Mcintosh Area School

Your opinion matters!

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

Click here to let us know your thoughts about the District Title I Parent and Family Engagement Plan.

Florida college and mission anal students leadership ambitious
family and community involvement school improvement
striving teaching achievement relationships
needs assessment success learning areas of focus
strategic planning collaboration vision supportive environment resources instruction growth

2022-23 Schoolwide Improvement Plan

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Mcintosh Area School

20400 10TH ST, Mcintosh, FL 32664

[no web address on file]

Demographics

Principal: David Friedlander   Start Date for this Principal: 8/8/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students* Economically Disadvantaged Students*
School Grades History	2021-22: F (20%) 2020-21: (46%) 2018-19: C (49%) 2017-18: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

McIntosh Area Charter School is committed to providing a challenging, high-quality, first-class education for our students. We strive to fulfill the needs of the whole child by delivering creative lessons designed to inspire dreamers and doers. Our goal is to ensure all students put their knowledge into practical practice, foster a thirst for knowledge, and instill lifelong learning.

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Friedlander, David	Principal	I am the liaison with the school community and the MAS school board. I Oversee the daily operations of the k-5 public charter school, which includes all academic and social learning programs for students. I also conduct staff supervision and performance evaluations.
Beals, Colleen	Assistant Principal	To assist the principal in the daily operation of the school and supervision of students and staff. She will also assist with administering school assessments and progress monitoring. She will monitor curriculum implementation and ensure we are aligned with the Florida BEST standards.

Demographic Information

Principal start date
Monday 8/8/2022, David Friedlander

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school

5

Total number of students enrolled at the school

54

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	11	10	10	12	5	4	0	0	0	0	0	0	0	52
Attendance below 90 percent	5	5	6	6	2	4	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	2	2	0	0	0	1	0	0	0	0	0	0	0	5
Course failure in Math	2	3	1	0	1	1	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	2	3	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	3	3	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	3	5	1	3	0	0	0	0	0	0	0	12

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 8/31/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	10	13	9	8	10	6	0	0	0	0	0	0	0	56
Attendance below 90 percent	4	9	6	3	3	1	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	5	6	2	2	4	1	0	0	0	0	0	0	0	20
Course failure in Math	4	6	3	3	3	1	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	7	2	3	3	1	0	0	0	0	0	0	0	20

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	0	0	0	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	10	9	12	12	6	5	0	0	0	0	0	0	0	54
Attendance below 90 percent	0	3	5	8	3	2	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	5	6	2	1	4	1	0	0	0	0	0	0	0	19
Course failure in Math	4	6	3	2	3	1	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	3	5	1	3	0	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	7	2	3	3	1	0	0	0	0	0	0	0	20

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	17%			59%			43%	47%	57%
ELA Learning Gains							71%	56%	58%
ELA Lowest 25th Percentile								52%	53%
Math Achievement	22%			33%			41%	51%	63%
Math Learning Gains							58%	58%	62%
Math Lowest 25th Percentile								49%	51%
Science Achievement							31%	47%	53%

Grade Level Data Review - State Assessments
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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	27%	44%	-17%	58%	-31%
Cohort Comparison		0%				
04	2022					
	2019	0%	49%	-49%	58%	-58%
Cohort Comparison		-27%				
05	2022					
	2019	43%	45%	-2%	56%	-13%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	49%	1%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	0%	54%	-54%	64%	-64%
Cohort Comparison		-50%				
05	2022					
	2019	46%	45%	1%	60%	-14%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	44%	-8%	53%	-17%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
WHT	21			21							
FRL	20			18							
2021 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 2019-20	C & C Accel 2019-20
WHT	62			42							
FRL	40			40							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	42	72		48	63		27				
FRL	33	73		33	57						

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	39
Total Components for the Federal Index	2
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students demonstrate a decline in grade level proficiency performance in both academic areas of reading and math. Additionally, students did not demonstrate significant learning gains in either academic area.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

State assessments and iReady data both demonstrate an area of need in reading and math for all grade levels depicting a decline in student proficiency and learning gains overall were not significant.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors were identified as limited staffing and students transitioning late in the semester. Curriculum alignment was insufficient in some areas of instruction, and limited resources were available for additional instruction to support student remedial interventions.
Actions being implemented to address the need for improvement are additional staffing hired consisting of an Assistant Principal/Dean of Curriculum, Paraprofessional dedicated to K-2 and a Paraprofessional dedicated to grades 3-5, purchased new curriculum in alignment to new Florida B.E.S.T, Studies Weekly, Science Weekly, new programs such as NearPod, and Progress Learning. Additionally, we have increased our daily instructional minutes to include 50 minutes for an MTSS block of instruction for all students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data showed insufficient progress to demonstrate improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

NA

What strategies will need to be implemented in order to accelerate learning?

Teachers will infuse technology in their daily lessons and move to small group lessons with a focus on teacher-facilitated instruction with a heavy emphasis on student collaboration. Teachers will use data to effectively plan their lessons, and planning will be done using data horizontally and vertically to ensure alignment of benchmarks and success of each student. Data chats will occur weekly for each grade level with the Assistant Principal to review progress and adjust instruction as needed.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided training on new curriculum usage and best practice along with strategies to target their instruction in small group instruction. Teachers will be provided PD sessions in-house in addition to participating in Marion County's online professional developments. Our school calendar mirrors MCPS in order for our staff to participate in live/virtual professional training opportunities.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have extended our school day to include a dedicated block for MTSS daily for all students. This time provides our students the services they need based on their Tiers 1, 2, or Tier3 with a Reading endorsed teacher. Students in Tier 1 are provided enrichment opportunities. We have increased our tutoring program to include 2 sessions a week to provide students with additional support as well as providing our families with strategies and support to use at home.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Student performance on the Spring 22 Math FSA revealed the need for significant intervention and remediation. The math scores revealed that 52% of our students scored in level 1 on the FSA. 3rd grade performance revealed 41.6% scored on Level 1; 4th grade scored 60% on level 1, and 5th scored 75% on level 1
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	65% of students will achieve a score of 50th percentile at least or higher on STAR Math, or 65% of students in K-2 will achieve 50th percentile or higher on iReady Math spring diagnostic. 54% of students will achieve a score of at least level 3 or higher on the statewide standardized Math assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will take place through the use of PM1,PM2, PM3 through State/District testing STAR/FAST and iReady assessments conducted in Fall, Winter, and Spring to monitor students' progress. In addition to these assessments, teachers will monitor students' math progress using the additional reading programs implemented in the classroom on a regular basis; for example, students will be assessed on their progress using the supplemental resources provided through the Envision Math series. Students will also be tracked on individual benchmark mastery through the Progress Learning program, which will be utilized for additional instruction and practice in the classroom as well as for assessments.
Person responsible for monitoring outcome:	Colleen Beals (colleen.beals@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Envision Math Curriculum we are implementing has been aligned with the Florida B.E.S.T Standards. These assessments are also aligned with the Florida B.E.S.T standards. The Progress Learning program is being used for instruction and assessment. In addition, I-Ready will continue to be used as a diagnostic, assessment, and instructional resource for all staff.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

We have selected the ELA and Math curriculums to maintain the consistency and instructional rigor that is being implemented throughout the Marion County Public school district. The supplemental resource programs have been field tested successfully and have been designed to provide small group instruction and interventions to close learning gaps across grade levels.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1)The Assistant Principal will provide ongoing training on the Envision Math Curriculum, Progress Learning program, and NearPod. The Assistant Program will also provide ongoing training on the implementation of the Florida B.E.S.T Benchmarks to teachers and paraprofessionals.
2)The Assistant Principal will provide 1:1 sessions with teachers and paraprofessionals to ensure instructional and remedial strategies are being implemented within each class that meets each student's needs.
3)The Principal and Assistant Principal will conduct observations and planning sessions with teachers to ensure Best practices are being implemented
4)We will be following the assessment schedule as established by the MCPS district and will be administering the STAR assessments and I-Ready assessments as well as conducting Progress Monitoring throughout the year
5)The Principal and Assistant Principal will conduct biweekly data sessions to guide future planning and instruction.

Person Responsible

Colleen Beals (colleen.beals@marion.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to iReady data, in the spring of 2022, 56% of students in K-2 were predicted to perform below grade level. We have added a paraprofessional to work specifically with the kindergarten and 1st grade teachers to support the implementation of the curriculum using small group instruction and remediation based on the student's individual needs. Our ELA/ Reading curriculum consists of the MY View literacy program aligned with the BEST benchmarks supported by the following academic resources: I-Ready STAR program, Learning Dynamics Progress Learning computer-based program: Fountas and Pinnell literacy program, and the SIPPS (Systematic Instruction and Phonological Awareness. Phonics and Sight Words) We have also added Nearpod as a digital resource for collaborative lessons to increase student engagement and for staff professional development. In addition, we have scheduled a dedicated MTSS block for remedial instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The 2022 ELA FSA data reflected that 75% of students in grade 3 scored below level 3. The student population in grades 4 and 5 was not large enough for reporting. However, their data reflected similarly at 67%, scoring below level 3 combined. We have added a paraprofessional to work specifically with the 3 through 5th grade teachers to support the Implementation of the curriculum using small group instruction and remediation based on students' individual needs. Our ELA Reading curriculum consists of the MY View literacy program aligned with the BEST benchmarks supported with the following academic resources: I-Ready, Progress Learning computer-based program, Fountas and Pinnell literacy program. We have also added Nearpod as a digital resource for collaborative lessons to increase student engagement and for staff professional development. In addition, we have scheduled a dedicated MTSS block for remedial instruction

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

65% of students will achieve a score of 50th percentile at least or higher on STAR Early Lit/Reading, or 65% of students in K-2 will achieve 50th percentile or higher on iReady Reading spring diagnostic.

Grades 3-5: Measureable Outcome(s)

54% of students will achieve a score of at least level 3 or higher on statewide standardized ELA assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring will take place through the use of PM1, PM2, and PM3 through State/District testing STAR/FAST and iReady assessments conducted in FALL, Winter, and Spring to monitor students' progress. In addition to these assessments, teachers will monitor students reading progress using the additional reading programs implemented in the classroom on a regular basis. For example, students will be assessed on their reading levels through Fountas & Pinnell BAS monthly. Students will also be tracked on individual benchmark mastery through the Progress Learning program, which will be utilized for additional instruction and practice in the classroom as well as for assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Beals, Colleen, colleen.beals@marion.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The My View Literacy Curriculum and the Envision Math Curriculum we are implementing have been aligned with the Florida B.E.S.T Standards. We are also implementing the STAR Early Literature program in Grades k-1 and utilizing STAR Reading in grades 2-5. These assessments are also aligned with the Florida B.E.S.T standards. The Progress Learning program is being used for instruction and assessment. In addition, I-Ready will continue to be used as a diagnostic, assessment, and instructional resource for all staff.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

We have selected the ELA and Math curriculums to maintain the consistency and instructional rigor that is being implemented throughout the Marion County Public school district. The supplemental resource programs have been field tested successfully and have been designed to provide small group instruction and interventions to close learning gaps across grade levels.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
• Literacy Leadership: The Assistant Principal will provide ongoing training on the MY View Curriculum and will provide ongoing training on the implementation of the Florida B.E.S.T Benchmarks to teachers and paraprofessionals. • Literacy Coaching:: The Assistant Principal will provide 1:1 sessions with teachers and paraprofessionals to ensure instructional and remedial strategies are being implemented to meet students' needs. Observations and planning sessions with teachers to ensure Best practices are being implemented. • Assessment: We will be following the assessment schedule as established by the MCPS district. We will be administering The STAR assessments and I-Ready assessments as well as conducting Progress Monitoring throughout the year. Data will be reviewed bi-weekly to guide future planning and instruction. • Professional Learning: Teachers will participate in a book study pertaining to small group instruction. Collaborative Planning: and Data analysis workshops will be conducted to ensure data-driven instruction.	Beals, Colleen, colleen.beals@marion.k12.fl.us
• Literacy Leadership: The Assistant Principal will provide ongoing training on the implementation of the Florida B.E.S.T Benchmarks to teachers and paraprofessionals. • Literacy Coaching: The Assistant Principal will conduct observations and planning sessions with teachers to ensure Best practices are being implemented • Assessment: Student assessment data will be reviewed bi-weekly to guide future planning and instruction. • Professional Learning: Data analysis workshops will be conducted to analyze and monitor student growth towards mastery of grade level benchmarks. Collaborative Planning: teachers will consult with one another and sharpen their toolbox while ensuring they are aligning their curriculum with the benchmarks both horizontally and vertically to maximize the learning outcomes for the student's success.	Beals, Colleen, colleen.beals@marion.k12.fl.us

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

This year, we have added Music classes to our daily schedule as well as created afterschool Art and Spanish enrichment clubs for our students to participate in. We extended our school day to accommodate these additional cultural enrichment programs as well as to maintain the academic rigor within the classrooms. We have provided each family with a Student and family handbook that specifically identifies and addresses a variety of school policies and procedures as well as county, state, and federal mandates that we must comply with as a charter school. Parents are asked to sign an acknowledgment page once they have read the handbook. We also have established a Parent-School Compact that specifies the collaborative roles and expectations for the school and the parent pertaining to their student's education. Communication through monthly newsletters and social media will be delivered to parents, staff, and stakeholders. Additionally, our website has been revised to better share information about our school. Our families, staff, and board members have access to school communication through the REMIND mobile app. Board meetings are also a source of two-way communication for stakeholders and are open to the public. At the present time, school events such as Open Houses and family activities are being planned for the 22-23 school year. The School also reaches out to area businesses and community organizations to establish collaborative relationships and completes a Parental Involvement Plan (PFEP), which is available at the school site.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The McIntosh School Board plays an integral role in the overall governance of the school and works collaboratively with the school principal to make certain the school complies with all federal, state, and county regulations. The Board also works in conjunction with the principal to ensure the school incorporates fiscally sound and compliant business practices to maintain financial stability. Our Parents are another key stakeholder essential to the academic and cultural success of the school. Their involvement provides the necessary link between the home and the school and reinforces our children's social, emotional, and academic growth. Our staff is essential to establishing nurturing, supportive, and safe learning.

McIntosh Area School

Parent and Family Engagement Plan

About Title I, Part A

Title I, Part A, provides local school districts and schools resources that help children gain a high-quality education and the skills to master the Florida Standards. Title I provides additional resources to schools with economically disadvantaged students. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor. That's why Title I program regulations insist on robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning. ~ FLDOE.org

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
(A) Parents and families play an integral role in assisting their child's learning.
(B) Parents and families are encouraged to be actively involved in their child's education.
(C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
(D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeed Act (ESSA).

About the Parent and Family Engagement Plan

This plan describes how we will provide opportunities to improve family engagement to support student learning. In addition, this plan represents the different ways we will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and home. We value the contributions and involvement of parents and family members to establish an equal partnership for the common goal of improving student achievement. Click here to access the District's Title I Parent and Family Engagement Plan or request a copy at the front office.

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

Principal Name: David P. Friedlander

School Website: http://www.mcintosheagles.com/

School Year: 2022-2023

The Parent and Family Engagement Plan goal for the 2022-2023 school year is:

To increase the participation of families in developing activities that promote and support their children's academic growth in Reading and Math within the school and home environments.

JOINTLY DEVELOPED

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116(b)(1) Each school served under this part shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. Section 1116(c)(3) If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Section 1116(c)(4)(A)(C) If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, each school served under this part shall submit any parent comments on the plan when the school makes the plan available to the local educational agency [or district]. Section 1116(c)(5)

How will parents be involved in developing the school parent and family engagement plan?

McIntosh Area School (MAS) will create and send home several surveys at the beginning of and throughout the school year in order to obtain parent and family feedback regarding school and community-related activities and events. Parents will be provided with contact information for school administration and the MAS board, who will be readily available to receive and address questions, suggestions, and concerns.

How will the school make the parent and family engagement plan available to the local community?

McIntosh Area School will post the Parent and Family Engagement Plan on our school website.

How will the school update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?

The school will send out surveys and use the feedback and responses obtained from the parents to modify and update the parent and family engagement plan.

How will the school submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?

McIntosh Area School will provide Parent and Family Engagement Plan (PFEP) surveys to the families and submit them to our Title 1 District liaison. In addition, MAS will provide parents with contact information to school administration and the MAS board, who are readily available to receive and address questions, issues, and concerns.

How will the schools address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

Family meetings will be scheduled in a flexible format (ex: different days and times), and when necessary, meetings will be duplicated at different times/days, allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings, as well as phone and email follow-up. Additional strategies, such as virtual meetings will be utilized as needed.

Spanish translators will be available for Spanish-speaking parents upon formal request or informally through our bi-lingual staff members.

McIntosh Area School is ADA accessible. If further support is needed to accommodate a disability, appropriate arrangements will be made by the school.

ANNUAL TITLE I MEETING

Each school served under this part shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. *The purpose of the annual Title I meeting is to disseminate information only, and it must be a stand-alone meeting.* Section 1116(c)(1)

Describe how the school will conduct an annual meeting (before November 1) to inform parents of the requirements of Title I and the school's participation and the parents' rights under Title I.
McIntosh Area School will schedule a Title 1 Informational Meeting for families at the school prior to November 1st. At this meeting, parents will be provided with information about the Title 1 program and the services provided to our students and families. In addition, the administration and the faculty will be available to discuss their programs and answer questions.

COMMUNICATIONS

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Section 1116(b)(1), Section 1116(f), and Section 1112(e)(4) Each school served under this part shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parent and family engagement. Section 1116(c)(2) Each school served under this part shall provide parents of participating children timely information about programs under this part. Section 1116(c)(4)(A) Each school served under this part shall ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. Section 1116(d)(2)(D)

How will the school ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
Prepared messages related to progress reports and upcoming school-family events will be created using clear, easy-to-understand language (removing academic or industry terms/acronyms whenever possible) and sent via Remind to registered phone numbers and email addresses of families. Additional communications will be relayed through media such as fliers, Parent-School Compacts, USPS mailings, phone calls, and emails. For those students whose home language is not English, documents will be translated through the use of a free online translation service to the home language of the family.
How will the school offer meetings at various times (such as in the morning and evening)?
MAS will offer meetings to our families based upon responses to ongoing family surveys that have been sent home.
How will the school offer meetings in different formats (such as offered online and in-person group meetings and home visits or other types of individual meetings)?
Parent meetings will be offered in a flexible format and may be offered at different times/days, allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as supplemental phone and email follow-up. Additional strategies, such as virtual meetings will be utilized as the need arises. Spanish translators will be available for Spanish-speaking parents upon formal request or informally through our bi-lingual staff members. McIntosh Area School is ADA accessible. If further support is needed to accommodate a disability, appropriate arrangements will be made by the school.
How will the school ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand?
The school uses the mobile app, REMIND, to communicate with each family through cell phone and text. Class Dojo and Zoom virtual meetings are other options for our parents to communicate with their child's teachers. In addition, parents will have direct access to the school staff through phone, email, and in-person meetings.

(1) Will the school offer transportation as such services relate to preventing parent and family engagement barriers? *If yes,* please describe. (2) Will the school offer childcare as such services relate to preventing parent and family engagement barriers? *If yes,* please describe.
• Transportation – N/A. • Childcare – N/A.

SCHOOL-PARENT COMPACT

As a component of the school-level parent and family engagement developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Section 1116(d)

Describe how the school will jointly develop a School-Parent Compact.
At the beginning of the school year and during the Annual Title 1 meeting, teachers will review the contents and purpose of the School-Parent Compact with their parents prior to having the compacts signed by both parties.

Describe how the school will outline in the School-Parent Compact how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
MAS will share the learning goals for the 22-23 school year with our parents and identify the strategies and methods that will be used to accomplish them from the school and home environment.

Describe how the school will build and develop a partnership to help children achieve the challenging State academic standards.
As part of our ongoing effort and commitment to promoting our partnership with our families, our teachers will communicate with their parents on a daily basis through individual communication folders, the REMIND mobile app and email.

COORDINATION OF FUNDS

To the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Section 1116(e)(4)

Describe how the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (applicable to elementary schools), college and career-ready resources or organizations (applicable to middle and high schools), parent resource centers, or other programs.
MAS has established collaborative relationships with the Town of McIntosh as well as area churches, civic organizations, and community groups that will develop supplemental enrichment opportunities and experiences for our students and families. Some of the activities that are promoted are gardening, reading, and cultural awareness programs, with many of our volunteers coming from the community.

BUILDING CAPACITY OF PARENTS

A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards students are expected to meet. Section 1116(c)(4)(B) The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

✓ The challenging State's academic standards.

✓ The State and local academic assessments, including alternate assessments.

✓ The requirements of Title I, Part A.

✓ How to monitor their child's progress.

✓ How to work with educators to improve the achievement of their child. Section 1116(e)(1)

Describe how the school will provide parents with a description and explanation of the curriculum in use at the school.

Parents will be provided with curriculum information at the orientation session scheduled at the beginning of the school year by classroom teachers. Parents who are unable to attend these sessions will be provided with this information either electronically or through hard copies sent home. The curriculum will also be explained during the Annual Title 1 meeting scheduled at the beginning of the school year.

Describe how the school will provide parents with individual student academic assessment results and interpretation of those results.

Teachers will schedule face-to-face meetings with parents to share the progress of their students. For any parent who is unable to participate in parent-teacher conferences, teachers will communicate with parents using phone and virtual communication methods.

Describe how the school will provide parents with a description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

The school will describe and explain the curriculum, forms of assessments, and achievement levels through our Annual Title I meeting, school-based website, and newsletters.

Describe how the school will provide assistance to parents of children served by the school in understanding topics such as:
✓ **Title I, Part A requirements.**
✓ **Strategies parents can use to support their child's academic progress.**
✓ **Partnering with teachers to support their child's academic achievements.**

Parents will be provided information on our school's goals for the year, and the resources provided by Title I, the Parents' Right to Know, will be provided/reviewed. Also, ideas and information will be shared about how parents can get involved and work collaboratively with the faculty, staff, admin, and students to work towards achieving the goals that have been established. Information on upcoming events will also be provided through the monthly calendar of events sent home.

We will provide an opportunity for parents to participate in curricular-based activities to help foster student learning at home. Parents will be encouraged to come on campus to volunteer, read with and/or have lunch with their children. Additionally, parents will have access to resources on campus that will support at-home learning, such as supplies, technology, resource books, etc.

Describe how the school will provide activities, materials, and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement. Section 1116(e)(2)

What?	Why?	When?
Meet & Greet	Parents and students are invited to participate in an informal orientation prior to the beginning of school. This is an opportunity to meet the teacher and support staff, visit their classrooms, and bring in school supplies.	August 8, 2022
Annual Title 1 meeting	We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements. Invitations will be emailed and posted in the school newsletter, social media, and local media.	October 2022
Open House	Meet your child's teacher and our friendly and helpful school staff for the year.	October 2022
Book Character Day	Students will dress up in costume as their favorite Literary book character	October 2022
Parent-Teacher Conferences	Scheduled updates on each child's progress.	November 2022 January 2023 March 2023

1890's Festival	Parents and MAS staff are invited to participate in this community-sponsored event/ school fundraising activity and support their school.	November 5, 2022
Parent Math Night	Learn how to make math fun at home	November 2022
Family Engagement Night	Presentation on a topic related to student achievement	March 2023

The activities listed may be updated after publishing.

BUILDING CAPACITY OF SCHOOL STAFF

Each school and local educational agency assisted under this part will educate teachers, pupil services personnel, principals, and other staff (with the assistance of parents) in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school. Section 1116(e)(3) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of students in Title I programs in a format and, to the extent practicable, in a language the parents can understand. Section 1116(e)(5) Provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request. Section 1116(e)(14)

Describes how the school will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents.
Professional Development will be provided at Monthly faculty meetings and teacher workdays to identify best practices and strategies to address this topic. Training materials and staff sign-in documentation will be provided.
Describes how the school will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.
Professional Development will be provided at Monthly faculty meetings and teacher workdays to identify best practices and strategies to address this topic. Training materials and staff sign-in documentation will be provided.
Describes how the school will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents to implement and coordinate parent programs and build ties between home and school.
Professional Development will be provided at Monthly faculty meetings and teacher workdays to identify best practices and strategies to address this topic. Training materials and staff sign-in documentation will be provided.
Describes how the school will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents to provide information in a format, to the extent practicable, in a language the parents can understand.
Professional Development will be provided at Monthly faculty meetings and teacher work days to identify best practices and strategies to address this topic.
Describes how the school will train teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents to respond to parent requests for parent and family engagement activities.
Professional Development will be provided at Monthly faculty meetings and teacher work days to identify best practices and strategies to address this topic.

This plan aligns with Goals 2.B, 5.A, and 5.B of [Achieve 2026 - Strategic Plan](#)*.*

Enter the date *(month/day/year)* this plan was finalized:	7/28/22
Enter the date *(month/day/year)* this plan was revised:	

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this policy that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) _____

Phone Number or Email address: (optional) _____

_____

_____

_____

MCPS
MARION COUNTY PUBLIC SCHOOLS
"Helping Every Student Succeed"

Title I, Part A / District 2022-2023 Parent and Family Engagement Plan (*PFEP*)

We value your opinion!

Please click on, go to https://www.surveymonkey.com/r/22-23_District_PFEP, or scan the QR Code with your mobile device camera to take a short survey and provide input on this plan.

Goal: Increase student achievement through building and cultivating strong family-school partnerships.

We believe…

- Family-school relationships should focus on student progress and success.
- Families are equal partners in achieving educational goals for students.
- Both in- and out-of-school times influence students' school performance.
- Sharing information about child behavior across settings is valued.
- Collaboration has a positive effect on student learning.
- Families should be active partners in decision-making.
- Problem solving can be accomplished by working together.
- Family-school relationships are cultivated and sustained over time.
- All families want what is best for their children.
- All families can support their children's learning.

Parent and Family Engagement means the participation of parents and family members in regular, two-way and meaningful communication involving student academic learning and other school activities. Parent and family engagement in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor. That's why Title I program regulations insist on robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

Title I, Part A, provides school districts and schools resources that help children gain a high-quality education and the skills to master the Florida Standards. Title I provides additional resources to schools with economically disadvantaged students. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. ~ **FLDOE.org**

Reservation of Funds: Marion County Public Schools (MCPS) will reserve 1 percent from the total amount of Title I funds it receives in 2022-2023 to carry out this plan and as described in federal law. Furthermore, MCPS will distribute 90 percent of the amount reserved to Title I schools to support their school-based parent and family engagement plans.

District initiatives and planned activities:

✓ Annual Family Survey	✓ District Title I Parent Resource Center/Wheels
✓ Parent Conference Opportunities	✓ School-Based Consultations, Collaboration and Professional Learning
✓ Home School Liaisons	✓ Family and Community Engagement Review Committee Meetings
✓ Parent Partnership	✓ School Advisory Council (SAC) Chair/Co-Chair Professional Learning

Partnerships: The Title I Office will coordinate with MCPS departments, schools as well as other Federal, State and Local programs, and community based organizations to provide parent and family engagement resources and strategies.

Plan Review: Data from activities will be analyzed to determine progress being made toward the goal and any revisions necessary will be made throughout the year.

This plan aligns with Goals 2.B, 5.A, and 5.B of the Achieve 2026 - Strategic Plan.

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