavioral success. Teachers set high behavioral expectations for all students. The school implements a school wide behavior system where expectations and consequences are clear and consistent throughout the campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Teachers and staff have established school wide discipline guidelines with consistent rules and consequences for all students. As a school, McIntosh has implemented a school-wide positive behavior system incentive program through the use of Eagle Bucks. Students earn Eagle Bucks by displaying positive behavior and making good choices. Students may save dollars to purchase items in the MAS Eagles Bucks store.

d. 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 Charter School complies with all district and state requirements regarding pupil services.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school uses reports through Performance Matters and Skyward to identify students with attendance below 90 percent, one or more suspensions, course failure in math or reading, and scoring a level 1 on the reading or math state assessment as early warning indicators. Additionally the school uses Performance Matters trend data and portfolios to track progress of students from Kindergarten through graduation.

b. Provide the following data related to the school's early warning system

1. 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	0	1	4	0	1	2	0	0	0	0	0	0	0	8
One or more suspensions	0	0	2	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	1	1	2	0	1	2	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	3	3	3	0	0	0	0	0	0	0	9

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The students exhibiting two or more early warning signs are receiving interventions with the classroom teacher and support staff.

The interventions in place to encourage positive behavior include the use of a behavior checklist and check-in with the principal.

In order to improve attendance, parents will receive a letter with the attendance policy, including the possibility of failure due to excessive absences, when their child misses five days and for every day after the fifth absence.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

We believe that every parent should be involved at school with their child as much as possible. Parental involvement is an integral part of student success. Our goal is to increase parental involvement by 5%.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The McIntosh Area School works to sustain a partnership with the community by working closely with the Friends of McIntosh community group. The group supports the school financially and provides volunteers for various activities. In order to give back to the community the school participates in community events and local meetings. The McIntosh Area School Advisory Council and Parent Teacher Organization include local community members as representatives. Community representatives work as a liaison between the school and community for local resources to meet material needs and the need for volunteers

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Vining, Joelene	Principal
Roach, Cindy	Teacher, K-12
Hall, Stephanie	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The principal oversees the implementation of the MTSS/RtI Leadership/Student Assistance Team (SAT), ensures implementation of intervention support and ensures adequate professional development, and funding to support the MTSS/RtI model. The classroom teachers are responsible for notifying the principal of a need for intervention because they are usually the first to recognize the need for intervention services. Each grade level teacher serves on the SAT to provide information about the progress of students identified as being non-proficient or in need of leveled intervention. Teachers and paraprofessionals provide interventions, report grade level mastery of goals, and collect progress monitoring data. The teacher communicates with parents and families as needed through conferences, phone calls and letters, keeps the appropriate records and data for team meetings and assists with the preparation of psychological referrals and receives psychological data from Psych Services. The teacher works with the Marion County Resource Compliance Specialist and ESE department. The school psychologist meets with the team as needed to provide recommendations and information to assist the team with the process. The psychologist also provides

psychological consultation as requested by the team. A behavior specialist is consulted on an as needed basis.

2. 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, a professional development specialist provides meaningful PD that provides teacher support to enhance instruction and student learning through ongoing professional development and 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. Students can participate in the afterschool Runners' Club on Mondays.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michelle Sage	Teacher
Joelene Vining	Principal
Beverly Dodder	Business/Community
Heather Stephens	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The faculty and staff and members of the school board reviewed the 2015-16 plan in order to determine the effectiveness of the previous plan. After a review of the previous year's plan, the team determined McIntosh would continue to utilize SAC for the 2016-17 school year instead of having the school board work as the SAC and board. SAC will allow for the school, community, and parents to work collaboratively on the same committee.

During the review of the plan, the members of the committee determined progress was made throughout the year, but the focus should remain on the core instruction.

b. Development of this school improvement plan

McIntosh Area Charter School Governing Board, parents, community members, faculty, and Marion County District staff members met with administration at various times to create a focus for the upcoming school year in order to ensure student's showed a year's worth of growth for a year of instruction.

c. Preparation of the school's annual budget and plan

The principal and administrative assistant worked with the McIntosh Area Charter School Governing Board to create a budget for the 2016-17 school year. As the members of the team reflected on AIMS data, allocations were made prioritizing instruction and materials to support ambitious instruction and increase student learning. The budget was shared with the SAC for feedback.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Annually, the General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan. These funds can't be used for food or for capital improvement projects. SAC also assists in the development of the Parental Involvement Plan.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Vining, Joelene	Principal
Sage, Michelle	Instructional Coach
Roach, Cindy	Teacher, K-12
Hall, Stephanie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

During the 2016-2017 school year McIntosh Area School will be implementing a new library check out system to allow students to better search for available books and track previously checked out books. Additionally the students will begin using a new Accelerated Reader Program to encourage reading

across all grade levels. The program will monitor reading comprehension and teachers will track points earned for books read. Students will earn various incentives for reaching reading goals.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master schedule allows for Kindergarten through Second and third through fifth grades to plan class lessons for collaborative work throughout the day.

Additionally the schedule allows for K-1, 2-3, and 4-5 to work collaboratively during lunch and PE. All teachers have collaborative time before and after school for meetings and planning.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In order to recruit highly qualified, certified teachers the school posts positions on the Marion County District website requiring a resume. Once a resume is submitted, the principal communicates with the interested teacher asking for documentation of certification. An applicant must be certified in K-5 to be considered for a position. Teachers must meet the highly qualified status through the district prior to being cleared for hire. The principal communicates with local teacher intern programs to recruit qualified applicants.

To develop and retain highly qualified teachers, our school provides professional development at both the school and the district level. Additionally the professional development specialist provides weekly modeling and support on the campus. To develop leaders on the campus the principal asks teachers to lead book studies, professional development, and various committees on campus.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers are paired with experienced teachers in order to provide opportunities for mentoring. The schedule allows for new and experienced teachers to collaborate during lunch and planning time. Classrooms are connected with a door to provide access for new teacher to ask the mentor questions throughout the day or take advantage of opportunities to observe and collaborate.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

McIntosh Area School using a state adopted core curriculum. The teachers use the Marion County School Board Curriculum Maps and Florida Standards to align the core curriculum.

The principal and professional development specialist use walk through information and work samples to ensure the materials are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school will use AIMsweb, FLCKRS, fluency, and learning checks to monitor student progress. If a student shows a significant need on the baseline assessments (AIMs or FLCKRS) the student will be identified as a student to progress monitor. The professional development specialist and principal will progress monitor students biweekly.

Initial intervention groups will be determined based on the baseline data. Students will receive interventions based on identified needs. Intervention groups are fluid will change based on student needs.

Learning checks and fluency checks will identify students with a need for varied instructional resources. The professional development specialist and principal will work to find resources to meet the needs of students. Paras will be used to implement intervention strategies to meet student needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

Students will receive thirty minutes of math intervention or enrichment daily. Teachers will use Envision 2.0, Fast Math, CPalms lessons and small group instruction to provide additional support and enrichment to students.

Strategy Rationale

The additional thirty minutes of instruction was allocated to math based on the 2015-2016 AIMS data.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Vining, Joelene, joelene.vining2@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will take learning checks as determined by the district curriculum map. Students will take the AIMS progress checks as they are available. Data will be recorded and monitored for progress toward grade level Florida standard requirements. Students will be given Envision unit assessments as intervention placement tests. As the intervention groups finish the unit, the group will be given a post test using the Test From B.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Prior to the beginning of the school year, McIntosh schedules a Meet the Teacher morning for all students and parents to come to the campus for an informal meeting with the teacher. Students walk through their classroom and meet the teacher and take tours of the campus. The cafeteria and library are open for students to look at and meet staff.

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 four 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 principal 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.

b. College and Career Readiness

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

McIntosh Area School will work closely with the community to provide opportunities for students to experience a variety of careers through a Career Day. 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.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

McIntosh Area Charter School implements standards required by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (k-12) and subject so they will be prepared to succeed in college, careers, and life.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Florida Standards support the implementation of the skills and knowledge necessary for success in STEM related experiences. McIntosh Area Charter School implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Teachers will provide interventions to close the learning gaps for struggling students.

Teachers will provide opportunities for students to build critical thinking skills for reading and math through rigorous activities.

Teachers will utilize writing throughout all instructional lessons.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved and reinforced, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is improved and reinforced, then student achievement will increase. 1a

G087377

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Students' ability to perform successfully when engaged with rigorous assignments and tasks that meet the requirements of the Florida Standards
- Student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Paraprofessionals
- Professional Development Specialist

Plan to Monitor Progress Toward G1. 8

AIMS Web Data and Unit Assessments will be monitored throughout the year to ensure students are showing growth.

Person Responsible

Stephanie Hall

Schedule

Monthly, from 9/6/2016 to 5/23/2017

Evidence of Completion

All students will be assessed with AIMSweb benchmark assessments. Additionally students identified on AIMSweb as needing progress monitoring, will be assessed every two weeks through AIMSweb. Progress will be graphed through the AIMSweb reporting system. Unit assessments will be completed as the Marion County Curriculum Map requires and assessment scores will show on Unify.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved and reinforced, then student achievement will increase. **1**

 G087377

G1.B2 Students' ability to perform successfully when engaged with rigorous assignments and tasks that meet the requirements of the Florida Standards **2**

 B232200

G1.B2.S1 Vertical Collaboration and Standard Comparison **4**

 S245069

Strategy Rationale

Meeting vertically will allow teachers an opportunity to become familiar with the requirements facing students as they move to the next grade level. This will help the teachers enrich students ready for the next grade level and will provide a resource for teachers with students struggling with a previous grade level concept.

Action Step 1 **5**

Teachers will meet in vertical teams to reflect on instruction and assignments with a focus on rigorous instruction and standard alignment.

Person Responsible

Joelene Vining

Schedule

Quarterly, from 8/31/2016 to 5/23/2017

Evidence of Completion

Teachers will write a reflection and revise tasks as appropriate based on the rigor and vertical standard alignment of activities.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The reading coach and administrator will meet to discuss instructional needs and design questions for vertical team meetings.

Person Responsible

Joelene Vining

Schedule

Biweekly, from 9/28/2016 to 5/23/2017

Evidence of Completion

After discussing the instructional needs the reading coach and administrator will create the outline for the teachers to use during their vertical team meetings. One teacher will record vertical team meeting notes and turn them in to the administrator after each meeting.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The administrator will walk through classrooms with a focus on rigorous instruction and assignments.

Person Responsible

Joelene Vining

Schedule


Biweekly, from 9/6/2016 to 5/23/2017

Evidence of Completion

Classroom walk through data will show the rigor and alignment of tasks is aligned with standards.

G1.B2.S2 The reading coach will model rigorous lessons requiring students to complete rigorous tasks.

4

 S245070

Strategy Rationale

Teachers will observe lessons with students completing rigorous tasks and use strategies modeled during the lesson to plan future lessons.

Action Step 1 5

Reading Coach will model a lesson requiring students to complete a rigorous task.

Person Responsible

Michelle Sage

Schedule

Quarterly, from 9/7/2016 to 5/20/2017

Evidence of Completion

Teacher lesson plans will reflect the reading coach modeling time and the reading coach log will reflect modeling in the classroom.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrator will meet with the reading coach monthly and track modeled lessons.

Person Responsible

Joelene Vining

Schedule

Monthly, from 9/7/2016 to 5/20/2017

Evidence of Completion

The administrator and reading coach will document lessons modeled on a calendar in order to track time spent in classrooms.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The administrator will focus on rigorous assignments during classroom walk throughs.

Person Responsible

Joelene Vining

Schedule

Weekly, from 9/14/2016 to 5/27/2017

Evidence of Completion

The administrator will compare student work artifacts with the Florida Standards and check for rigorous tasks that meet the standard.

G1.B2.S3 Title I Paraprofessionals will implement intervention and classroom support to promote student success with rigorous instruction. 4

 S245071

Strategy Rationale

Paraprofessionals will implement district approved intervention programs, strategies, and practices to support student learning.

Action Step 1 5

Paraprofessionals will provide intervention and classroom support.

Person Responsible

Joelene Vining

Schedule

Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion

Administrative Walkthroughs/ Para Schedule and Student work

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Fidelity Checks/ Walk throughs

Person Responsible

Joelene Vining

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Fidelity Checklist

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

AIMS Progress Monitoring Reports

Person Responsible

Joelene Vining

Schedule

Monthly, from 9/26/2016 to 5/25/2017

Evidence of Completion


Data from Fidelity Checks and Notes from Observations/ walk throughs

G1.B3 Student engagement 2

 B232201

G1.B3.S1 Teachers will utilize Kagen Strategies within the classroom to increase student engagement

4

 S245072

Strategy Rationale

Kagen strategies will provide opportunities for students to work collaboratively.

Action Step 1 5

Teachers will participate in Kagen Strategy training.

Person Responsible

Stephanie Hall

Schedule

Quarterly, from 9/6/2016 to 5/23/2017

Evidence of Completion

Attendance Reports, minitues, and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will sign roster for participating in the Kagen professional development opportunity.

Person Responsible

Stephanie Hall

Schedule

Monthly, from 9/6/2016 to 5/23/2017

Evidence of Completion

Teachers will include Kagen strategies in lesson plans and walk through data will note strategies observed during walk throughs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

During walk throughs the administrator will use tally marks to record the number of students participating/engaged in the activity versus the number of students not participating.

Person Responsible

Joelene Vining

Schedule

Monthly, from 9/6/2016 to 5/23/2017

Evidence of Completion

Classroom walkthrough data sheets will be kept to compare the number of students engaged in the lesson versus the number of students not engaged in the lesson. the administrator will compare the data from the beginning of the year to the end of the year.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S2.MA1 M330037	The administrator will meet with the reading coach monthly and track modeled lessons.	Vining, Joelene	9/7/2016	The administrator and reading coach will document lessons modeled on a calendar in order to track time spent in classrooms.	5/20/2017 monthly
G1.B2.S2.A1 A317280	Reading Coach will model a lesson requiring students to complete a rigorous task.	Sage, Michelle	9/7/2016	Teacher lesson plans will reflect the reading coach modeling time and the reading coach log will reflect modeling in the classroom.	5/20/2017 quarterly
G1.MA1 M330042	AIMS Web Data and Unit Assessments will be monitored throughout the year to ensure students are...	Hall, Stephanie	9/6/2016	All students will be assessed with AIMSweb benchmark assessments. Additionally students identified on AIMSweb as needing progress monitoring, will be assessed every two weeks through AIMSweb. Progress will be graphed through the AIMSweb reporting system. Unit assessments will be completed as the Marion County Curriculum Map requires and assessment scores will show on Unify.	5/23/2017 monthly
G1.B2.S1.MA1 M330034	The administrator will walk through classrooms with a focus on rigorous instruction and assignments.	Vining, Joelene	9/6/2016	Classroom walk through data will show the rigor and alignment of tasks is aligned with standards.	5/23/2017 biweekly
G1.B2.S1.MA1 M330035	The reading coach and administrator will meet to discuss instructional needs and design questions...	Vining, Joelene	9/28/2016	After discussing the instructional needs the reading coach and administrator will create the outline for the teachers to use during their vertical team meetings. One teacher will record vertical team meeting notes and turn them in to the administrator after each meeting.	5/23/2017 biweekly
G1.B2.S1.A1 A317279	Teachers will meet in vertical teams to reflect on instruction and assignments with a focus on...	Vining, Joelene	8/31/2016	Teachers will write a reflection and revise tasks as appropriate based on the rigor and vertical standard alignment of activities.	5/23/2017 quarterly
G1.B3.S1.MA1 M330040	During walk throughs the administrator will use tally marks to record the number of students...	Vining, Joelene	9/6/2016	Classroom walkthrough data sheets will be kept to compare the number of students engaged in the lesson versus the number of students not engaged in the lesson. the administrator will compare the data from the beginning of the year to the end of the year.	5/23/2017 monthly
G1.B3.S1.MA1 M330041	Teachers will sign roster for participating in the Kagen professional development opportunity.	Hall, Stephanie	9/6/2016	Teachers will include Kagen strategies in lesson plans and walk through data will note strategies observed during walk throughs.	5/23/2017 monthly
G1.B3.S1.A1 A317282	Teachers will participate in Kagen Strategy training.	Hall, Stephanie	9/6/2016	Attendance Reports, minutes, and lesson plans	5/23/2017 quarterly
G1.B2.S3.MA1 M330038	AIMS Progress Monitoring Reports	Vining, Joelene	9/26/2016	Data from Fidelity Checks and Notes from Observations/ walk throughs	5/25/2017 monthly
G1.B2.S3.MA1 M330039	Fidelity Checks/ Walk throughs	Vining, Joelene	8/10/2016	Fidelity Checklist	5/25/2017 monthly
G1.B2.S3.A1 A317281	Paraprofessionals will provide intervention and classroom support.	Vining, Joelene	8/10/2016	Administrative Walkthroughs/ Para Schedule and Student work	5/25/2017 daily
G1.B2.S2.MA1 M330036	The administrator will focus on rigorous assignments during classroom walk throughs.	Vining, Joelene	9/14/2016	The administrator will compare student work artifacts with the Florida Standards and check for rigorous tasks that meet the standard.	5/27/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is improved and reinforced, then student achievement will increase.

G1.B3 Student engagement

G1.B3.S1 Teachers will utilize Kagen Strategies within the classroom to increase student engagement

PD Opportunity 1

Teachers will participate in Kagen Strategy training.

Facilitator

Stephanie Hall

Participants

All Teachers

Schedule

Quarterly, from 9/6/2016 to 5/23/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Teachers will meet in vertical teams to reflect on instruction and assignments with a focus on rigorous instruction and standard alignment.				\$0.00
2	G1.B2.S2.A1	Reading Coach will model a lesson requiring students to complete a rigorous task.				\$0.00
3	G1.B2.S3.A1	Paraprofessionals will provide intervention and classroom support.				\$18,644.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9680 - Mcintosh Area School			\$18,644.00
4	G1.B3.S1.A1	Teachers will participate in Kagen Strategy training.				\$0.00
					Total:	\$18,644.00