

Marion County Public Schools

Mcintosh Area School



2017-18 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)	2016-17 Title I School	2016-17 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	21%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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

N/A

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Mcintosh Area School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 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, quench their thirst for knowledge, and become lifelong learners.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 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 Unify for trend data and portfolios to track progress of students from Kindergarten through Fifth grade.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/464720>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

1. School Leadership Team

a. Membership

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

Name	Title
Roach, Cindy	Other
Sage, Michelle	Teacher, K-12
Knecht, Patricia	Teacher, K-12

b. Duties

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

The director will facilitate 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, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Belinda Hensley	Teacher
Beverly Dodder	Business/Community
Cindy Roach	Principal
Mary Ann Kelley	Business/Community
Tricia Perez	Parent
Samantha Bass	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The faculty and staff and members of the school board reviewed the 2016-17 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 2017-18 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 2017-18 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
Roach, Cindy	Other
Stephens, Heather	Paraprofessional
Hammond, Robin	Teacher, K-12

b. Duties

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

During the 2017-2018 school year McIntosh Area School will continue to encourage reading through the use of classroom libraries, the school media center and the book a month club. The book a month club will be sponsored by donors and provide for each child to receive a book of their own each month of school. Teachers will set up incentives for reading and track student reading in their respective classrooms. Reading across the curriculum will help students put into practice the reading skills that they have been taught.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 Teachers 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 director 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 director 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. To develop leaders on the campus the director encourages teachers to lead book studies, professional development, and participate in 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 director uses 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 iReady, FLCKRS, fluency, and learning checks to monitor student progress. If a student shows a significant need on the baseline assessments (iReady or FLCKRS) the student will be identified as a student to progress monitor. These students will be progress monitored 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 director and teachers 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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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

G096019

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 create and answer higher level questions.
- Teachers lack the resources to implement rigorous lessons, that would increase the level of rigor within classroom lessons.
- Student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Paraprofessionals
- The director will work with classroom teachers to design and then implement rigorous lessons which reflect the Florida Standards

Plan to Monitor Progress Toward G1. 8

Progress monitoring assessments will be monitored throughout the year to ensure students are showing growth.

Person Responsible

Cindy Roach

Schedule

Monthly, from 9/4/2017 to 5/21/2018

Evidence of Completion

All students will be assessed with benchmark assessments. Additionally students identified on benchmark assessments as needing progress monitoring, will be assessed every two weeks through progress monitoring tools. Progress will be graphed using available progress monitoring reporting systems. 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**

 G096019

G1.B1 Students' ability to create and answer higher level questions. **2**

 B258493

G1.B1.S1 Teachers will incorporate lessons designed to stimulate higher level thinking. These lessons may include reciprocal teaching, project based learning, etc. **4**

 S273680

Strategy Rationale

Lessons on CPalms are reviewed and aligned to the Florida Standards.

Action Step 1 **5**

Teachers will use CPalms or a project based lesson to help supplement the curriculum. Teachers will find a minimum of one CPalm or project based lesson that reflects an application of the Florida Standards.

Person Responsible

Cindy Roach

Schedule

Quarterly, from 10/2/2017 to 5/11/2018

Evidence of Completion

Documentation (lesson plans, rubrics, sample of projects, etc.) of successful lessons.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will share in, vertical teams, lessons found and effectiveness of the lessons.

Person Responsible

Cindy Roach

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Teachers will print the lesson that covers the standard and place it with curriculum maps and lesson plans which will be checked during administrator walk troughs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers will reflect on CPalm lessons and determine effectiveness of the lesson as a resource for the future.

Person Responsible

Cindy Roach


Schedule

Quarterly, from 11/20/2017 to 6/1/2018

Evidence of Completion

After CPalm lessons are taught and found to be an effective tool, teachers will make a note on the curriculum map and add them to a resource folder for the following year.

G1.B2 Teachers lack the resources to implement rigorous lessons, that would increase the level of rigor within classroom lessons. **2**

 B258494

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

 S273681

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

Belinda Hensley

Schedule

Quarterly, from 8/21/2017 to 4/30/2018

Evidence of Completion

Teachers will reflect and revise classroom 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 administrator will meet with lead teachers and design questions for vertical team meetings.

Person Responsible

Cindy Roach

Schedule

Biweekly, from 9/25/2017 to 5/21/2018

Evidence of Completion

After discussing the instructional needs the lead teachers 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

Cindy Roach

Schedule

Biweekly, from 9/4/2017 to 5/21/2018

Evidence of Completion

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

G1.B2.S2 Classroom teacher will share and or model rigorous lessons requiring students to complete rigorous tasks. 4

 S273682

Strategy Rationale

Teachers will share lessons with their peers of students completing rigorous tasks and use shared strategies during the lesson to plan future lessons.

Action Step 1 5

Classroom teachers will share lessons requiring students to complete a rigorous task.

Person Responsible

Belinda Hensley

Schedule

Quarterly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Lesson plans will reflect rigorous tasks. Sign in sheets and notes will document the sharing of rigorous lessons.

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

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

Person Responsible

Cindy Roach

Schedule

Weekly, from 9/11/2017 to 5/18/2018

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

 S273683

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

Cindy Roach

Schedule

Daily, from 9/11/2017 to 5/18/2018

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

Cindy Roach

Schedule

Monthly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Fidelity Checklist

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

i-Ready Progress Monitoring Reports

Person Responsible

Cindy Roach

Schedule

Monthly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Data from Fidelity Checks and Notes from Observations/ walk throughs

G1.B3 Student engagement 2

 B258495

G1.B3.S1 Teachers will utilize interactive smartboards to increase student engagement. 4

 S273684

Strategy Rationale

Interactive smartboards will provide opportunities for students to work collaboratively.

Action Step 1 5

Teachers will participate in interactive smartboard training.

Person Responsible

Michelle Sage

Schedule

Quarterly, from 9/11/2017 to 5/21/2018

Evidence of Completion

Attendance Reports, minutes, and lesson plans

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

Teachers will sign a roster for participating in interactive smartboard professional development opportunities and include lessons within lesson plans.

Person Responsible

Michelle Sage

Schedule

Monthly, from 9/4/2017 to 5/21/2018

Evidence of Completion

The administrator will collect rosters and periodically check lesson plans for the inclusion of interactive smartboard lessons.

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

Cindy Roach

Schedule

Monthly, from 9/4/2017 to 5/14/2018

Evidence of Completion

Classroom walk through 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
2018					
G1.B2.S1.A1 A367469	Teachers will meet in vertical teams to reflect on instruction and assignments with a focus on...	Hensley, Belinda	8/21/2017	Teachers will reflect and revise classroom tasks as appropriate based on the rigor and vertical standard alignment of activities.	4/30/2018 quarterly
G1.B1.S1.A1 A367468	Teachers will use CPalms or a project based lesson to help supplement the curriculum. Teachers...	Roach, Cindy	10/2/2017	Documentation (lesson plans, rubrics, sample of projects, etc.) of successful lessons.	5/11/2018 quarterly
G1.B3.S1.MA1 M394268	During walk throughs the administrator will use tally marks to record the number of students...	Roach, Cindy	9/4/2017	Classroom walk through 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.	5/14/2018 monthly
G1.B2.S2.MA1 M394265	The administrator will focus on rigorous assignments during classroom walk throughs.	Roach, Cindy	9/11/2017	The administrator will compare student work artifacts with the Florida Standards and check for rigorous tasks that meet the standard.	5/18/2018 weekly
G1.B2.S2.A1 A367470	Classroom teachers will share lessons requiring students to complete a rigorous task.	Hensley, Belinda	9/11/2017	Lesson plans will reflect rigorous tasks. Sign in sheets and notes will document the sharing of rigorous lessons.	5/18/2018 quarterly
G1.B2.S3.MA1 M394266	i-Ready Progress Monitoring Reports	Roach, Cindy	9/11/2017	Data from Fidelity Checks and Notes from Observations/ walk throughs	5/18/2018 monthly
G1.B2.S3.MA1 M394267	Fidelity Checks/ Walk throughs	Roach, Cindy	9/11/2017	Fidelity Checklist	5/18/2018 monthly
G1.B2.S3.A1 A367471	Paraprofessionals will provide intervention and classroom support.	Roach, Cindy	9/11/2017	Administrative Walkthroughs/ Para Schedule and Student work	5/18/2018 daily
G1.MA1 M394270	Progress monitoring assessments will be monitored throughout the year to ensure students are...	Roach, Cindy	9/4/2017	All students will be assessed with benchmark assessments. Additionally students identified on benchmark assessments as needing progress monitoring, will be assessed every two weeks through progress monitoring tools. Progress will be graphed using available progress monitoring reporting systems. Unit assessments will be completed as the Marion County Curriculum Map requires and assessment scores will show on Unify.	5/21/2018 monthly
G1.B2.S1.MA1 M394263	The administrator will walk through classrooms with a focus on rigorous instruction and assignments.	Roach, Cindy	9/4/2017	Classroom walk through data will show the rigor and alignment of tasks is aligned with standards.	5/21/2018 biweekly
G1.B2.S1.MA1 M394264	The administrator will meet with lead teachers and design questions for vertical team meetings.	Roach, Cindy	9/25/2017	After discussing the instructional needs the lead teachers 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.	5/21/2018 biweekly
G1.B3.S1.MA1 M394269	Teachers will sign a roster for participating in interactive smartboard professional development...	Sage, Michelle	9/4/2017	The administrator will collect rosters and periodically check lesson plans for the inclusion of interactive smartboard lessons.	5/21/2018 monthly
G1.B3.S1.A1 A367472	Teachers will participate in interactive smartboard training.	Sage, Michelle	9/11/2017	Attendance Reports, minitues, and lesson plans	5/21/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M394262	Teachers will share in, vertical teams, lessons found and effectiveness of the lessons.	Roach, Cindy	10/2/2017	Teachers will print the lesson that covers the standard and place it with curriculum maps and lesson plans which will be checked during administrator walk troughs.	5/25/2018 quarterly
G1.B1.S1.MA1  M394261	Teachers will reflect on CPalm lessons and determine effectiveness of the lesson as a resource for...	Roach, Cindy	11/20/2017	After CPalm lessons are taught and found to be an effective tool, teachers will make a note on the curriculum map and add them to a resource folder for the following year.	6/1/2018 quarterly

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.B1 Students' ability to create and answer higher level questions.

G1.B1.S1 Teachers will incorporate lessons designed to stimulate higher level thinking. These lessons may include reciprocal teaching, project based learning, etc.

PD Opportunity 1

Teachers will use CPalms or a project based lesson to help supplement the curriculum. Teachers will find a minimum of one CPalm or project based lesson that reflects an application of the Florida Standards.

Facilitator

Cindy Roach

Participants

All Teachers

Schedule

Quarterly, from 10/2/2017 to 5/11/2018

G1.B3 Student engagement

G1.B3.S1 Teachers will utilize interactive smartboards to increase student engagement.

PD Opportunity 1

Teachers will participate in interactive smartboard training.

Facilitator

Michelle Sage (michelle.sage@marion.k12.fl.us)

Participants

All Teachers

Schedule

Quarterly, from 9/11/2017 to 5/21/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will use CPalms or a project based lesson to help supplement the curriculum. Teachers will find a minimum of one CPalm or project based lesson that reflects an application of the Florida Standards.				\$0.00
2	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
3	G1.B2.S2.A1	Classroom teachers will share lessons requiring students to complete a rigorous task.				\$0.00
4	G1.B2.S3.A1	Paraprofessionals will provide intervention and classroom support.				\$37,063.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9680 - Mcintosh Area School			\$0.00
			9680 - Mcintosh Area School	Title, I Part A		\$37,063.00
			9680 - Mcintosh Area School	Title, I Part A		\$0.00
5	G1.B3.S1.A1	Teachers will participate in interactive smartboard training.				\$0.00
					Total:	\$37,063.00