

2013-2014 SCHOOL IMPROVEMENT PLAN

Mcintosh Area School
20400 19TH ST -AVE I
Mc Intosh, FL 32664
352-591-9797

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 29%
Alternative/ESE Center No	Charter School Yes	Minority Rate 22%

School Grades History

2013-14 F	2012-13	2011-12	2010-11 C	2009-10 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Mcintosh Area School

Principal

Andrea Arnow

School Advisory Council chair

Jason Perry

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Andrea Arnow	Principal
Aleida Levine	Admin. Asst.
Jason Perry	Board President

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

As a Charter School, our SAC is a Board SAC which means that the McIntosh Area School board members are in charge of the SAC.

The Board Members are Jason Perry-President, Shannon Rafacz- member, Chad Meagher-Finance, Jack Gillen-member

Involvement of the SAC in the development of the SIP

The Board is presented with the SIP. Any questions or concerns are addressed. Then the Board votes for approval of the SIP.

Activities of the SAC for the upcoming school year

N/A

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

As a Charter School, our SAC is a Board SAC which means that the McIntosh Area School board members are in charge of the SAC.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Andrea Arnow

Principal

Years as Administrator: 3

Years at Current School: 4

Credentials

BA English, MEd (Learning Disabilities), K-6 Elementary Ed., English 6-12, ESOL K-12, ESE K-12

Performance Record

School Grade 2011 C, School Grade 2012 not given/ points equal to D, School Grade 2013/ not given points equal to A. School VAM score 2013 4= Highly Effective

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Elizabeth Lazar

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Performance Record

Classroom Teachers**# of classroom teachers**

6

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

6, 100%

ESOL endorsed

4, 67%

reading endorsed

1, 17%

with advanced degrees

1, 17%

National Board Certified

, 0%

first-year teachers

0, 0%

with 1-5 years of experience

2, 33%

with 6-14 years of experience

4, 67%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our school provides professional development at both the school and the district level. The principal is responsible for scheduling and monitoring the professional development. We partner new teachers with a mentor teacher. All teachers meet with the principal on a regular basis. We also advertise for open positions on the district online Job Board. The administrative assistant is responsible for the postings.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our new kindergarten teacher is part of our lower elementary team so she has the opportunity to collaborate and problem solve. She is next door to an experienced first grade teacher should immediate questions or concerns need to be addressed. Our third grade teacher is part of our upper elementary team so she has the opportunity to collaborate and problem solve. She is next door to an experienced second grade teacher should immediate questions or concerns need to be addressed. Team meetings are planned twice a month.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The principal oversees the implementation of the MTSS/Rtl Leadership/Student Assistance Team (SAT), ensures implementation of intervention support and ensures adequate professional development, and funding to support the MTSS/Rtl 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 provide interventions, report grade level mastery goals, collect and report pre and post data to the SAT. The ESE teacher assists the team with reporting assessment data and with the development and scheduling of services for ESE students. The ESE teacher also suggests appropriate interventions and provides ongoing support to the teachers and paraprofessionals as needed. The ESE 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 ESE teacher works with the Marion County Resource Compliance Specialist and ESE department. The school psychologist meets regularly with the team to provide recommendations and information to assist the team with the process. She also provides psychological consultation and psychological consultation as requested by the team. A behavior specialist is consulted on an as needed basis.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The principal monitors MTSS progress during Progress Monitoring Plan meetings (PMPs) as well as during classroom walkthroughs and at team meetings. The SIP is consulted regularly to make sure that the actions designated are carried out.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

McIntosh Area School uses a variety of source data to progress monitor students. Most data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, FAIR) as well as local assessments (Benchmark Assessments, Demand Writings). Performance Matters also allows for teacher comparisons by student, standard, and demographics. McIntosh Area School also uses scores from FCAs, Formative Checks and Comprehensive Assessments.

Tiered data can be found in Performance Matters where the intervention tier is identified and progress monitoring notes are documented. Teachers also keep data portfolios with individualized student information relative to the progress within the tier of intervention.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

School level professional development is delivered during early release days, during faculty meetings or as scheduled. The MTSS problem solving team meets regularly to look at data and develop on-going progress monitoring systems regarding implementation at the school level. Professional development is based on the needs of individuals at our school and includes opportunities in technology, invention strategy and implementation of Common Core. Parents are given information about the MTSS when their child is being considered for interventions. Conferences are held to discuss the implementation of support for their child.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year: 30**

We added 15 minutes to allow for Silent Sustained Reading (SSR) because our students need more time to read so that their background knowledge and vocabulary can increase. The additional 15 minutes was allocated to allow us to continue integrating music throughout the curriculum without taking away from necessary instructional time. We also built in a remediation time for our lower elementary students(K-2).

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

FAIR data is collected three times during the school year for all students, Benchmark and/or Comprehensive Exam data is collected twice a year for all grades and FCAT data is collected at the end of the year for grades 3-5. FCA's and Formative Checks are also used to monitor progress.

Who is responsible for monitoring implementation of this strategy?

The principal is responsible for monitoring the implementation of the strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Andrea Arnow	Principal
Ashley Owens	Kindergarten Lead Teacher
Belinda Hensley	First Grade Lead Teacher
Lorie Roberts	Second Grade Lead Teacher
Courtney Patterson	Third, Fourth and Fifth Grade ELA Lead Teacher
Cindy Chaffin	Third, Fourth and Fifth Grade Science/Social Studies Lead Teacher
Pat Meyer	Third, Fourth and Fifth Grade Math Lead Teac

How the school-based LLT functions

The principal oversees the implementation of the LLT, ensures implementation of intervention support and provides adequate professional development for faculty. Each grade level teacher serves on the LLT to provide information about the progress of students identified as being non-proficient or in need of intervention in literacy. Teachers report grade level mastery goals, collect and report pre and post data to the team. The ESE teacher assists the team with reporting assessment data on the ESE students. The ESE teacher helps develop and schedule appropriate evidence based interventions to be carried out by the ESE and the classroom teacher. She also assists with the adjustment of interventions as needed and provides ongoing support to the teachers. The ESE teacher communicates with the parents and families, keeps appropriate records and assists with psychological referrals. The school psychologist meets with the team as needed to provide recommendations, consultations and evaluations as necessary.

Major initiatives of the LLT

The LLT will:

Review student progress in reading based on FAIR, FCA's previous FCAT scores, fluency checks and classroom performance.

Review instructional strategies and promote differentiation of instruction

Recommend needed resources and/or support

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

McIntosh Area School has an open door policy. We welcome potential student's families and invite current parents to visit with their child/children. We conduct campus tours during school hours and encourage families to meet teachers and staff as they are available. Our kindergarten program is accommodating for both first time students and students who have attended Pre-K. We are currently investigating the possibility of an on-site VPK. Kindergarten students start the year with a Stagger start to allow a small group of students to meet their teacher the first four days. The teacher is able to give the students the attention they need to become familiar with their new school. FLKRS is administered at this time. All students K-5 participate in a 'Meet your Teacher Day' the Friday before school starts. An all school meeting is held in September/ early October to introduce faculty/staff, explain the curriculum, explain Title 1, and encourage networking among parents and families.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	72%	Yes	60%
American Indian		0%		
Asian		0%		
Black/African American		0%		
Hispanic		0%		
White	55%	74%	Yes	60%
English language learners		0%		
Students with disabilities		0%		
Economically disadvantaged	57%	61%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	36%	38%
Students scoring at or above Achievement Level 4	15	38%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	13	65%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	13	65%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	72%	Yes	58%
American Indian				
Asian				
Black/African American				
Hispanic				
White	62%	78%	Yes	66%
English language learners				
Students with disabilities				
Economically disadvantaged	43%	67%	Yes	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	41%	43%
Students scoring at or above Achievement Level 4	12	31%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	17	81%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		27%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	1	1%	0%
Students who are not proficient in reading by third grade	4	25%	15%
Students who receive two or more behavior referrals	3	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Literacy Day	10	14%	17%
Title 1 All School Meeting	35	50%	55%
Parent/ teacher Conferences	45	64%	69%
Career Day	10	14%	17%

Goals Summary

- G1.** Our goal is to increase the number of students who are proficient writers by 25%.
- G2.** Our goal is to increase parental involvement by 5%.
- G3.** Our goal is to increase the number of students receiving a 3, 4, or 5 on the Science FCAT by 10%.
- G4.** Our goal is to increase the number of students who receive a 3, 4, or 5 on the Math FCAT by 10%.
- G5.** Our goal is to increase the number of students achieving Level 3, 4 or 5 on the Reading FCAT by 10%.

Goals Detail

G1. Our goal is to increase the number of students who are proficient writers by 25%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Para professional

Targeted Barriers to Achieving the Goal

- Students do not have enough writing experience.

Plan to Monitor Progress Toward the Goal

Data will be collected from a variety of sources such as Demand Writes and classroom assignments.

Person or Persons Responsible

The principal will monitor writing data.

Target Dates or Schedule:

Monitoring will occur after assessments have been given as well as during classroom walkthroughs

Evidence of Completion:

Students scores will increase. Students will be engaged in the classroom activities.

G2. Our goal is to increase parental involvement by 5%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Title I funds will be used to help send newsletters so parents are informed about school events as well as to provide supplies for Literacy Day and FCAT night.

Targeted Barriers to Achieving the Goal

- Transportation to return to school for evening events may be difficult for some parents to provide.

Plan to Monitor Progress Toward the Goal

Attendance records will be kept

Person or Persons Responsible

by the administrative assistant

Target Dates or Schedule:

at all parent events

Evidence of Completion:

The event's time and attendance levels will be compared to see which days and or times work best for our parents.

G3. Our goal is to increase the number of students receiving a 3, 4, or 5 on the Science FCAT by 10%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Passwords vocabulary books

Targeted Barriers to Achieving the Goal

- Students need more vocabulary knowledge to support what they are learning in Science.

Plan to Monitor Progress Toward the Goal

will evaluate testing data

Person or Persons Responsible

The principal

Target Dates or Schedule:

at the end of each semester

Evidence of Completion:

to see if improvement has been shown.

G4. Our goal is to increase the number of students who receive a 3, 4, or 5 on the Math FCAT by 10%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- IXL Math

Targeted Barriers to Achieving the Goal

- Students are not fluent with their math facts and need more practice on their benchmark skills.

Plan to Monitor Progress Toward the Goal

will assess data and progress

Person or Persons Responsible

The principal and the classroom teacher

Target Dates or Schedule:

during PMP meetings and/or team meetings

Evidence of Completion:

throughout the entire school year

G5. Our goal is to increase the number of students achieving Level 3, 4 or 5 on the Reading FCAT by 10%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Para professional, Ticket to Read, Silent Sustained Reading (SSR),

Targeted Barriers to Achieving the Goal

- Students do not have enough background knowledge.
- Teachers may need more common Core training.

Plan to Monitor Progress Toward the Goal

Data will be collected from a variety of sources such as FCA's, classroom tests, classroom performance and benchmark testing.

Person or Persons Responsible

The principal will monitor reading data.

Target Dates or Schedule:

Monitoring will occur after assessments have been given as well as during classroom walkthroughs

Evidence of Completion:

Students scores will increase. Students will be engaged in the classroom activities.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to increase the number of students who are proficient writers by 25%.

G1.B1 Students do not have enough writing experience.

G1.B1.S1 The para-professional will work with small groups to assist students by teaching specific reading strategies such as UNRAVEL or specific reading concepts.

Action Step 1

The classroom teacher will identify students who need additional assistance and direct the paraprofessional on how to teach the required writing strategy(ies).

Person or Persons Responsible

The classroom teacher and the paraprofessional.

Target Dates or Schedule

During ELA class

Evidence of Completion

Student activities will be completed using the required writing strategies successfully.

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

During the walkthroughs, the principal will observe the paraprofessional working with students, teaching them specific writing strategies or concepts.

Person or Persons Responsible

The principal will monitor for fidelity by conducting classroom walkthroughs.

Target Dates or Schedule

Walkthroughs will occur weekly at varied times.

Evidence of Completion

Students will use the strategies or understand the concepts. This evidence will be shown when completing Demand Writes and when writing in the content areas.

Plan to Monitor Effectiveness of G1.B1.S1

Observation of the small group instruction will occur daily by the teacher.

Person or Persons Responsible

The classroom teacher will monitor data.

Target Dates or Schedule

During small group instruction, participation of the students will be noted.

Evidence of Completion

Analysis of student work will show if the interventions were successful.

G2. Our goal is to increase parental involvement by 5%.

G2.B2 Transportation to return to school for evening events may be difficult for some parents to provide.

G2.B2.S1 We will hold some events during the day and other events in the evening. We will give parents plenty of advance notice to encourage attendance.

Action Step 1

will schedule events at different times and the administrative assistant will provide advance notice of events

Person or Persons Responsible

The principal

Target Dates or Schedule

Information will be given before any scheduled event.

Evidence of Completion

The completed newsletters and fliers will be evidence of the action.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

will make sure flyers and newsletters are handed out

Person or Persons Responsible

The Principal

Target Dates or Schedule

prior to any events

Evidence of Completion

This will be shown by the product going home.

Plan to Monitor Effectiveness of G2.B2.S1

will take attendance

Person or Persons Responsible

The administrative assistant

Target Dates or Schedule

at events

Evidence of Completion

If we see an increase in participation, we will know that the newsletters and fliers made a difference.

G3. Our goal is to increase the number of students receiving a 3, 4, or 5 on the Science FCAT by 10%.

G3.B1 Students need more vocabulary knowledge to support what they are learning in Science.

G3.B1.S1 Implement Passwords Science Vocabulary books to supplement any gaps in knowledge.

Action Step 1

will use Passwords to supplement Science instruction and build vocabulary knowledge.

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

during Science instruction

Evidence of Completion

The Passwords book will be completed by the end of the year. Students science vocabulary will have increased throughout the year as shown in classroom assignments.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

will monitor classroom instruction

Person or Persons Responsible

The principal

Target Dates or Schedule

during classroom observations and walk-throughs

Evidence of Completion

to see if students are being instructed in vocabulary usage

Plan to Monitor Effectiveness of G3.B1.S1

will examine classroom and testing data

Person or Persons Responsible

The teacher and the principal

Target Dates or Schedule

quarterly

Evidence of Completion

too see if student scores improve

G4. Our goal is to increase the number of students who receive a 3, 4, or 5 on the Math FCAT by 10%.

G4.B1 Students are not fluent with their math facts and need more practice on their benchmark skills.

G4.B1.S1 Students will use IXL Math daily to practice their math facts and benchmark skills.

Action Step 1

Students will work on assigned benchmarks or fact reviews.

Person or Persons Responsible

The classroom teacher will have students work on IXL Math during center rotations daily.

Target Dates or Schedule

Daily, in the classroom

Evidence of Completion

This process will continue all year.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

will monitor student use of IXL daily through observation and weekly in the classroom reports.

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

daily and weekly

Evidence of Completion

IXL will be used for the whole year.

Plan to Monitor Effectiveness of G4.B1.S1

showing student progress and fact acquisition

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

will monitor the IXL data

Evidence of Completion

during the entire year

G5. Our goal is to increase the number of students achieving Level 3, 4 or 5 on the Reading FCAT by 10%.

G5.B1 Students do not have enough background knowledge.

G5.B1.S1 The para-professional will work with small groups to assist students by teaching specific reading strategies such as UNRAVEL or specific reading concepts.

Action Step 1

The classroom teacher will identify students who need additional assistance and direct the paraprofessional on how to teach the required reading strategy(ies).

Person or Persons Responsible

The classroom teacher and the paraprofessional.

Target Dates or Schedule

During ELA

Evidence of Completion

Student activities will be completed using the required reading strategy successfully.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

During the walkthroughs, the principal will observe the paraprofessional working with students, teaching them specific reading strategies or concepts.

Person or Persons Responsible

The principal will monitor for fidelity by conducting classroom walkthroughs.

Target Dates or Schedule

Walkthroughs will occur weekly at varied times.

Evidence of Completion

Students will use the strategies or understand the concepts. This evidence will be shown when taking the FCA's, chapter tests or when in class.

Plan to Monitor Effectiveness of G5.B1.S1

Observation of the small group instruction will occur daily by the teacher.

Person or Persons Responsible

The classroom teacher will monitor data.

Target Dates or Schedule

During small group instruction, participation of the students will be noted.

Evidence of Completion

Analysis of student work will show if the interventions were successful.

G5.B1.S2 Students will use Ticket to Read on a daily basis.

Action Step 1

The students will complete the activities as assigned by Ticket to Read.

Person or Persons Responsible

The classroom teacher will implement Ticket to Read.

Target Dates or Schedule

Students will use Ticket to Read during their center rotation.

Evidence of Completion

Ticket to Read will record data as students complete activities and stories.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

The results will be analyzed to see how each student is performing.

Person or Persons Responsible

The classroom teacher will monitor for fidelity.

Target Dates or Schedule

TTR results will be accessed weekly.

Evidence of Completion

The TTR program will be used all year to continue to challenge students and their reading.

Plan to Monitor Effectiveness of G5.B1.S2

TTR evidence regarding story level, fluency and vocabulary will be collected.

Person or Persons Responsible

The classroom teacher will report results to the principal

Target Dates or Schedule

at team or individual meetings.

Evidence of Completion

TTR will continue all year.

G5.B1.S3 Students will participate in Silent Sustained Reading (SSR) for 15 minutes daily.

Action Step 1

Students will read a book that is on their level to increase stamina and background knowledge.

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

will provide 15 minutes for Silent Sustained Reading (SSR) daily

Evidence of Completion

SSR will occur all year.

Plan to Monitor Fidelity of Implementation of G5.B1.S3

will monitor students as they are reading

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

during SSR

Evidence of Completion

SSR will occur all year.

Plan to Monitor Effectiveness of G5.B1.S3

will observe students

Person or Persons Responsible

The classroom teacher

Target Dates or Schedule

during SSR

Evidence of Completion

Students will complete books they are reading and will be able to read for longer time periods.

G5.B2 Teachers may need more common Core training.

G5.B2.S1 Teachers will participate in Marion County Professional Development opportunities.

Action Step 1

Professional Development opportunities

Person or Persons Responsible

teachers

Target Dates or Schedule

through Moodle training on early release days or during planning time

Evidence of Completion

will complete PD activities offered by Marion County

Plan to Monitor Fidelity of Implementation of G5.B2.S1

will assess the teacher's participation

Person or Persons Responsible

Marion county

Target Dates or Schedule

after the teacher's complete the coursework

Evidence of Completion

the principal will receive notification of completed PD

Plan to Monitor Effectiveness of G5.B2.S1

will be teaching using common core

Person or Persons Responsible

The teachers

Target Dates or Schedule

during classroom walk throughs and observations

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Through our Title I allotment we will be using supplemental math and reading materials, promoting parental involvement and literacy and providing a paraprofessional 5 days a week for assistance in the classrooms and a reading coach one day a week.

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. A major focus at our school is to become global citizens.

Health is taught in the classroom and healthy choices are encouraged at lunchtime. All students can receive free breakfast and free lunch. Students can participate in the afterschool Mileage Club on Mondays and Wednesdays.

Through our vocal and instrumental music curriculum, our free play program and our art curriculum, we teach all of our students how to get along and live with those who are different, in a global world.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Our goal is to increase parental involvement by 5%.	\$167
G3.	Our goal is to increase the number of students receiving a 3, 4, or 5 on the Science FCAT by 10%.	\$1,322
G5.	Our goal is to increase the number of students achieving Level 3, 4 or 5 on the Reading FCAT by 10%.	\$12,790
Total		\$14,279

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Evidence-Based Program	Other	Total
Title 1	\$12,790	\$1,322	\$0	\$167	\$14,279
	\$0	\$0	\$0	\$0	\$0
Total	\$12,790	\$1,322	\$0	\$167	\$14,279

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Our goal is to increase the number of students who are proficient writers by 25%.

G1.B1 Students do not have enough writing experience.

G1.B1.S1 The para-professional will work with small groups to assist students by teaching specific reading strategies such as UNRAVEL or specific reading concepts.

Action Step 1

The classroom teacher will identify students who need additional assistance and direct the paraprofessional on how to teach the required writing strategy(ies).

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. Our goal is to increase parental involvement by 5%.

G2.B2 Transportation to return to school for evening events may be difficult for some parents to provide.

G2.B2.S1 We will hold some events during the day and other events in the evening. We will give parents plenty of advance notice to encourage attendance.

Action Step 1

will schedule events at different times and the administrative assistant will provide advance notice of events

Resource Type

Other

Resource

Printing newsletters and informational packets

Funding Source

Title 1

Amount Needed

\$167

G3. Our goal is to increase the number of students receiving a 3, 4, or 5 on the Science FCAT by 10%.

G3.B1 Students need more vocabulary knowledge to support what they are learning in Science.

G3.B1.S1 Implement Passwords Science Vocabulary books to supplement any gaps in knowledge.

Action Step 1

will use Passwords to supplement Science instruction and build vocabulary knowledge.

Resource Type

Evidence-Based Materials

Resource

Passwords Vocabulary

Funding Source

Title 1

Amount Needed

\$1,322

G5. Our goal is to increase the number of students achieving Level 3, 4 or 5 on the Reading FCAT by 10%.

G5.B1 Students do not have enough background knowledge.

G5.B1.S1 The para-professional will work with small groups to assist students by teaching specific reading strategies such as UNRAVEL or specific reading concepts.

Action Step 1

The classroom teacher will identify students who need additional assistance and direct the paraprofessional on how to teach the required reading strategy(ies).

Resource Type

Personnel

Resource

Paraprofessional

Funding Source

Title 1

Amount Needed

\$12,790