Marion County Public Schools

MCINTOSH AREA SCHOOL

2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Kristin Walker

kristin.walker@mcintosheagles.com

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 email, phone, and text communication via Skylert. 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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 math 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.

C. Demographic Data

2026-27 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**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**WHITE STUDENTS (WHT)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: F** **2024-25: C** **2023-24: F** **2022-23: C** **2021-22: F**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment		6	11	12	5	10				44
Absent 10% or more school days		1			3					4
One or more suspensions		1	1	1						3
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				2		1				3
Level 1 on statewide Math assessment				2	1	2				5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	3	1						6
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					4

Current Year 2026-27

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			1	1	1	1				4

Current Year 2026-27

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						2
Students retained two or more times										0

Prior Year (2025-26) 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	
School Enrollment	11	12	6	7	3	5				44
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				1		2				3
Level 1 on statewide Math assessment				2	1	2				5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		2	3	1						6
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					4

Prior Year (2025-26) 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		1	1	1	1	2				6

Prior Year (2025-26) 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

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	20	50	62	38	47	59	8	46	57
Grade 3 ELA Achievement		47	61		46	59		44	58
ELA Learning Gains	20	58	63	90	53	60		56	60
ELA Lowest 25th Percentile		58	58		57	56		58	57
Math Achievement*	7	55	66	23	51	64	42	51	62
Math Learning Gains	10	58	64	60	53	63		56	62
Math Lowest 25th Percentile		48	50		47	51		50	52
Science Achievement		50	62		44	58		46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	14%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	57
Total Components for the FPPI	4
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
14%	53%	25%	44%	20%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	17%	Yes	1	1
Economically Disadvantaged Students	5%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	20%		20%		7%	10%							
White Students	25%				9%								
Economically Disadvantaged Students	10%				0%								

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	38%		90%		23%	60%							
White Students	42%		90%		25%	60%							

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%								

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	5	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

A review of the official state assessment data indicates that no reported data components (ELA or Mathematics) showed an increase in proficiency. Because our testing subgroup in Science consisted of fewer than 10 students, that data was suppressed for student privacy even though we showed improvement from the previous year. Consequently, there is no statistically reported area of net academic improvement across our official school grade metrics for this cycle.

Lowest Performance

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

Mathematics demonstrated our lowest overall performance and most significant baseline deficit on the state assessments, establishing it as the school's highest-priority academic urgency. Contributing factors include:

Severe Multi-Grade Instructional Strain: Operating with a lean, total staff of 8 employees means our classroom teachers manage highly complex multi-grade classrooms. Tailoring standard whole-group lessons simultaneously across multiple distinct grade levels diluted targeted instruction, leaving significant gaps in foundational arithmetic.

Lack of Specialized Curriculum Capacity: Because of our small organizational size, our staff lacked dedicated, on-the-ground instructional coaches or content specialists to help break down complex Florida B.E.S.T. mathematics benchmarks, map vertical alignment, or design intensive remediation tracks.

Greatest Decline

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

Our school's English Language Arts (ELA) Achievement experienced the sharpest and most critical decline, dropping by 18 percentage points compared to the prior year's performance metrics.

Contributing Factors to This Decline:

- **Insufficiency of the Thrice-A-Year State Monitoring Model & Inconsistent Progress Monitoring:** While we met all state-mandated assessment requirements by administering

FAST PM1, PM2, and PM3, relying solely on these three high-stakes windows proved insufficient for a turnaround environment. To supplement this, the school utilized IXL as an interim diagnostic tool; however, the software was implemented inconsistently across multi-grade classrooms. Without standardized expectations, routine data reviews, or leadership monitoring, the IXL data was not systematically analyzed to drive daily instruction. This lack of a unified, short-cycle progress monitoring system prevented teachers from receiving the consistent, micro-level data needed to diagnose and correct reading deficits before they compounded.

- **Inherent Gaps in Differentiated Multi-Grade Instruction:** Operating with a lean staff of 8 total employees requires our classroom teachers to manage complex, multi-grade classroom environments. Delivering differentiated ELA and foundational reading instruction across multiple grade levels simultaneously diluted targeted pacing, making it highly difficult to ensure all students met their annual growth benchmarks.
- **Lack of Content-Specific Instructional Coaching:** Because of our small organizational size, we historically lacked a dedicated ELA coach or curriculum specialist. Our teachers had to manage lesson planning, curriculum alignment to the Florida B.E.S.T. standards, and behavioral interventions independently, without systemic support to analyze data and adjust daily small-group instruction.

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.

Data Component with the Greatest Gap: Mathematics Achievement demonstrated the widest and most critical performance gap when compared directly to the Florida state average.

The Data Gap (Comparative Metrics):

- McIntosh Area School Proficiency: 7%
- State Average Proficiency: 66%
- Total Performance Gap: 59 percentage points

Contributing Factors to This Significant Gap:

- **Multi-Grade Core Instructional Strain:** With a total operating staff of 8 employees, classroom teachers manage complex multi-grade environments. Because mathematics requires strict, linear, grade-level scope and sequencing, attempting to deliver standard whole-group lessons simultaneously across multiple distinct grades within a single block structurally diluted targeted instruction.
- **Inconsistent Use of Interim Diagnostic Tools:** While tools like IXL were available to monitor student gaps between state assessments, software implementation was fragmented and lacked uniform expectations across classrooms. Without an instructional leader to standardize usage and audit progress, data was not systematically leveraged to close these deep math

deficits.

- **Absence of Content-Specific Support:** Due to our lean organizational size, our teachers operated without the benefit of a math coach or curriculum specialist. Teachers had to independently navigate lesson modifications, benchmark unpacking for the Florida B.E.S.T. standards, and daily remediation plans without instructional oversight.

EWS Areas of Concern

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

Attendance Below 90% (Chronic Absenteeism)

- **The Area of Concern:** A significant portion of our student population exhibits chronic absenteeism, defined by the state of Florida as missing 10% or more of instructional days (attending school less than 90% of the time).
- **Impact on Student Learning:** In a small, turnaround charter environment where classrooms operate in multi-grade configurations, student presence is critical. When students are chronically absent, they miss sequential daily instruction, which severely disrupts their mastery of the tightly paced Florida B.E.S.T. standards. This absence is particularly devastating in Mathematics and reading, where learning is highly cumulative, leading directly to the performance gaps identified in our prior-year assessment data.

Highest Priorities

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

1. Standardize a Short-Cycle Data and Progress Monitoring Framework

- **Rationale:** Relying solely on the state's thrice-a-year FAST (PM1–PM3) windows and an inconsistent implementation of IXL left deep student learning gaps undetected.
- **Actionable Focus:** Establish a mandatory, standardized schedule using Renaissance Star testing for routine, short-cycle diagnostics across all grade levels (including 4th and 5th grade) to catch and address skill drops in real-time.

2. Onboard an Instructional Coach to Mitigate Multi-Grade Teaching Strain

- **Rationale:** Our lean 8-employee framework requires teachers to manage complex, multi-grade classrooms, which structurally diluted core instructional delivery and led to an 18-point decline in ELA and a 59-point state gap in Math.
- **Actionable Focus:** Utilize UniSIG resources to onboard a dedicated instructional coach who will provide on-the-ground support, co-planning, and benchmark unpacking for the Florida B.E.S.T. standards, directly shifting the multi-grade planning burden off teachers.

3. Intervene and Reverse the Critical Deficit in Mathematics Achievement

- **Rationale:** Mathematics is our primary academic emergency, sitting at a critical 7% proficiency compared to the district's 55% and the state's 66%.
- **Actionable Focus:** Protect core mathematics instructional blocks within the master schedule and implement daily, data-driven Tier 2 small-group math intervention pods targeting

foundational numeracy and multi-step arithmetic operations.

4. **Stabilize English Language Arts (ELA) and Rebuild Annual Learning Gains**
    - **Rationale:** ELA achievement experienced the school's steepest decline last year, dropping by 18 percentage points due to fragmented instructional pacing and a lack of level-specific remediation paths.
    - **Actionable Focus:** Establish school-wide, targeted reading intervention tracking under the supervision of the instructional coach, ensuring that individual student growth targets are reviewed and adjusted every 4–6 weeks.

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.

ESSA Subgroups specifically relating to White Students (WHT), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

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.

This Area of Focus addresses the significant achievement gaps among MAS's federally reported ESSA subgroups — White and Economically Disadvantaged students — in both Mathematics and English Language Arts.

How it Affects Student Learning: MAS serves a 100% Economically Disadvantaged (FRL) population, so schoolwide academic deficits fall disproportionately and directly on this subgroup. White students, MAS's other federally reported subgroup, show comparably low performance, indicating these gaps are systemic to the school's current instructional model rather than isolated to one population. Left unaddressed, these gaps compound year over year.

Rationale for Identification (Prior Year Data): The 2025-26 ESSA Subgroup Data Review confirms both subgroups fell below the federal 41% Federal Percent of Points Index (FPPI) threshold:

- **White Students:** 17% FPPI — below 41% for 1 consecutive year, below 32% for 1 consecutive year
- **Economically Disadvantaged Students:** 5% FPPI — below 41% for 1 consecutive year, below 32% for 1 consecutive year

At the component level, Economically Disadvantaged students scored 10% on ELA Achievement and 0% on Grade 3 ELA Achievement; White students scored 25% and 9% respectively — both below the All Students marks of 20% and 20%.

Measurable Outcome

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.

Math:

- FPPI for both subgroups will increase to a minimum of 41% by the 2026-27 ESSA Subgroup Data Review.
- Math Achievement for Economically Disadvantaged students will increase from a 2025-26 baseline (schoolwide 7%) to a minimum of 55%; White students to a minimum of 60%, by Spring 2027 FAST PM3.

Reading:

- ELA Achievement for Economically Disadvantaged students will increase from a baseline of 10% to a minimum of 55%.
- ELA Achievement for White students will increase from a baseline of 25% to a minimum of 60%.
- Neither subgroup will register a 2nd consecutive year below the 41% FPPI threshold.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring for Implementation (What Teachers Do):

- The instructional coach will disaggregate Star Math, Star Reading data by subgroup (White, Economically Disadvantaged) every 4-6 weeks, alongside schoolwide reviews.
- Leadership walkthroughs will verify Tier 2 small-group instruction includes proportional representation from both subgroups in both math and reading blocks.
- Given the 100% FRL population, the Principal will audit that supplemental materials and take-home resources equitably reach economically disadvantaged students, including those with limited home technology access.

Monitoring for Impact (What Students Learn):

- Subgroup-specific dashboard views will track White and Economically Disadvantaged student growth independently in both Math and Reading.
- Monthly MTSS meetings will include a standing review of subgroup FPPI components to ensure gains aren't masked by schoolwide averages.
- Following PM1 and PM2, leadership will cross-reference subgroup performance against the 41% FPPI threshold in both subjects.

Person responsible for monitoring outcome

Kristin Walker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Renaissance STAR (Math and Reading/Early Literacy) — computer-adaptive diagnostic administered monthly for short-cycle screening, generating skill-level (not grade-level) instructional groupings so White and Economically Disadvantaged students needing intervention are identified and grouped efficiently in both subjects.

Rationale:
Monthly STAR diagnostics provide the instructional coach with a consistent, standardized data cadence to track subgroup progress without relying on fragmented or inconsistently-used software, addressing the prior year's implementation gaps. Automated, diagnostic-driven grouping removes planning burden from teachers managing multi-grade classrooms and ensures White and Economically Disadvantaged students are proportionally represented in Tier 2 intervention pods.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Math Action Step #1 — Protect and Audit Daily Tier 2 Math Intervention Blocks for Subgroup Students

Person Monitoring:
Kristin Walker

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Finalize the school-wide testing cadence for Renaissance Star Math and configure a master data dashboard to monitor growth metrics. The dashboard will track student movement across risk categories every 4–6 weeks, replacing the previous year's inconsistent software usage with a uniform tracking system.

Action Step #2
Protect and Audit Daily Tier 2 Small-Group Math Intervention Blocks

Person Monitoring:
Kristin Walker

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Modify the school master schedule to embed a mandatory, daily 30-minute Tier 2 mathematics intervention block for all multi-grade classrooms. Conduct weekly leadership walkthroughs and lesson-plan audits to verify that teachers are utilizing Star-generated data groups to target pathways

to remediate foundational numeracy gaps with fidelity.

Action Step #3
Reading Action Step #1 — Standardize and Audit Monthly Star Diagnostics and Daily Intervention Blocks

Person Monitoring:
Kristin Walker and Instructional Coach

By When/Frequency:
Weekly and Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Enforce a monthly Star Reading diagnostic schedule and daily Tier 2 small-group reading intervention blocks. Conduct weekly walkthroughs to confirm White and Economically Disadvantaged students are actively engaged in small-group instruction informed by the most recent Star data.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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's chronic absenteeism rate of 44% is well above the district-established 25% threshold, making attendance the school's priority focus for this section. Chronic absenteeism — defined as missing 10% or more of instructional days — directly undermines the academic recovery work outlined in the school's ESSA Subgroups Area of Focus (Section III), since students who are frequently absent miss the sequential, cumulative math and reading instruction those goals depend on. Given MAS's small, multi-grade classroom structure, even a handful of chronically absent students represents a significant disruption to consistent small-group intervention delivery.

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.

By the end of the 2026-27 school year, McIntosh Area School will reduce its chronic absenteeism rate from a baseline of 44% to below the district's 25% threshold, representing at least a 19-percentage-point improvement. As an interim benchmark, the school will target a rate below 35% by the mid-year (PM2) checkpoint to confirm the intervention is trending toward the year-end goal.

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 for Implementation (What Staff Do):

- The Principal will pull and review attendance data bi-weekly, identifying any student approaching or exceeding the 10%-absence threshold before they reach chronic status.
- Front office/administrative staff will track same-day absence follow-up calls or messages to families, logging contact attempts for students with emerging patterns.

Monitoring for Impact (What Changes for Students):

- The Principal will maintain a running dashboard of chronic absenteeism rates by grade level, reviewed monthly against the 25% target.
- Students flagged through the Early Warning System (EWS) for attendance will be cross-referenced monthly with academic growth data to confirm attendance gains are translating into instructional access.

Person responsible for monitoring outcome
Kristin Walker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
McIntosh Area School will use its existing Positive Behavioral Interventions and Supports (PBIS) framework — including the Eagle Bucks positive reinforcement system and Tier 2 Check-In/Check-Out (CICO) supports — as the primary strategy for improving attendance, addressing disengagement that contributes to chronic absence.

Rationale:
PBIS's tiered structure allows the school to both reinforce consistent attendance schoolwide (Tier 1) and provide individualized daily check-ins for students with emerging attendance concerns (Tier 2), directly targeting the engagement-related drivers of absenteeism identified in prior-year data.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1 — Bi-Weekly Attendance Data Audits

Person Monitoring:
Kristin Walker

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Pull and review schoolwide and grade-level attendance data to flag students crossing the 10%-absence threshold before they reach chronic status, and initiate family outreach.

Action Step #2
Action Step #2 — PBIS-Linked Attendance Incentives and CICO Deployment

Person Monitoring:
Kristin Walker

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Use the Eagle Bucks/PBIS system to reinforce consistent attendance schoolwide, and deploy daily Check-In/Check-Out for students flagged with emerging attendance concerns.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 ParentSchool 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. 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 26/27 school year and will be published in a monthly calendar. Students and Parents will be provided with advance notification of upcoming activities and events.

https://www.mcintosheagles.com/general-8

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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://www.mcintosheagles.com/general-8

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

McIntosh Area School will leverage its federal Title I, Part A and UniSIG Section 1003 allocations to implement a highly targeted, operationally lean academic recovery plan for the 2026–2027 school year:

- **Strengthening Core Math & ELA Instruction (SIP Area of Focus):** To address our academic baselines (20% ELA achievement and 7% math achievement), we are utilizing UniSIG funds to contract with an approved external operator. This partnership brings on-the-ground instructional coaching directly into our K–5 classrooms, ensuring our 8-member staff is fully supported in aligning daily lessons with the depth of the Florida B.E.S.T. standards.
- **Increasing the Amount and Quality of Learning Time:** By implementing our school-wide PBIS framework, we are actively reducing classroom behavioral disruptions to under 10%. This directly maximizes active instructional minutes in the classroom.
- **Providing an Enriched and Accelerated Curriculum:** To accelerate student learning, we are integrating diagnostic-driven progress monitoring tools (such as progress monitoring data and localized Tier 2 interventions) to immediately flag and remediate student learning gaps. This structure allows our teachers to provide high-impact, small-group differentiation during core blocks, ensuring struggling students receive rapid intervention while proficient students are provided with standard-aligned extension activities.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

McIntosh Area School coordinates and integrates multiple federal, state, and local funding streams and programs to implement our Comprehensive Support and Improvement (CSI) tier turnaround strategies:

- **Federal Title I, Part A & UniSIG (Section 1003):** These funds are braided to directly target our core academic gaps. UniSIG allocations fund our external instructional operator to deliver on-the-ground teacher coaching, while Title I, Part A supports supplemental standard-aligned technology, progress monitoring tools, and targeted Tier 2 academic interventions.
- **Individuals with Disabilities Education Act (IDEA):** Exceptional Student Education (ESE) resources are integrated directly into our daily instructional schedule. Our MTSS progress monitoring and behavioral data are reviewed collaboratively during faculty meetings to ensure students with Individualized Education Programs (IEPs) or 504 plans receive aligned academic and behavioral accommodations.
- **State Voluntary Pre-Kindergarten (VPK):** Our on-site VPK program acts as an early intervention feeder program. We integrate early literacy resources to align VPK foundational skills with the Kindergarten Florida B.E.S.T. standards, ensuring a seamless academic transition.
- **National School Lunch Program:** We coordinate with federal nutrition programs to provide free breakfast and lunch to 100% of our students under the Community Eligibility Provision (CEP), supporting student readiness and attendance initiatives tied to our Early Warning System (EWS) targets.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

We will opt 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school implements a schoolwide tiered model through Positive Behavioral Interventions and Supports (PBIS), which organizes supports into three tiers to prevent and address problem behaviors effectively. Tier 1 provides universal supports for all students, including clear behavioral expectations, teaching appropriate social skills, and consistent reinforcement of positive behaviors to create a safe and respectful school climate. Tier 2 offers targeted interventions for students who need additional support, such as small-group social skills training or check-in/check-out systems, to address emerging behavioral concerns early. Tier 3 delivers intensive, individualized interventions for students with chronic or severe behavior challenges, involving functional behavior assessments and personalized behavior plans developed collaboratively by educators, families, and specialists. These tiered supports are closely coordinated with early intervening services under the Individuals with Disabilities Education Act (IDEA). The school ensures alignment by integrating academic and

behavioral interventions, monitoring student progress regularly, and involving multidisciplinary teams to identify students who may need special education evaluation. This coordination helps provide timely and appropriate supports, reducing the need for more restrictive placements and promoting positive outcomes for all students.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The school provides ongoing professional learning opportunities for teachers, paraprofessionals, and other staff focused on improving instructional practices and effective use of data from academic assessments. This includes district-provided PD through Canvas, workshops and coaching sessions that train educators to analyze assessment data to identify student strengths and gaps, tailor instruction accordingly, and monitor progress over time. Collaborative data meetings encourage sharing best practices and developing targeted interventions to boost student achievement.
To recruit and retain effective teachers—especially in high-need subjects—the school offers competitive compensation and a supportive professional community that values growth and collaboration. Additionally, staff receive access to high-quality professional development aligned with their subject areas and needs, which fosters continuous improvement and job satisfaction. These efforts create a positive work environment that attracts skilled educators and helps maintain their commitment to student success.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

We have established a separate, award-winning 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 (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

McIntosh Area School will engage in the following streamlined process with Marion County Public Schools (MCPS):

- **SIP and Budget Submission:** We will submit our School Improvement Plan (SIP) and UniSIG/Title I budget proposals directly to the district for compliance review and digital approval.
- **Data-Driven Budget Amendments:** As FAST progress monitoring data becomes available throughout the year, we will adjust resource allocations—such as tutoring hours or intervention materials—and submit formal budget amendments to the district to ensure funding matches current student academic needs.
- **Annual Desktop Audit:** The district monitors our expenditures and resource alignment remotely through end-of-year compliance reviews and routine financial reports, ensuring all grant-funded purchases meet state guidelines.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

McIntosh Area School will deploy the following targeted academic resources during the 2026–2027 school year to address our core academic deficits in ELA and Mathematics:

- **Identified Resources:**
    - **UniSIG-Funded External Instructional Operator:** On-the-ground instructional coaching and consulting to build teacher capacity, facilitate data-driven planning loops, and ensure curriculum alignment with the Florida B.E.S.T. standards.
    - **Supplemental Progress Monitoring & Remediation Tools:** Renaissance STAR diagnostics and standard-aligned Tier 2 intervention materials to track learning gaps and provide immediate, high-impact small-group remediation.
- **Rationale (Data):** Our most recent state assessment data establishes a critical need for baseline academic turnaround, with school-wide proficiency rates at 20% in ELA and 7% in Mathematics. Because our lean 8-employee staff must manage multiple grade levels (VPK–5), we lack the internal capacity to design and oversee an isolated curriculum overhaul. Utilizing an external operator provides immediate, specialized instructional expertise, while our progress monitoring data ensures that daily classroom interventions are targeted directly at the

foundational skills our students are missing.

- **Timeline:**
  - **August 2026:** Onboard the external instructional operator during pre-service week; configure diagnostic tracking systems for all K–5 students.
  - **September 2026 (PM1):** Administer the first Florida Assessment of Student Thinking (FAST) window to establish baseline student learning gaps and deploy targeted Tier 2 small-group remediation materials.
  - **January 2027 (PM2):** Conduct mid-year data audits with the external coach to realign intervention resources and adjust student groupings based on growth metrics.
  - **May 2027 (PM3):** Evaluate final state progress monitoring outcomes to measure the efficacy of the funded resources against our school turnaround targets.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget	ESSA Subgroups - White Students (WHT) - Economically Disadvantaged Students (FRL)	5100/394	UNISIG	1.0	22, 202.00
Paraprofessional - Instructional Salaries and Benefits Reimbursement (5100 3940)					
Total	Uploaded Budget				22, 202.00
Plan Budget Total					**22, 202.00**