

Marion County Public Schools

Mcintosh Area School



2018-19 Schoolwide Improvement Plan

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Mcintosh Area School

20400 10TH ST, Mcintosh, FL 32664

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	9%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	A	B	C*

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

McIntosh Area Charter School'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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

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

Duties

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

Team members address academic as well as the issues dealing with the everyday running of the school. Collectively, we discuss all school related issues, we recommend curriculum, help make PD choices, and gather information to make school based decisions.

Early Warning Systems

Year 2017-18

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

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

The number of students 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	2	0	1	5	5	0	0	0	0	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	1	2	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	1	0	0	1	0	0	0	0	0	0	0	0	0	2

Date this data was collected

Wednesday 8/8/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Both Math and Reading declined significantly. While these academic areas declined our attendance, course failure and level one's increased nearly 50% in each area. This does not appear to be a trend.

Which data component showed the greatest decline from prior year?

Math learning gains declined 43% points. 2017- 73%, 2018-30%

Which data component had the biggest gap when compared to the state average?

MAS had math learning gains at 30% while the state's math learning gains were at 59%

Which data component showed the most improvement? Is this a trend?

All of the MAS data points were greatly decreased from the previous year. We had no most improved, no trend to report.

Describe the actions or changes that led to the improvement in this area.

We had no improvement this year.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	46%	56%	59%	47%	52%
ELA Learning Gains	39%	44%	55%	60%	49%	52%
ELA Lowest 25th Percentile	0%	37%	48%	0%	47%	46%
Math Achievement	35%	49%	62%	58%	48%	58%
Math Learning Gains	30%	46%	59%	63%	47%	58%
Math Lowest 25th Percentile	0%	35%	47%	0%	40%	46%
Science Achievement	64%	51%	55%	54%	49%	51%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	29%	46%	-17%	57%	-28%
	2017	41%	50%	-9%	58%	-17%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	23%	43%	-20%	56%	-33%
	2017	50%	52%	-2%	56%	-6%
Same Grade Comparison		-27%				
Cohort Comparison		-18%				
05	2018	53%	46%	7%	55%	-2%
	2017	71%	47%	24%	53%	18%
Same Grade Comparison		-18%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	29%	48%	-19%	62%	-33%
	2017	35%	48%	-13%	62%	-27%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	8%	47%	-39%	62%	-54%
	2017	67%	55%	12%	64%	3%
Same Grade Comparison		-59%				
Cohort Comparison		-27%				
05	2018	67%	50%	17%	61%	6%
	2017	60%	45%	15%	57%	3%
Same Grade Comparison		7%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	49%	18%	55%	12%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	36	35		36	24						
FRL	33	40		33	30						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	64	59		64	71		83				
FRL	58	43		50	71						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	The faculty and staff are concerned about the large increase in students that scored a level one.
Rationale	In the school year 2016-2017 we had 9 students that scored a level one and in the 2017-2018 school year we had 22 students that scored a level one. The number of students more than doubled.
Intended Outcome	If MAS increases the amount of time students spend on i-Ready and in differentiated groups that target the students specific needs, then MAS should be able to decrease the percentage of students scoring a level one by 15% as measured by the 2019 FSA.
Point Person	Cindy Roach (cindy.roach@marion.k12.fl.us)
Action Step	
Description	Increase level one students time on i-Ready Align interventions with classroom and i-Ready skills Work on differentiating classroom instruction more effectively/ongoing professional development Review and use assessment data more efficiently Monitor level one students more frequently and make adjustments to their interventions
Person Responsible	Cindy Roach (cindy.roach@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Interventionist, i-Ready Lab tech, classroom teachers and the director will meet quarterly to review and discuss student data Teachers will monitor weekly i-Ready data and make adjustment to students intervention curriculum as needed. Teachers will assist students in setting realistic i-Ready goals.
Person Responsible	Cindy Roach (cindy.roach@marion.k12.fl.us)

Activity #2	
Title	The faculty and staff are concerned about the large increase in student absenteeism.
Rationale	In the prior school year MAS only had 8 students that had a less than 90% school attendance. In 2017-2018 that number grew to 18 students. The increase in absenteeism appears to directly affected our number of students with failing grades and their performance on the state assessment.
Intended Outcome	If MAS works to decrease the amount of students (ten or less) that are absent from the classroom more than 10% of school year, then we believe that we can raise all student achievement.
Point Person	Cindy Roach (cindy.roach@marion.k12.fl.us)
Action Step	
Description	We are planning to have an award ceremony once a month that will reward students that have not missed school, checked out early or come in late. At Parent Night we will reinforce the importance of school attendance based on the data gathered. After three days absent the classroom teacher will check on their student. Verbal and written communication will take place between the school and home when a child misses five days.
Person Responsible	Patricia Knecht (patricia.knecht@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The attendance clerk will keep the director informed of students that have reached the three and five day mark. Calls home will be made by the director and letters will be sent home with students after the fifth absence.
Person Responsible	Cindy Roach (cindy.roach@marion.k12.fl.us)

Activity #3

Title	MAS would like to increase parent engagement
Rationale	Increasing parent engagement will increase school success for our students. Parents that are involved with their child's education tend to place more value on education. This in turn has a positive impact on student success.
Intended Outcome	If MAS intends to increase the students score at or above level three on the FSA by 10%, and decrease the amount of students that score a level one on FSA by 10%, then we need to find ways to increase parental engagement.
Point Person	Michelle Sage (michelle.sage@marion.k12.fl.us)

Action Step

Description	We will be increasing opportunities for parents to be involved at our school. MAS will host an Open House this year. We have a volunteer coordinator in place this year. We are offering Skyward access training. Parents will be introduced to the sample FSA. The Title One van will be accessible to parent and MAS will encourage usage. MAS will make sure that all parents are aware of the text remind system, Facebook page and website.
Person Responsible	Michelle Sage (michelle.sage@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description	MAS will check to make sure that parents are making use of the action steps that were put into place. Teachers will remind parents in newsletters, text messages and phone calls. Director will call parents to check in and make sure they stay involved.
Person Responsible	Cindy Roach (cindy.roach@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

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

PFEP Link

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

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

McIntosh Area Charter School complies with all district and state requirements regarding pupil services. Marion County Schools offers our students the services of a Social Worker that visits our school weekly. She provides lessons that address social-emotional needs. The classroom teachers also provide lessons that address social-emotional needs of their students.

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

Our kindergarten program accommodates both first time students and students who have attended Pre-K. The Kindergarten teacher scheduled parent conferences prior to school opening. Parents were given an opportunity to ask questions and provide the teacher with information regarding their child. The school utilizes stagger start to allow a small group of students to meet with their teacher the first three days of school. The teacher is able to give the students the attention they need to become familiar with their new school.

The school will work closely with the area middle schools to provide parents with information regarding open house for sixth grade. The director will communicate with the middle school administrators to ensure the fifth grade teacher helps to boost sixth grade skills during the last few weeks of school. Additionally the fifth grade teacher will communicate with sixth grade teachers to help ensure the students leave McIntosh ready for a successful year at the middle school.

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

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

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

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

Health is taught in the content area through the use of literature and informational texts. Classroom and healthy choices are promoted through fitness awareness and serving meals that are

provided through The National School Lunch Program which serves nutritionally balanced meals. All students can receive free breakfast and free lunch.

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

McIntosh Area School will work closely with the community to provide opportunities for students to experience a variety of careers through Field trips and guest speakers. In addition the school will utilize community partners to volunteer to read and share about career opportunities and goal setting with students monthly.

Teachers will build opportunities in the classroom for students to make real world connections.

As teachers work with the Florida Standards, they will meet with vertical teams to view the overall goals of the students.

Part V: Budget

Total:	\$25,874.00
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