

Marion County Public Schools

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.



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Marion County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

David Friedlander

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Colleen Beals

Position Title

Assistant Principal/ Teacher

Job Duties and Responsibilities

She will also assist the Principal with administering school assessments and progress monitoring. She will monitor curriculum implementation and alignment with Florida B.E.S.T. Standards as well as teach classes as needed.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership team has regular meetings with the staff and obtains information and input from their families through electronic and paper surveys as well as using the Remind communication mobile application. In addition, The school leadership team obtains information and solicits input from the school advisory board through regularly scheduled meetings as well as board representation on school work groups.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Monitoring will take place through the use of PM1, PM2, PM3 through State/District testing STAR/FAST 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	30.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	WHITE STUDENTS (WHT)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: F 2022-23: C* 2021-22: F 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	2	2	1	1	0	2				8
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	2	5	2	4	2	3				18
Level 1 on statewide Math assessment	1	1	3	2	3	2				12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	2	3	1	1						7
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	1	1	1	3					7

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	3	2	2	2	2				13

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				2	0	1				3
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	8	46	57	35	44	53	17	46	56
ELA Grade 3 Achievement **		44	58		41	53			
ELA Learning Gains		56	60						
ELA Learning Gains Lowest 25%		58	57						
Math Achievement *	42	51	62	53	50	59	22	50	50
Math Learning Gains		56	62						
Math Learning Gains Lowest 25%		50	52						
Science Achievement *		46	57		46	54		53	59
Social Studies Achievement *								62	64
Graduation Rate								41	50
Middle School Acceleration								49	52
College and Career Readiness									80
ELP Progress	59		61		57			59	

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	25%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	50
Total Components for the FPPI	2
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
25%	44%	20%	46%		49%	41%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

White Students	27%	Yes	1	1
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2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

White Students	43%	No		
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Economically Disadvantaged Students	40%	Yes	2	
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2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%

Students With Disabilities				
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English Language Learners				
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2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	21%	Yes	1	1
Economically Disadvantaged Students	19%	Yes	1	1

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	8%				42%								
White Students	9%				45%								

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	35%				53%								
White Students	36%				50%								
Economically Disadvantaged Students	30%				50%								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	17%				22%								
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	21%				21%								
Economically Disadvantaged Students	20%				18%								

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Ela	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Ela	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	3	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Science	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Math was identified as an area of most improvement growth from PM1 to PM3, resulting in 10/15 students moving 1 or more scale score leveled bands.

MAS utilized teacher strengths, tutoring, and math specific programs (Progress Learning & Reflex/Refrax) to focus on both high rigor and fact fluency .

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Reading for students in grades 3-5 was identified as lowest performance for SY24 based on PM3 data.

The contributing factors were student enrollment/retention and attendance. MAS experienced an impactful exodus and entrance of students throughout the school year affecting the current student population. In turn, this impacts the student enrollment numbers for meeting minimum student count for data reporting and the exclusion of learning gains for score reporting. Thus, leaving MAS only accountable in Proficiency scores for Reading and Math.

The lack of inclusion of student gains in the current data reporting system does not support small school enrollment nor provide a clear comparison with our local district schools. New students accounted for 40% of the population, with 0% proficiency upon enrollment into the grades and the loss of previous year students creating a new body of students. Despite the mass changes experienced, growth was identified on students individual performance from their incoming PM1 data to PM3 data. Attendance further contributed to student performance and growth. Overall, students in grades 3-5 experienced 228 missed instructional days collectively, with a 15.2 average per student. In addition, 73 tardies with a 4.87 student average.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Reading for students in grades 3-5 was identified as lowest performance for SY24 based on PM3

data.

The contributing factors were student enrollment/retention and attendance. MAS experienced an impactful exodus and entrance of students throughout the school year affecting the current student population. In turn, this impacts the student enrollment numbers for meeting minimum student count for data reporting and the exclusion of learning gains for score reporting. Thus, leaving MAS only accountable in Proficiency scores for Reading and Math. The lack of inclusion of student gains in the current data reporting system does not support small school enrollment nor provide a clear comparison with our local district schools. New students accounted for 40% of the population, with 0% proficiency upon enrollment into the grades and the loss of previous year students creating a new body of students. Despite the mass changes experienced, growth was identified on students individual performance from their incoming PM1 data to PM3 data. Attendance further contributed to student performance and growth. Overall, students in grades 3-5 experienced 228 missed instructional days collectively, with a 15.2 average per student. In addition, 73 tardies with a 4.87 student average.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Reading in grade 5 resulted in lower student achievement than the previous year, resulting in the greatest gap in comparison to the state average for proficiency. Fluctuation in enrollment is a continuing trend as well as lack of consistent staffing across the school. The impacts of changes are felt tremendously within a small school with low staff and student enrollment per grade in comparison to larger campuses who may share in staffing challenges. Sixty percent of grade 5 were incoming students who either did not have historical data and had lower test scores than what the previous population.. 80% of the 5th grade students also experienced excessive absences (21.25 days on average for grade level); excused and unexcused (>10% of instructional days) impacting their performance.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reviewing the EWS data, we have identified a high number of students with a 10% or greater absentee rate which directly impacts their academic gains. We noticed that 80% of the 5th grade students experienced excessive absences (21.25 days on average); excused and unexcused (>10% of instructional days) impacting their performance.

With regards to student performance, 80% of incoming 5th graders demonstrated a Level 1 on

statewide assessments in Reading and 20% did not have historical score data. After compiling EWS data for the student population at MAS, the results identified 47% of MAS population collectively having 2 or more EWS and 53% of students in grades 3-5 having 2 or more EWS.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Reading Proficiency; Grades 3-5

Reading Proficiency K-2

Math Proficiency; Grades 3-5

Positive culture and environment- Student Recruitment and Teacher Retention

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Reading instruction is a crucial aspect of a student's educational path. Considering all content relies on the ability to not only read but comprehend the content, MAS is prioritizing the reading program for students. In reflecting on the previous year, areas identified as contributing factors included, attendance, staffing restrictions, lack of reading resources and supplements as well as lack of instructional minutes to achieve the goal set forth and aid in closing the prevalent learning gaps identified for each student individually and/or collectively.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Use of Benchmark assessments, Unit assessments and PM1 & 2 data

Based on all predictions and known values, using the historical PM3 FAST data, the incoming students in grades 3-5 are predicted to have a 5% proficiency.

Our goal for PM3 data is to achieve a minimum of 50% of students in grades 3-5 will achieve a level 3 or higher on FAST Reading, and 50% of students in K-2 will achieve 50th percentile or higher on STAR Reading/Early Lit Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will take place through the use of PM1, PM2, PM3 through State/District testing STAR/FAST and Progress Learning assessments conducted in Fall, Winter, and Spring to monitor students' progress. Additionally, weekly data chats with instructional personnel and adjustments to instructional practice and remediation as identified based on data chat..

Person responsible for monitoring outcome

Mrs. Colleen Beals

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

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.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Reading/ELA instructional support

Person Monitoring:

Mrs. Colleen Beals

By When/Frequency:

daily/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will Hire an additional instructional paraprofessional to support student learning. Student Growth will be monitored through Progress Monitoring.

Action Step #2

Reading/ELA Progress Learning resource

Person Monitoring:

Mrs. Beals

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1) We will continue to use Progress Learning, a data backed instructional and progress monitoring

resource in addition to the MyView Literacy curriculum.

Action Step #3

ELA/Reading: Supplemental Tutoring

Person Monitoring:

Mrs. Beals

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will implement supplemental Tutoring sessions commencing in Q1 for all students scoring a Level 1 on PM1 statewide assessments . Documentation will be maintained.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In reflecting on the previous year, students made math gains but not enough to achieve grade level mastery. Areas identified as contributing factors included, attendance and need for additional remediation support and supplements to the curriculum, as well as lack of instructional minutes to achieve the goal set forth and aid in closing the prevalent learning gaps identified for each student individually and/or collectively.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We will use Benchmark assessments, Unit assessments and PM1 & 2 data. Based on all predictions and known values, the incoming students in grades 3-5 are predicted to have an 11% proficiency. Our goal for PM3 data is to achieve a minimum of 50% of students in grades 3-5 will achieve a level 3 or higher on FAST Math, and 50% of students in K-2 will achieve 50th percentile or higher on STAR Math Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will conduct weekly review of data:, data chats with instructional staff, and adjustments to instructional practice and remediation as identified in data chats. Use of Benchmark assessments, Unit assessments and PM1 & 2 data will also be incorporated. Based on all predictions and known values, the incoming students in grades 3-5 are predicted to have an 11% proficiency. Our goal for

PM3 data is to achieve a minimum of 50% of students in grades 3-5 will achieve a level 3 or higher on FAST Math, and 50% of students in K-2 will achieve 50th percentile or higher on STAR Math Assessment.

Person responsible for monitoring outcome

Mrs. Colleen Beals

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will Increase class time from 60 minutes to 120 minutes of daily instruction and Increase the variety of data backed instructional resources. We will continue to use the Progress Learning resource and the use of Math Chants starting the first week of school We will implement the Reflex/ Frax Math resource to focus on math fluency.

Rationale:

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.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Math: Professional Development on instructional resources

Person Monitoring:

Mrs. Beals

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1) Staff will be provided with ongoing Professional Development on the Envision Math Curriculum and Progress Learning program. The Implementation will be monitored by classroom walkthroughs and observations

Action Step #2

Math Action Step

Person Monitoring:

By When/Frequency:

Mrs. Beals

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #3

Math Action Step

Person Monitoring:

Mr. Friedlander/Mrs. Beals

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

3) The Principal and Assistant Principal will conduct observations and planning sessions with teachers and staff ensure Best practices are being implemented.

Action Step #4

Math Action Step

Person Monitoring:

Mr. Friedlander/Mrs. Beals

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

4) We will follow the assessment and progress monitoring schedule as established by the MCPS district and will be administering the STAR and FAST assessments accordingly.

IV. Positive Culture and Environment

Area of Focus #1

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

McIntosh Area School is a small charter school located in the most northern portion of Marion County adjacent to the Town of McIntosh. With a population of 500, the school is also located on the northern border of Marion County and southern border of Alachua. In addition to the limited financial resources that challenge many charter schools, MAS must also recruit students from a variety of rural areas and rely on parents transporting their children to and from school. In addition to recruiting students, McIntosh Area School also faces the challenges of hiring and retaining quality teachers. This area of focus has been demonstrated by the high turnover rate of instructional staff from the past 5 years.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

McIntosh Area School will continue to market our programs through the use of an enhanced website, Facebook page, and community outreach with the goal of increasing student enrollment by at least 25% during the course of the 24-25 school year. Our VPK program is now entering its 2nd year of existence with a maximum capacity of 11 students. The rationale for establishing this program is to meet a growing need for early childhood education within the community AND to serve as a feeder program that will provide a steady source of incoming kindergarten students. towards the goal of increasing student enrollment. in grades k-5. In its inaugural year, our VPK program enrolled 4 children who subsequently graduated from VPK and enrolled in our kindergarten program. This was a 100% retention rate.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our K-5 Student enrollment will be monitored by FTE surveys and our VPK enrollment will be monitored in accordance with Early Learning Coalition of Marion County and Dept. of Children and Family standards. Our VPK students must also take Star assessments throughout the year and their progress is monitored to ensure proficiency.

Person responsible for monitoring outcome

David Friedlander

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

As part of our charter agreement, we will implement the Caring School and Community curriculum as the main SEL intervention program within our school.

Rationale:

We are selecting this intervention strategy because it is supported by the MCPS resources that are available to our school.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

Yes

Description of Intervention #2:

Our VPK program has now been established and recognized through the Early Learning Coalition of Marion County and is included in county wide marketing as a provider of preschool services.

Rationale:

Through this collaboration with the Early Learning Coalition of Marion County, families who choose to enroll for our VPK program also have the opportunity to experience the k-5 program at McIntosh Area School. Families may also consider us for enrollment of any other children in their family.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Community Awareness

Person Monitoring:

David Friedlander

By When/Frequency:

daily/week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We have added elective classes to our daily schedule as well as offering an afterschool program and tutoring sessions for our students. The use of these programs by students and families is monitored regularly.

Action Step #2

Community Awareness

Person Monitoring:

David Friedlander

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We promote our VPK program through the ELC of Marion County and community programs within our area. Coordinated Activities are developed between the VPK and the kindergarten programs that promote positive interactions and joint learning opportunities.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Our Schoolwide Improvement Plan will be publicly disseminated to our stakeholders directly on our Website: www.mcintosheagles.com. The SIP will be included under the Title 1 resource link. In addition, 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 23-24 school year. and will be published in a monthly calendar.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

We will establish a Parent-School Compact that promotes 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. Our families, staff, and board members have access to school communication through the REMIND mobile app. The School will reach out to area businesses and community organizations to establish collaborative relationships and will publish the Parent Involvement Engagement Plan (PFEP), on the school website at <https://.mcintosheagles.com>.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

We will maximize our instructional resources and strengthen our academic program, by incorporating a departmentalized instructional model that has specific teachers teaching core subjects and students will transition to their subjects. In addition to our extended instructional time, we are also hiring instructional paraprofessionals to assist teachers in the classroom. Our daily schedule has scheduled MTSS block and structured study hall periods where students will receive remedial supports. We have also built into the daily schedule a block of time for elective courses that align with ELA and MATH standards. Tutoring will be offered to students in grades 3-5 in both Reading and Math; with a heavy emphasis on Reading. Classes will continue to be departmentalized as in the previous school year. Students are provided with individualized learning plans and their data is tracked in addition to the ability to progress at their own pace for advanced students within a specific content area.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We will collaborate with MCPS Mental Health and Wellness office in providing SEL programs within our school. We will implement the Caring school community curriculum within our classrooms. We will also collaborate with the MCPS Safe Schools office to ensure that a safe learning environment is maintained according to Federal and State mandates.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

We will be opting in to the MCPS Mental Health and Wellness program that provide services to support our students' emotional wellbeing and mental health. We have also established a strong collaboration with the MCPS ESE Department in order to meet the academic and emotional needs of students with IEP's and 504 plans.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

MTSS will be helpful on a daily basis school wide at the same time daily. During this block of instruction, students will be grouped based on their academic needs Tier 2/Tier3 as well as students who are progressing ahead academically will be provided tasks to enhance and continue their learning. Teachers will provide support to students to master their benchmarks. Students' progress will be tracked and reviewed weekly by teachers to continuously adjust the delivery of materials, content to match the needs of the individual student. Students will be grouped based on academic needs into small groups during this time with all teachers on campus providing support.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Teachers will attend professional development on a monthly basis to include use of technology

platforms and best practices. Teachers will then take the information gained and apply to their classroom. After implementation, teachers will track student progress and the impact from their learning experience. Teachers will participate in weekly data chats and adjust instruction based on the individual needs of each student.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

We have established a separate VPK program that will serve as a feeder program. We will continue to facilitate supportive relationships between the VPK and the K-5 program..

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The school will adhere to MCPS guidance and submit necessary documentation in a timely manner. We will also be accessing Unisig funds to help us continue our remediation and instructional supports to students who require additional support in meeting the benchmarks. Progress Learning Platform is utilized on campus by all students in grades K-5 with consistency; Administration, teachers, and students track their progress and usage to ensure accountability and performance achievement is in line with expectations. Progress Learning (K-5) According to the information provided, Progress Learning was implemented in 16 schools across Florida, Georgia, Mississippi, and South Carolina to different degrees. The results were clear. In high-usage schools, student scores outperformed the state mean by 10.42%. In low-usage schools, the average improvement was still higher than the state mean, but less than high-usage schools at just 3.23%." Of the students using Progress Learning, "Based on the test results, 93 percent (66 students) improved their scores from the pre-test to the posttest. The mean score on the pre-test was 38.66 (SD=18.85) and the mean score on the post-test was 80.65 (SD=14.52). The average difference between the pretest score and the posttest score was 41.99. A paired two-sample t-test was used to determine any statistical difference in the pretest and posttest data."

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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. Progress Learning will continue to be used as a diagnostic, assessment, and instructional resource for all staff.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/792	UNISIG	0.0	985.00
<i>Indirect Costs</i>					
Areas of Focus	Instructional Practice - ELA	5100/3940	UNISIG	0.0	24,664.00
<i>Salaries and benefits for paraprofessionals</i>					
Plan Budget Total					25,649.00

Parent and Family Engagement Plan (PFEP)

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 great predictor of academic success regardless of socioeconomic status. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

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

The Parent and Family Engagement Plan describes how the school will provide opportunities to improve family engagement to support student learning. In addition, the 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 engagement of parents and family members. The goal is to establish an equal partnership between home and school to support student and school improvement. 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: 2024-2025

The Parent and Family Engagement Plan SMART goal for the 2024-2025 school year is:

To increase the participation of families in developing activities that promote and support their child's academic growth in both 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 plan, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). The plan 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 Plan 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 utilize surveys to collect feedback from parent and families regarding school and community-related activities and events. Surveys will be provided at three preset dates (when school begins, end of semester 1 and end of the school year) in addition surveys will be utilized after school events throughout the year to provide multiple opportunities to gather and review parent and family input.

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 to collect feedback and use the collected information 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, 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 address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

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 meetings will also be provided virtually or by phone if requested to those unable to attend face-to-face meetings.

Spanish translators will be available for Spanish-speaking parents upon formal request.

MAS 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.

MAS 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 faculty will be available to discuss their programs and answer questions.

COMMUNICATIONS

Parents shall be notified of the plan 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 flyers, 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 survey responses obtained from parents and families.

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)?

Meetings will be scheduled in a flexible format (ex: different days and times), and when necessary, meetings will be duplicated at various times/days, allowing for maximum family and community participation. Family meetings will also be provided virtually or by phone if requested to those unable to attend face-to-face meetings.

Spanish translators will be available for Spanish-speaking parents upon formal request. MAS is ADA accessible. If further support is needed to accommodate a disability, the school will make appropriate arrangements.

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? Describe how two-way communication will be monitored to ensure timely responses.

The school uses the mobile app, REMIND, to communicate with each family through mobile texting on the app. ZOOM virtual meetings will be made available when necessary to accommodate our parents in addition to direct access to 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 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 and families 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 24-25 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 with families to help children achieve the challenging State academic standards.

As part of our ongoing effort and communication to promoting our partnership with our families, our teachers will communicate with their parents on a regular basis using email and/or the REMIND mobile application. They will also provide monthly updates in the school newsletter to advise academic benchmarks covered and upcoming benchmarks as well as at home strategies they can use to assist their child(ren).

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 include 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 and resources used 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 the curriculum information either electronically or hard copies sent home. The curriculum will also be reviewed 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. Parents unable to attend in person meetings will be provided phone or virtual meetings.

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 review the curriculum, forms of assessment, and achievement levels with parents in parent friendly language through our Annual Title 1 meeting in addition to our school-based website and school newsletters.

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)

Please include four Parent/Family Workshops/Opportunities (1 per quarter), two of which could be Academic Conference Team events.

Title	Purpose	Date(s)/Time(s)
<u>Kindergarten Pre-flight</u>	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan and School-Parent Compacts. The school will recruit families to engage with the school through various volunteer opportunities.	August 7 th 2024 12:00 to 2:00 pm
<u>Meet and Greet Grades K-5</u>	Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations. Families will understand how to access Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards	August 7 th 2024 2:00 -4:00PM
Annual Title 1 Meeting	Promote parent-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	October 4 th 2024
1890's Fundraising Festival	Parents, families, and MAS staff are invited to participate in this community-sponsored event/school fundraising activity and support their school.	October 12 th 2024
<u>Book Character Day</u>	Students will research and share information about their favorite literary book character	October 30 th , 2024
Parent Teacher Conferences	Scheduled updates on each child's progress	November 2024 January 2025 March 2025
Dr Seuss Day	Parents will be invited to participate with school staff and students to promote reading and literacy activities across the campus	February 2025
Family Engagement Night	Family Engagement activity in which families will join together to learn more in depth about accessing their student computer based program (Progress Learning) to have real time information on how their child is meeting benchmark mastery in Reading and Math. Parents will have their children demonstrate the process and aide in the explanation of what they have achieved thus far in terms of stars and goal setting. They will be provided information in regard to how student attendance and benchmark mastery is correlated. Parents will leave tonight with an understanding of	March 2025

	the importance of attendance and partnering with their school and child(ren) to increase their child's academic success.	
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The activities listed may be updated after publishing.

BUILDING CAPACITY OF SCHOOL STAFF

Each school assisted under this part will educate teachers, pupil services personnel, 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, 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 on Early Release days, monthly staff meetings and teacher workdays to identify best practices and strategies with a plan of action 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, 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 on Early Release days, monthly staff meetings and teacher workdays to identify best practices and strategies with a plan of action 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, 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 on Early Release days, monthly staff meetings and teacher workdays to identify best practices and strategies with a plan of action 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, 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 on Early Release days, monthly staff meetings and teacher workdays to identify best practices and strategies with a plan of action to address this topic.

Describes how the school will train teachers, specialized instructional support personnel, 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 on Early Release days, monthly staff meetings and teacher workdays to identify best practices and strategies with a plan of action 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:	7/18/2024
Enter the date (month/day/year) this plan was revised:	

School Advisory Council

The School Advisory Council (SAC) is a team of people representing various segments of the community parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

- Yes, I am interested and wish to join the School Advisory Council.
- Please contact me so I can learn more about joining the School Advisory Council.
- Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of the Parent and Family Engagement Plan that you feel is not satisfactory, please use the space below to provide us with your comments in the space provided and leave this form in the school's main office.

Name: _____

Phone Number: _____

Email address: _____



MCPS

MARION COUNTY PUBLIC SCHOOLS

"Helping Every Student Succeed"

Title I, Part A / District 2024-2025 Parent and Family Engagement Plan (PFEP)

We value your opinion!

Please click on, go to [2024-2025 District Title I, Part A - Parent and Family Engagement Plan Survey](#), 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, attendance, and resiliency by building relationships 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 ongoing involvement of parents and family members partnering with schools and community members to actively participate in student's learning and other educational activities. This engagement plays a crucial role in the academic success of a student regardless of their family's socioeconomic status. The **Title I program** emphasizes implementing comprehensive parent and family engagement activities at each school. These activities are designed to leverage federal funds aimed at reinforcing effective teaching and facilitating 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 2024-2025 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	✓ Family FOCUS Mobile Learning Unit
✓ Academic Conference Team Nights	✓ School-Based Consultations, Collaboration and Professional Learning
✓ Family Engagement Liaisons	✓ Family Engagement District Advisory Council Meetings
✓ Family FOCUS Community Events	✓ 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 various activities will be analyzed through feedback channels and surveys. This will allow us to gauge the synergy between our actions and our set goals. Where necessary, adjustments will be made to ensure alignment with our objectives 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!