

THE MCINTOSH COUNTY SCHOOL DISTRICT STRATEGIC WAIVER SCHOOL DISTRICT PARTNERSHIP APPLICATION

Proposed IE2 System Information			
1. Full Name of Proposed IE2 System McIntosh County School System			
2. Please indicate whether this is a: New Petition X or a Renewal Petition		3. How many schools in total are you proposing to include in your IE2 system? 4	
4. How many of each of the following schools are you proposing to include in your IE2 system? <div style="display: flex; justify-content: space-around;"> Primary School(s) 1 Middle School(s) 1 </div> <div style="display: flex; justify-content: space-around;"> Elementary School(s) 1 High school(s) 1 </div>			
5. On July 1 of what year do you want your IE2 contract to be effective? 2016			
6. IE2 System Street Address 200 Pine Street	7. City Darien	8. State Ga	9. Zip 31305
10. Contact Person Dr. John Barge		11. Title Superintendent	
12. Contact Street Address 200 Pine Street	13. City Darien	14. State Ga.	15. Zip 31305
16. Contact's telephone number 912-437-8856	17. Contact's fax number 912-437-2140	18. Contact's E-mail Address jbarge@mcintosh.k12.ga.us	

In accordance with the State of Georgia in Article 4, O.C.G.A. 20-2-84, the McIntosh County School District intends to operate as n Strategic Waiver School System through the development of the IE2 partnership between our school district and the State Board of Education. The following components consist of the current planning for completing the application and developing the contract necessary to take effect on July 1, 2016.

McIntosh County School District Overview

The McIntosh County School District is driven by a vision that ensures an excellent and equitable education for all students; a mission that charges staff to provide a high quality education for all students, which is aligned with the vision; and, a set of beliefs regarding staff and stakeholder responsibilities. The McIntosh County Strategic Plan provides direction for how the ideals set forth in the Vision, Mission, and Beliefs will be accomplished.

OUR VISION

The vision of the McIntosh County School District is to be a school system that ensures an excellent and equitable education for our students, all of whom will graduate, be lifelong learners, and be successful citizens.

OUR MISSION

The mission of the McIntosh County School System is to provide a high quality education for all of our students.

OUR BELIEFS

We believe that:

1. All children can learn
2. The first five years of a child's life are the most important developmentally
3. The primary care-giver has the most influence on a young child's life
4. All students deserve a high quality education, an equal opportunity to learn, and a safe and orderly learning environment
5. Education is a shared responsibility of students, parents, families, school, and community
6. Community and parental involvement supports student success in school
7. Effective communication is a key component of a high quality educational program
8. All educational decisions should be made in the best interest of students
9. Instructional decisions should be data-informed and research-based
10. Highly effective teachers and leaders are crucial to the schools' overall success
11. Collaboration and teamwork will result in improved educational opportunities for students
12. All students should be critical thinkers and creative problem solvers
13. Student creativity should be recognized and encouraged
14. Extracurricular activities are important to the success of our students
15. All students should graduate from high school prepared for college, career, and responsibilities of citizenship

McIntosh County was formed in 1793 and became the stopover point between Savannah, Darien and St. Mary's. Darien, the second oldest city in the State of Georgia is the county seat and in 1806 experienced rapid growth due to the location at the mouth of the Altamaha River. This location gave the town great potential as a port of export. Darien's economy has been slow to recover from the recent economic downturn in the Nation. McIntosh County has been in a transition for several years as the economy has changed the city's footprint during the recession. We have more retired families moving into the northern part of the county but fewer families moving to the district. Many families that remain are economically challenged and are originally from this area; therefore, the loyalty to the district is deep.

The recent economic decline impacted the McIntosh community and the McIntosh County School District particularly hard. The Tax Digest has decreased by 12% in the last three years.

Our free and reduce numbers for our lunchroom program has grown to 89.4% during this time. Our system has chosen to feed all of our children in the elementary and middle schools free of charge.

The McIntosh County School District (MCSD) serves approximately 1,489 students (FTE) in special needs pre-school through twelfth grade. Located 15 miles north of Brunswick, GA, 50 miles south of Savannah, McIntosh County provides a rural lifestyle. Currently MCSD serves the student population in one elementary school, one intermediate school, one middle school, one high school, and one alternative education program. The McIntosh County School district employs approximately 247 people. Approximately 55% of those employees are certified teachers.

The College and Career Readiness Performance Index (CCRPI) is a comprehensive school improvement, accountability, and communication platform that promotes college and career readiness for all students. Districts and schools across the state of Georgia receive a CCRPI score between 0 and 100. In 2012 the District was below state average by 11.5 percentile points. During the 2013 school year, the District scores increased; however we were still below the state average by 6.4 percentile points. For the 2014 school year, the state average was 71.9% and McIntosh County School District's average was 74.6%, showing a growth of 5.2% and the District's CCRPI score were above state average by 2.7 percentile points.

The two largest subgroups within MCSD are economically disadvantaged (ED) and students with disabilities (SWD). Of these two, the SWD subgroup has shown an increase in closing the achievement gap from not meeting to meeting; however, we need to make an improvement of moving students from meeting to exceeding. The SWD subgroup still has a gap in four of the five subject areas. The economically disadvantaged subgroup has not shown any growth in any of the five subject areas. If a student is not meeting, they continue to not meet.

The curriculum department focuses on the use of best practices for the implementation of Georgia Performance Standards in order to maximize learning for each individual student. Intervention programs are being researched and purchased to support student growth. The system has a proactive approach to learning by providing time, resources, professional learning support, and district-wide collaboration that focuses on the needs of each school and the District as a whole.

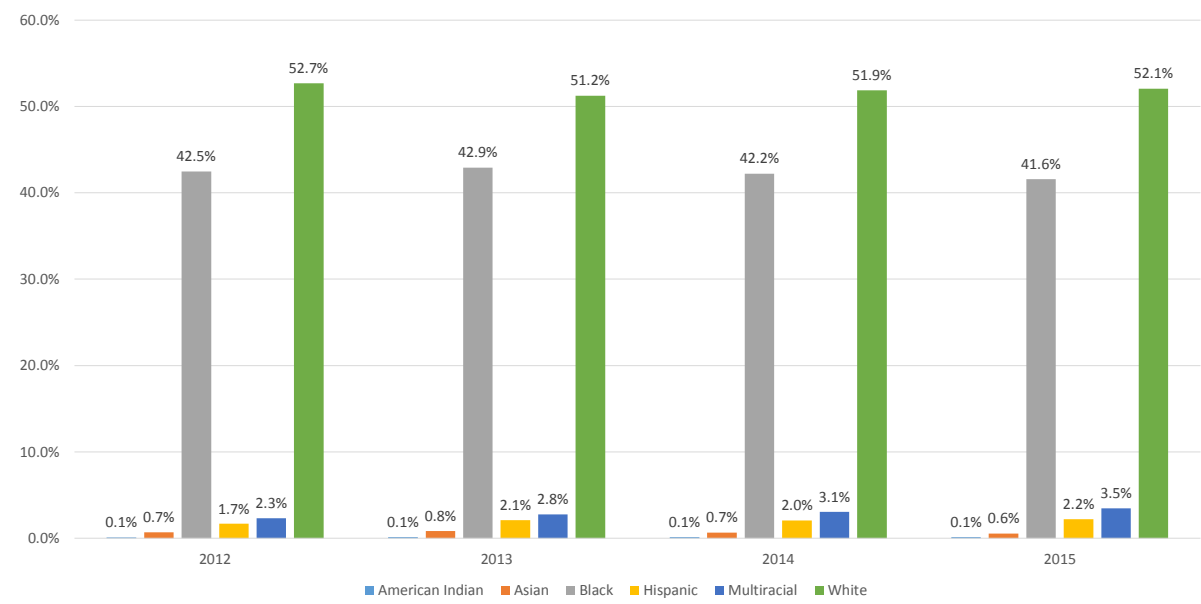
Student needs are met through a comprehensive range of programs and services. Instructional support programs such as Gifted, English Speakers of Other Languages (ESOL), Special Education, Title 1, and Early Intervention Program (EIP) are structured to complement each other to best meet all students' learning needs. A variety of programs are available to support the enrichment of a student through the CTAE programs, Career Pathways, Advanced Placement (AP) courses, and Move on When Ready/Dual Enrollment opportunities. Students' social and emotional needs are addressed through the K-12 guidance and counseling program, student advisement program, and through coordination with external services and agencies.

All members of the McIntosh County School System demonstrate their commitment to providing high quality educational opportunities for their students by engaging in a continuous improvement process. Edvocate provides 24 hour professional learning opportunities for teacher to continue to grow professionally. Throughout the District, efforts are aligned, results are examined, and people are valued as we work to "Educate McIntosh".

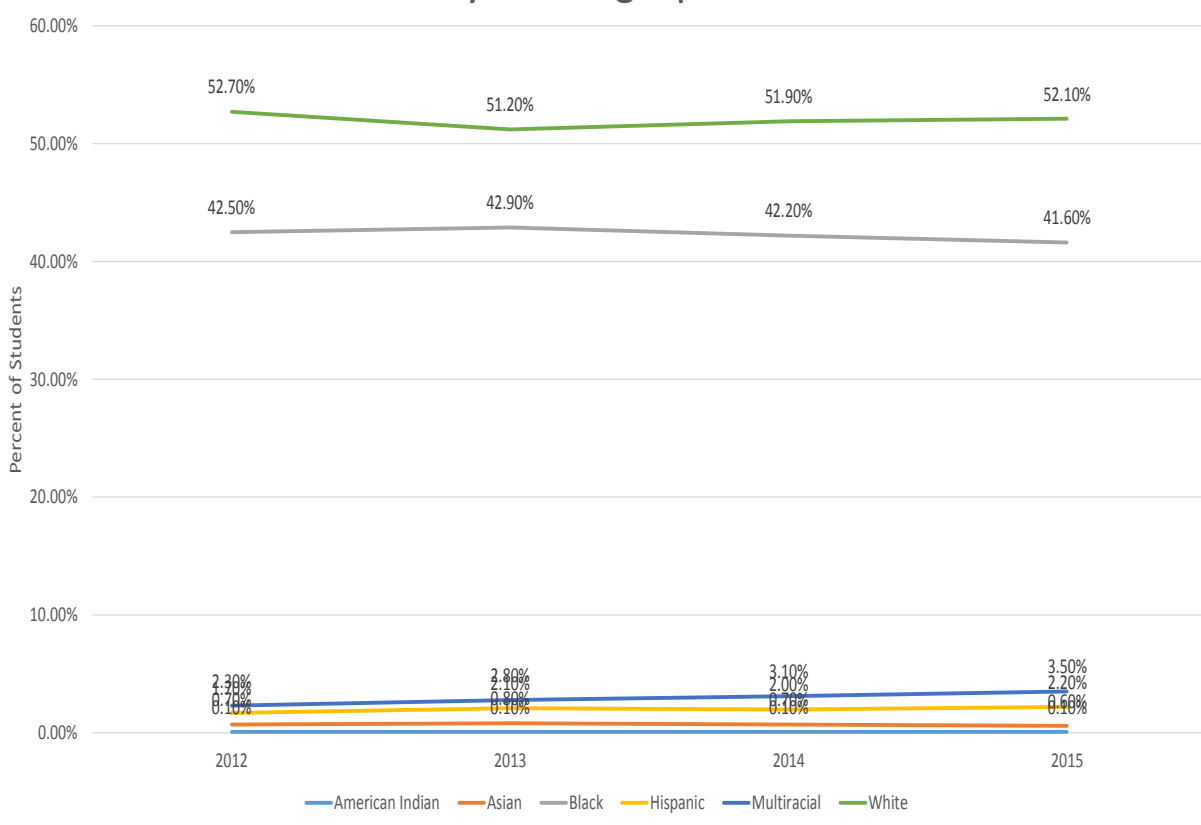
McIntosh County School District Student Population 2015 Total Number of Students = 1620		
American Indian	2	.1%
Asian	9	.5%
Black	673	41.5%
Hispanic	36	2.2%
Multiracial	56	3.5%
White	843	52%

McIntosh County School District Students Served by Program 2015		
ELL	12	.7%
Free/Reduced Lunch	1612	91.6%
Gifted	70	4.3%
Students with Disabilities	170	10.5%

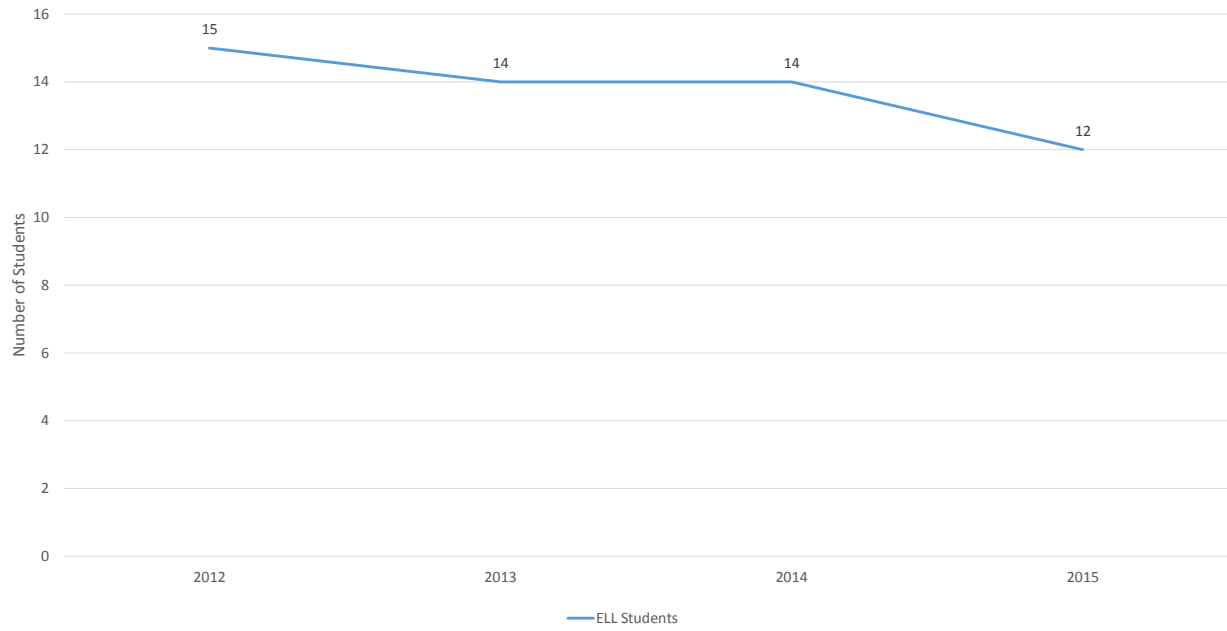
Ethnicity Demographics



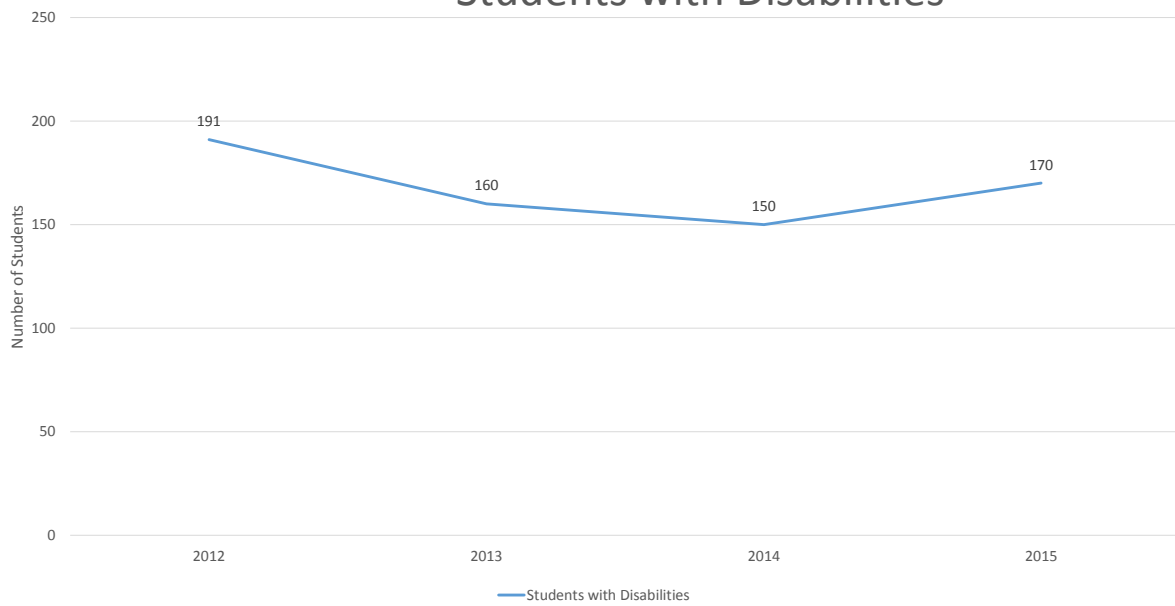
Ethnicity Demographic Trends



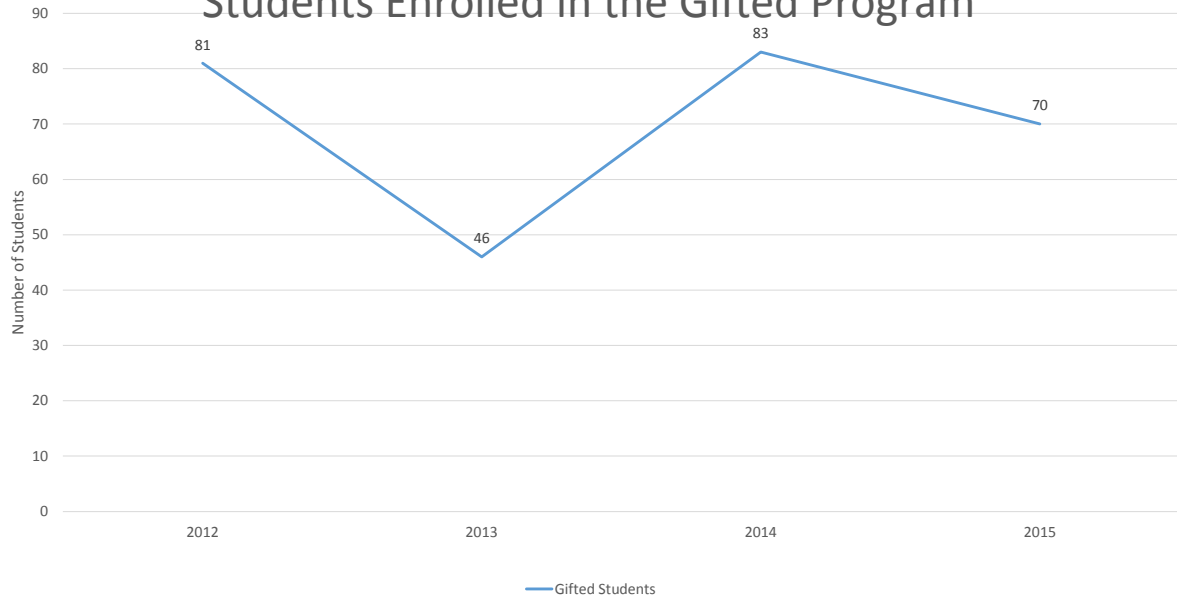
ELL Students



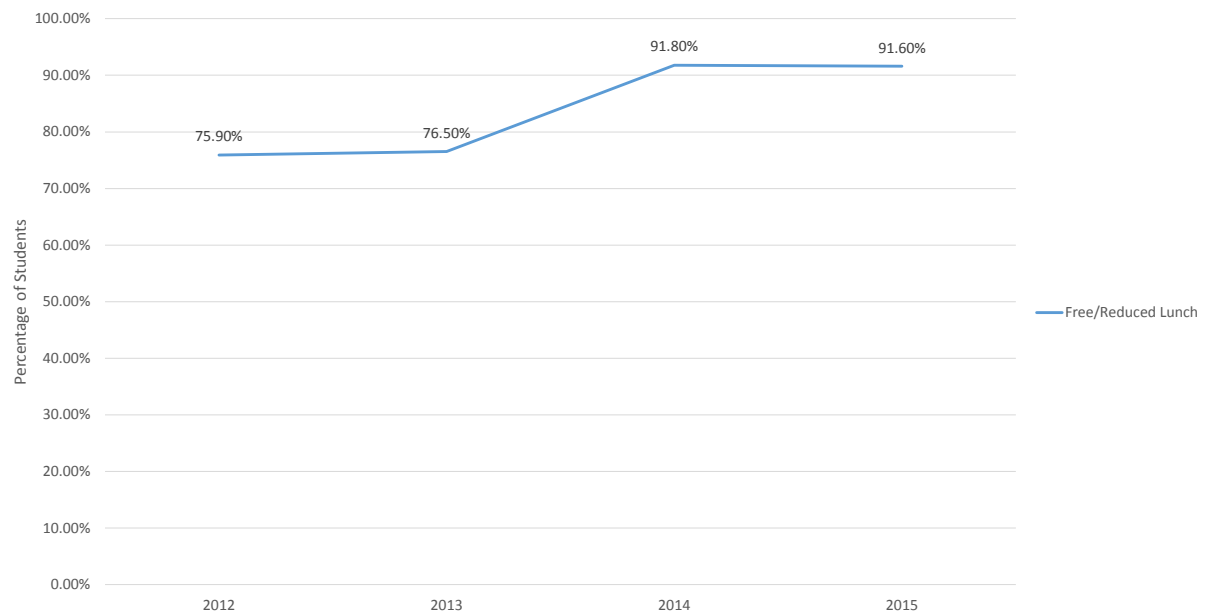
Students with Disabilities



Students Enrolled in the Gifted Program



Students Receiving Free and Reduced Lunch



THE CASE COMPONENT

“Educate McIntosh”, the theme for the McIntosh County School District, exemplifies the District’s commitment to meet the needs of each individual student as we foster high academic achievement. The Strategic Waiver System Partnership will enable the district to focus on the various needs of our population as we utilize the flexibility granted by the State Board of Education.

Through collaborative efforts among stakeholders, prioritized challenges for the McIntosh County School District were determined along with high-impact strategies and action steps to target the challenges. Specific Title 20 Law and State Board of Education Rules which place limits on the District’s ability to focus on individual student’s needs were reviewed and identified. The greatest challenges faced by the district include: meeting the needs of each individual student, technology used and resources, and financial ability to provide resources necessary to increase student achievement. Flexibility with the Title 20 Law and State Board of Education Rules requested through the Strategic Waivers Partnership will allow the district to be innovative with the use of best practices to optimize the effectiveness of instruction. The chart below describes the prioritized challenges affecting the McIntosh County School District. Action steps are included to explain how the District will utilize waivers to address challenges and increase student achievement. Finally, the necessary waivers requested by the McIntosh County School District application will alleviate the constraints of the Title 20 Law and State Board of Education Rules, allowing the District and schools to focus on individual student needs in order to increase academic achievement.

Exhibit A - Summary of Challenges Aligned with Necessary Waivers

Table 1 - Summary of Challenges Aligned with Initiatives and Necessary Waivers

Challenges in Prioritized Order	Specific Initiative/Action and Explanation	Waiver(s) Requested
Ensuring the financial stability of McIntosh County schools despite the unstable and unpredictable revenue growth.	The McIntosh County School District will align all spending priorities with the district's strategic plan to improve student achievement. The state revenue source currently contributes to a decreasing percentage of the actual cost of operating schools at a high level and therefore the district will leverage the reduction in spending constraints to support the core business of teaching and learning.	<ul style="list-style-type: none"> • Class-size and Reporting requirements (O.C.G.A. § 20-2-182) • Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-171 and SBOE Rule 160-5-1-.29) • QBE Financing (O.C.G.A. § 20-2-161) • Program Enrollment & Appropriation (O.C.G.A. § 20-2-160, O.C.G.A. § 165, SBOE Rule 160-4-2.11 and SBOE Rule 160-4-2-.16) • Use of Counselor (SBOE Rule 160-4-8-.05) • School Day and School Year for Students and Employees (O.C.G.A. § 20-2-168 © and SBOE Rule 160-5-1.02) • Promotion and Retention Requirements (O.C.G.A. § 20-2-283 and SBOE Rule 160-4-2.11)
Ensuring that McIntosh County can increasingly personalize the learning experience and environment for all students to close achievement gaps and increase advanced opportunities as indicated by student achievement measures.	The McIntosh County School District will address the challenge of closing the achievement gap for all students, and continue to focus on students with disabilities and economically disadvantaged students through innovative course design that accounts for varied paces of students learning and unique student interests. Through the increased use of digital resources, embedded courses, innovative instructional models, curriculum interventions, transition programs and pathways and advanced learning opportunities, the district will facilitate new thinking about engaging instructional experiences, and environments for students' learning needs today.	<ul style="list-style-type: none"> • ELL Program Requirements (O.C.G.A. § 20-2-156 and SBOE Rule 160-4-5-.02) • Educational Programs (O.C.G.A. § 20-2-152 to 20-2-155 and SBOE Rule 160-4-2-.38) EIP (IDDH Board rule 160-4-2-.17 Remedial (IDDB BR 160-4-5.01) • Education Program for Gifted Students (O.C.G.A. § 20-2-151, O.C.G.A. §20-2-161 and SBOE 160-4-2-.39) • Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290) • Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1 O.C.G.A.

		<p>§ 20-2-141.1, O.C.G.A. § 20-2-142 and SBOE Rule 160-4-2-.48)</p> <ul style="list-style-type: none"> • Graduation Requirements (O.C.G.A. § 20-2-131 and SBOE Rule 160-4-2-.48) • School Day and School Year for Students and Employees (O.C.G.A. § 20-2-151, 20-2-160, 20-2-168 and SBOE Rule 160-5-1-.02 • Seat Time (SBOE Rule 160-4-2-.48 • Personnel Required SBOE Rule (160-5-1-.22) • School Attendance, Compulsory Attendance as it relates to the attendance protocol (O.C.G.A. § 20-2-690.2 • Comprehensive HPE Program (SBOE Rule 160-4-2-.12 • Health and Physical Education Program except as prohibited by O.C.G.A. § 20-2-82(e) SBOE Rule 160-4-2-.12
Ensuring that McIntosh County can attract and retain effective teachers, leaders, and professional personnel to meet the projected student growth for McIntosh County, the aging workforce, and current staffing deficits.	The McIntosh County School District highly regards the traditional preparation of school educators and intends to consider the additional value that could be added to classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as technology, science and engineering, and child support roles. Additionally McIntosh County desires to ensure that all employees are compensated at competitive rates while valuing prior non-teaching responsibilities associated with an employee's teaching or support assignment.	<ul style="list-style-type: none"> • Salary Schedule requirements (O.C.G.A. § 20-2-212) • Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204, O.C.G.A. § 20-2-167 (a,3) and SBOE Rule 160-3-3-.04 • Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-182(h), O.C.G.A. § 20-2-183, 20-2-184, 20-2-185, 20-2-186, and SBOE Rule 160-4-2-.14) • Employment Conditions of Employment as it relates to Duty Free Lunch (O.C.G.A. § 20-2-218)
Ensuring that McIntosh County can meet the unique academic,	The McIntosh County School District is comprised of 4 schools and Darien is the second oldest city in the State of Georgia. The district values the unique strengths and specific needs of each of the McIntosh	<ul style="list-style-type: none"> • Awarding Units of Credit (SBOE Rule 160-5-1-.15)

<p>resource, and support needs of all schools.</p>	<p>schools and will leverage flexibility in order to best advance teaching and learning at every school.</p>	<ul style="list-style-type: none"> • Graduation Requirements (O.C.G.A. § 20-2-131 and SBOE Rule 160-4-2-.48, SBOE Rule 160-4-2-.47 • Statewide Passing Score: (SBOE Rule 160-4-2-.13 Section 2(a) • Scheduling for Instruction: (O.C.G.A. § 20-2-168 (c,d) and SBOE Rule 160-5-1-.02 • Alternative and Traditional Education Programs (SBOE Rule 160-4-8.12)
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Exhibit B – Flexibility Waivers Component

Exhibit B – Flexibility Component of Contract

For the McIntosh County School District

Under O.C.G.A. § 20-2-80 and SBOE Rule 160-5-1-.33, The McIntosh County School District is seeking flexibility for all its schools from the following state statutes and associated rules in exchange for greater accountability (as outlined in the SWSS Partnership Contract) over the life of a five-year contract which allows for six years of flexibility between the McIntosh County School District Board of Education and the Georgia State Board of Education, except as prohibited in O.C.G.A. § 20-2-82(e).

Academic Flexibility

- Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1, O.C.G.A. § 20-2-142)
- Educational Programs (O.C.G.A. § 20-2-153, O.C.G.A. § 20-2-154, O.C.G.A. § 20-2-154.1, O.C.G.A. § 20-2-155)
- ELL Program Requirements (O.C.G.A. § 20-2-156)
- Program Enrollment & Appropriation except to the extent it relates to funding (O.C.G.A. § 20-2-160, O.C.G.A. § 20-2-165)
- Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-167, O.C.G.A. § 20-2-182(h), O.C.G.A. § 20-2-183, O.C.G.A. § 20-2-184, O.C.G.A. § 20-2-185, O.C.G.A. § 20-2-186)
- Promotion and Retention Requirements (O.C.G.A. § 20-2-283)
- Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290)
- Graduation Requirements for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce (SBOE Rule 160-4-2-.48, SBOE Rule 160-4-2-.47)
- School Attendance, Compulsory Attendance as it relates to the attendance protocol (O.C.G.A. § 20-2-690.2)
- School Day and School Year for Students and Employees (O.C.G.A. § 20-2-151, 20-2-160(a), 20-2-168(c))
- Class-size and Reporting requirements (O.C.G.A. § 20-2-182)
- Awarding Units of Credit for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce (SBOE Rule 160-5-1-.15)
- Statewide Passing Score (SBOE Rule 160-4-2-.13(2)(a) and (2)(c))
- Scheduling for Instruction (O.C.G.A. § 20-2-168(c))

- Health and Physical Education Program except as prohibited by O.C.G.A. § 20-2-82(e) (SBOE Rule 160-4-2-.12)
- Education Program for Gifted Students (SBOE Rule 160-4-2-.38)

Financial Flexibility

- Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-171)
- QBE Financing except to the extent it relates to funding (O.C.G.A. § 20-2-161)
- Personnel Required (SBOE Rule 160-5-1-.22)
- Salary Schedule requirements (O.C.G.A. § 20-2-212)
- Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204, O.C.G.A. § 20-2-167(a)(3))

Academic Flexibility:

- Flexibility with regards to Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1, O.C.G.A. § 20-2-142)
- Flexibility with regards to Educational Programs (O.C.G.A. § 20-2-153 and 20-2-154, O.C.G.A. § 20-2-154.1, O.C.G.A. § 20-2-155)
 - EIP, Remedial Program, and Alternative Program
 - *An example of how McIntosh County Schools could use this waiver would involve flexibility in staffing, class size, and program delivery/time requirements and models. The goals would be to ensure that services are equitably provided, and to allow the system an opportunity to provide support to individual students based on need.*
- Flexibility with regards to ELL Program Requirements (O.C.G.A. § 20-2-156)
 - *McIntosh County Schools would like to waive the requirements related to staffing, class size and program delivery/time requirements and models. Currently, the SBOE Rule limits the number of segments students can be served based on grade level. An Example of how McIntosh County could use this waiver would be to serve students based on their language proficiency level. This would enable the system to serve those students with Level 1 or 2 Language proficiency via additional segments.*
- Flexibility with regards to Program Enrollment & Appropriation except to the extent it relates to funding (O.C.G.A. § 20-2-160, O.C.G.A. § 165)
 - *McIntosh County Schools believes that scheduling for instruction should be based on the needs of the students and that students should be able to move on when ready.*

- Flexibility with regards to Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-167, O.C.G.A. § 20-2-182(h), O.C.G.A. § 20-2-183, 20-2-184, 20-2-185, 20-2-186)
 - *McIntosh County Schools seek flexibility to develop a system budget based on the system strategic plan and the needs of our students, rather than basing the system budget on current categorical allotments*
- Flexibility with regards to Promotion and Retention Requirements (O.C.G.A. § 20-2-283)
 - *An example of how McIntosh County Schools could use this waiver would be immediate development of instructional plans for students who did not meet standards in grades 3, 5, and 8 as soon as the initial assessment results are received, rather than waiting until the end of the summer following a retest.*
- Flexibility with regards to Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290)
 - *MCMS would like the freedom from the requirement of 5 hours of instructional time. An example of how MCMS could use this waiver would be to allow the Middle School to offer a focused advisement time for all students grades 6-8 during the day based on best practices and offer an intervention/enrichment block for students to receive individualized instruction as needed.*
- Flexibility with regards to Graduation Requirements (SBOE Rule 160-4-2-.48, SBOE Rule 160-4-2-.47)
 - *For the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce (SBOE Rule 160-4-2-.48)*
 - *An example of how MCS could use this waiver would be to allow the flexibility for additional math credits for classes at the post-secondary level to meet graduation requirements for level 3 and 4 math classes*
- Flexibility with regards to School Attendance, Compulsory Attendance as it relates to the attendance protocol (O.C.G.A. § 20-2-690.2)
 - *McIntosh County Schools seeks flexibility from requirements for making charges against students who miss more than 10 days of school annually. An Example of how McIntosh County could use this waiver would be to take individual student needs and cases into account.*
- Flexibility with regards to School Day and School Year for Students and Employees (O.C.G.A. § 20-2-151, 20-2-160(a), 20-2-168(c))
 - *MCS would like to waive the allotted requirements of instruction time at each level to allow schools to focus time on areas that are a priority for improving student achievement.*

- *MCS would like the flexibility in the structure of providing 180 days for students. An example of how MCS could use this waiver would be to offer different schedules for specific educational programs.*
- Flexibility with regards to Class-size and Reporting requirements (O.C.G.A. § 20-2-182)
 - *MCS would like the flexibility on class size requirements for gifted, ESOL, EIP, Special Education and classes that may exceed state class size rules.*
- Flexibility with regards to Awarding Units of Credit (SBOE Rule 160-5-1-.15)
 - *MCS would like the flexibility to award credit for students that demonstrate competency/mastery of standards instead of requiring seat time to gain unit/credits. (Example - End of course test – pass EOCT then they can move into the next class)*
- Flexibility with regards to Statewide Passing Score: (SBOE Rule 160-4-2-.13 Section 2(a) and (2)(c))
 - *MCS would like the flexibility to be able to determine a student passing 3rd, 5th, and 8th grades based on the required Georgia Milestones and Lexile score proficiency, if one or both are not at the required passing level for those grade levels.*
- Flexibility with regards to Scheduling for Instruction: (O.C.G.A. § 20-2-168 (c))
 - *MCS is seeking a waiver to divide American History into a two unit course and administer the EOC at the end of second unit.*
- Flexibility with regards to Health and Physical Education Program except as prohibited by O.C.G.A. § 20-2-82(e) SBOE Rule 160-4-2-.12
 - *MCS would like the flexibility to count other classes for P.E. or health such as CTAE healthcare class*
- Education Program for Gifted Students (SBOE Rule 160-4-2-.38)

Financial Flexibility:

- Flexibility with regards to Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-171)
 - *MCS meets the Expenditure Control Test each year (65% rule), however MCS would like flexibility to spend those dollars where it support the system strategic plan rather than in required categories.*
- Flexibility with regards to QBE Financing (O.C.G.A. § 20-2-161)
 - *MCS would like to maintain the system's earnings while providing expenditure flexibility in its application for services as provided through SWSS*
- Flexibility with regards to Personnel Required SBOE Rule (160-5-1-.22)
 - *MCS would like the flexibility to be able to have one principal for two schools that share the same building site and for one media specialist to serve both schools on the same building site.*

- Flexibility with regards to Salary Schedule requirements (O.C.G.A. § 20-2-212)
 - *An example of how MCS could use this waiver could be flexibility from the required use of current state salary schedule to provide for flexible compensation based on teacher skills and system needs.*
- Flexibility with regards to Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204, O.C.G.A. § 20-2-167 (a),(3))
 - *MCS seeks flexibility from state certification requirements for certificated staff to allow for the selection of qualified applicants based on content expertise and knowledge.*

Exhibit C – Accountability Component of Contract
For the McIntosh County School District

The State Board shall hold the McIntosh County School District accountable for the performance of the academic goal listed below.

Goal 1: Each McIntosh School District school will demonstrate proficiency and/or improvement on the CCRPI.

Measure 1: School performance goals will be set so that for each year during the five-year contract, an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year is 2015-2016.

OR

Measure 2: For each year during the five-year contract, an individual school with an initial CCRPI score (without Challenge Points), performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2015-2016.

OR

Measure 3: If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GaDOE.

Exhibit D – Consequences Component of Contract
For the McIntosh County School District

Sanctions and interventions for nonperforming schools:

The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system's management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

In accordance with O.C.G.A. § 20-2-84.1, McIntosh County School District will employ the following interventions or sanctions at all non-performing schools under the McIntosh County School District's local management and control. The sanctions and interventions shall include the following:

- (a) If based upon the review of the 2016-2017 and/or 2017-2018 performance data, a school has not made sufficient progress toward meeting the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2018 (based upon review of 2016-2017 data) or August 2019 (based upon review of 2017-2018 data). The school improvement plan will address the specific achievement deficiencies along with a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year.
- (b) If based upon the review of 2018-2019 and/or 2019-2020 performance data, a school has not achieved three years of growth in the articulated academic goals, the McIntosh County School District will apply direct school management support and intensive teacher development support as outlined in the jointly developed school improvement plan between the school leadership and district leadership staff. Implementation of the school improvement plan will occur no later than August 2020 (based upon review of 2018-2019 data) and/or August 2021 (based upon review of 2019-2020 data) and will be monitored by the school system.
- (c) If based upon the GOSA evaluation of the 2020-2021 performance data, a school has not achieved three years of growth in the articulated academic goals, the McIntosh County School District will apply, in the 2022-2023 school year, the consequences recommended by GOSA and approved by the State Board of Education.

Exhibit E – System Financial Audit



ead-14-6981-McInt
osh County BOE.pdf



MCINTOSH COUNTY BOARD OF EDUCATION DARIEN, GEORGIA

**ANNUAL FINANCIAL REPORT
FOR THE FISCAL YEAR ENDED
JUNE 30, 2014
(Including Independent Auditor's Reports)**



Exhibit F – SACS/CASI Report



SCAS Final -
McIntosh County ju



Standards Assessment Report
AdvancED District Accreditation
For NCA CASI and SACS CASI Districts
McIntosh County School System

200 Pine Street

Darien, Georgia 31305

(912) 437-6645

www.mcintosh.k12.ga.us

September 2010

Exhibit G – Strategic Plan

McIntosh County School System Strategic Plan 2014-2019

<p>MISSION: The mission of the McIntosh County School System is to provide a high quality education for all of our students</p> <p>VISION: Our vision is to be a school system that ensures an excellent and equitable education for our students, all of whom will graduate, be lifelong learners, and be successful citizens</p> <p>BELIEFS: We believe that:</p> <ul style="list-style-type: none"> • All children can learn • The first five years of a child's life are the most important developmentally • The primary care-giver has the most influence on a young child's life • All students deserve a high quality education, an equal opportunity to learn, and a safe and orderly learning environment • Education is a shared responsibility of students, parents, families, school, and community • Community and parental involvement supports student success in school • Effective communication is a key component of a high quality educational program • All educational decisions should be made in the best interest of students • Instructional decisions should be data-informed and research-based • Highly effective teachers and leaders are crucial to the schools' overall success • Collaboration and teamwork will result in improved educational opportunities for students • All students should be critical thinkers and creative problem solvers • Student creativity should be recognized and encouraged • Extracurricular activities are important to the success of our students • All students should graduate from high school prepared for college, career, and responsibilities of citizenship <p>GUIDING PRINCIPLES: School Readiness</p> <ul style="list-style-type: none"> • The first five years of life are critical in the development of the child • School readiness for children birth to five is the responsibility of the adults who care for them and the community services that are available to them • A comprehensive approach is required to meet children's developmental needs: cognitive, motor, adaptive, personal-social, and communication • Children begin school at different levels of readiness 	<p>Teaching, Assessment, and Learning</p> <ul style="list-style-type: none"> • The quality of teaching significantly affects student learning • System-wide collaboration and continuous dialogue promote high achievement and academic success • Ongoing relevant professional learning positively impacts student learning • Integration of technology into the teaching/learning process increases student engagement and positively affects student success • When students are not successful, instructional strategies should be examined • Effective teaching strategies recognize that people learn differently and at different rates • Implementing system-wide initiatives with fidelity increases the quality of classroom instruction across the school system • The curriculum we teach is based on state standards • Appropriate allocation of time for each curriculum area will result in increased student academic success • Balanced assessments of student learning are essential to guide instruction <p>Human Resources (Personnel)</p> <ul style="list-style-type: none"> • The quality and professionalism of district and school leaders have a significant influence on teacher performance and retention • Feedback and support through ongoing performance evaluations are essential to retaining effective teachers • Recruiting and retaining highly qualified and effective teachers and leaders positively affects the quality of the educational program • Effective professional learning is an essential component of effective teaching • Staff and faculty diversity increases likelihood of appropriate role models for students • Mentoring programs for teachers and leaders increase their potential for success <p>Governance and Leadership</p> <ul style="list-style-type: none"> • Effective governance requires a shared and strategic vision • Trust, collegiality, and teamwork strengthen collective efforts in improving student learning • Empowering faculty and staff to be meaningfully engaged in decision-making results in increased commitment to achieving an effective organization • Decisions which benefit students increase the effectiveness of our school system • Relevant and accurate information is essential for good decision making • Policy and procedure, implemented with fidelity, create a positive learning environment 	<p>General</p> <ul style="list-style-type: none"> • Established policies and procedures are essential to effective management of the schools and the school system • Advisement and advocacy programs which focus on student self-awareness increase students' perception of themselves and their potential <p>Goals, Objectives, and Strategies</p> <p>Goal 1 A curriculum that is broad, challenging, relevant, and effective for all students Objective 1.1 Implement a comprehensive literacy initiative during the 2015-16 school year</p> <p>Strategy 1.1.1 -Conduct birth to five and K-12 literacy needs assessments. -Engage school and system leadership teams in a review of the research on evidence-based instruction. -Identify and propose appropriate best practices. -Develop ongoing formative and summative assessments for each literacy component. -Develop a plan and timeline for implementing a comprehensive literacy program for pre-school through grade 12. -Provide for appropriate professional learning opportunities. <i>The project plan is to be completed by May 2017 by Curriculum. Dir., Acad. Coaches, and Principals</i></p> <p>Objective 1.2 Adopt and implement a comprehensive reading program for grades K-5 beginning in the 2015-16 school year</p> <p>Strategy 1.2.1 Conduct a review of K-5 reading programs and material currently in use in the school system, examine best practices in reading instruction, and make recommendations for adoption and implementation of a program for kindergarten through grade five beginning in the 2015-16 school year. <i>The project plan is to be completed by June 30, 2016 by Curriculum. Dir., Acad. Coaches, and Principals</i></p> <p>Objective 1.3 Implement procedures for effective delivery of the mathematics curriculum K-12 by the 2014-15 school year</p> <p>Strategy 1.3.1 Develop a plan for creating and supporting professional learning communities (PLCs) to ensure appropriate vertical alignment of mathematics curriculum and the use of effective instructional strategies. Establish membership and responsibilities of the PLCs. <i>The project plan is to be completed by June 30, 2017 by Principals and Curriculum. Director</i></p>
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<p>Goals, Objectives, and Strategies Continued:</p> <p>Objective 1.4 Implement revisions to the K-12 social studies curriculum and benchmark assessments, and increase student performance on social studies state assessments during the 2015-16 school year</p> <p>Strategy 1.4.1 Review the scope and sequence of the K-12 social studies curriculum including, but not limited to, history, geography, sociology, and economics and recommend proposed revisions designed to increase student learning and to improve student performance on state assessments. Develop benchmark assessments. <i>The project plan is to be completed by June 30, 2016 by Curriculum Director, Academic Coaches, and Principals.</i></p> <p>Objective 1.5 Initiate implementation of a Science, Technology, Engineering, and Mathematics (STEM) program in the school system by the 2015-16 school year</p> <p>Strategy 1.5.1 Review STEM Education research which focuses on K-12 education. Compare STEM program components with current curriculum in related areas in McIntosh County Schools to determine modifications required for implementation. Analyze student achievement data in mathematics and science to determine student readiness for the STEM program. Determine the number of teachers with majors in science or mathematics and compare with number needed for effective program implementation. Make recommendations on implementation, which grade levels, and which students should participate in the program. <i>The project plan is to be completed by March 31, 2016 by Superintendent, Curriculum Director, and Principals</i></p> <p>Objective 1.6 Implement a comprehensive fine arts program in K-12 by school year 2018-19</p> <p>Strategy 1.6.1 Identify organizations in McIntosh County that have an interest in the performing and visual arts and establish a partnership with these organizations for the purpose of developing a proposal for providing a comprehensive fine arts program in the school system. The proposed program should include art and music classes at the high school level that have an apprenticeship component which prepares high school students to assist certified music and art teachers at the elementary level. The proposed program should also provide for community volunteers to teach students at all levels in all areas of the fine arts. <i>The project plan is to be completed by December 31, 2018 by Curriculum. Director, Principals, and Fine Arts Staff</i></p> <p>Goal 2 Students who are prepared for success in their post-secondary choices, career, and life by the completion of the 2016-17 school year</p> <p>Objective 2.1 To increase significantly the number of students in grades 9-12 who earn college credit for courses completed during High School. (i.e. Move on When Ready or Advanced Placement)</p>	<p>Strategy 2.1.1 Formalize the partnership with area colleges for the purpose of developing a working relationship with McIntosh County Schools and McIntosh County Academy which is designed to result in a significant increase in the number of students in Move on When Ready courses by June 2017. <i>By Counselors, Principals and Curriculum Director</i></p> <p>Objective 2.2 Establish a comprehensive SAT, ACT, and COMPASS preparation program by school year 2016-17</p> <p>Strategy 2.2.1 Use the partnership formed under strategy 2.1.1 to make the current initiative a comprehensive preparation program for the SAT, ACT, and COMPASS assessments. Conduct a review of successful preparation programs. Determine the correlation between the assessments and the school system's curriculum. Conduct a needs assessment and determine scope and focus of the proposed program. Develop a proposed plan for implementation of the program. <i>The project plan completed by June 30, 2017 by Curriculum Director and HS Principal</i></p> <p>Objective 2.3 Implement a comprehensive career pathways program that increases the number of career pathway options at the high school level, the number of career exploration options at the middle school level, and full implementation of career awareness at the elementary school level during the 2016-2017 school year</p> <p>Strategy 2.3.1 Convene a career pathways summit involving the McIntosh County Schools, the McIntosh County Development Authority, Coastal Pines Technical College, and other stakeholders to structure a career pathway program which is feasible for implementation. Develop implementation plan which includes required professional learning. <i>The project plan completed by June 30, 2017 by Academic Coach and HS Principal</i></p> <p>Strategy 2.3.2 Conduct a needs assessment and develop a plan for implementation of additional middle grade (6-8) career exploration opportunities which includes analysis of facility requirements. <i>The project plan is to be completed by January 31, 2017 by MS Principal, Counselor and Academic Coach</i></p> <p>strategy 2.3.3 Develop procedures and processes for students, beginning at grade 5, to select a program of study and career pathway which will be reviewed and updated annually by parent, student, and guidance counselor or other staff. The annual review shall address what the student needs for the next level – elementary to middle, middle to high, high to post-secondary. <i>The project plan completed by June 30, 2017 by Counselors, Principals and Curriculum Director</i></p> <p>Goal 3 Effective instructional strategies that increase student attendance, motivation, engagement, and success and that support positive behavior</p>	<p>Objective 3.1 Implement research-based effective instructional strategies designed to maximize active student engagement in learning activities in all curriculum areas by the end of the 2015-16 school year</p> <p>Strategy 3.1.1 Review research on instructional strategies, identify best practices in all curriculum areas, and propose relevant professional learning activities for all classroom teachers and school leaders. <i>The project plan is to be completed by May 31, 2016 Principals and Curriculum Director.</i></p> <p>Objective 3.2 Adopt instructional strategies for male students that are consistent with their developmental readiness by the 2016-2017 school year</p> <p>Strategy 3.2.1 Review research on student performance by gender, and best practices that focus on developmental variance between male and female students. Develop instructional approaches designed to address developmental differences between male and female students. <i>The project plan is to be completed by February 2017 by Acad. Coaches and Principals</i></p> <p>Objective 3.3 Increase effectiveness of the Response to Intervention (RTI) process to ensure individual student needs are accurately assessed and addressed by school year 2015-16</p> <p>Strategy 3.3.1 Review and propose improvements to the RTI process. <i>The project plan is to be completed by August 2015</i></p> <p>Strategy 3.3.2 Develop a professional learning plan for staff in the use of the RTI process. <i>The project plan is to be completed by September 2015 – Edviate - by Principals and Curriculum Director</i></p> <p>Goal 4 Parents who are engaged in schools and student learning</p> <p>Objective 4.1 Implement a comprehensive parent engagement program by school year 2015-16</p> <p>Strategy 4.1.1 Review the research on effective parent engagement initiatives. Develop a program that includes provision for a parent-teacher organization within each school; that addresses the role of school councils; that provides for parent satisfaction and interest surveys; and that addresses two-way communication, volunteerism, mentoring tutoring and effective parent-teacher conferencing. Include parents on the planning team. <i>The project plan is to be completed by June 30, 2016 Assoc. Superintendent., PIC, Principals, and Curriculum Director</i></p>
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Assurances Form and Signature Sheet

ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your IE2 System Application Package, you are providing the legal assurance that your IE2 system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for an IE² contract for McIntosh County School System located in McIntosh County is true to the best of my knowledge and belief; I also certify that if awarded an IE² the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A. § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the IE² system is subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
6. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
7. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
8. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
9. Shall provide state and federally mandated services for English Language Learners, as applicable;
10. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
11. Shall notify the state of any intent to contract with a for-profit entity for education management services;
12. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
13. Shall comply with federal due process procedures regarding student discipline and dismissal;

14. Shall be subject to all laws relating to unlawful conduct in or near a public school;
15. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
16. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
17. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
18. Shall ensure that if the IE² system participates in federal school meals programs, then each participating system IE² school shall comply with all applicable state and federal laws;
19. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
20. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the IE² term and all other facility requirements as established by the Department;
21. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
22. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the IE² contract, by an independent certified public accountant licensed in this state;
23. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
24. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the IE² system; and
25. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their IE² system commitments as part of their “on-boarding” process.

This IE² System Application, Assurance Form, and attached Exhibits were approved by the McIntosh County Board of Education on the ____ day of ____, 2015.

Superintendent

Date

Chair, Local Board of Education

Date

If an IE² contract is granted, all Petitioners assure that the proposed IE² system programs, services, and activities will operate in accordance with the terms of the IE² contract and all applicable federal, state, and local laws, rules, and regulations.

Superintendent

Date

Chair, Local Board of Education

Date

School Data Component – Elementary

Name of School: Todd-Grant Elementary
Street Address: 1102 C.A. DeVillars Street
City, State, Zip: Darien, GA 31305
GA DOE Facility Code: 698-0205
Designated School Contact Person:
 Name: Cassandra E. Noble
 Title: Principal
 Telephone: 912-437-6675
 Fax: 912-437-5296
 Email Address: cnoble@mcintosh.k12.ga.us
 Grades Served by School: Pre-K through 3

School Demographic Trend Data by Student Group – Elementary

School Name	2011-12	2012-13	2013-14	2014-15
Student Enrollment	574	556	590	548
Hispanic	13	12	22	17
American Indian	0	0	0	0
Asian	1	3	3	2
Black	225	231	235	218
Pacific Islander	0	0	0	0
Multi-ethnic	20	20	23	30
White	315	290	307	281
ESOL: Percent Enrolled	5 (0.87%)	1m + 4 (0.89%)	1m + 4 (0.8%)	5 (0.9%)
SWD: Percent Enrolled	72 (12.5%)	42 (7.5%)	42 (7.1%)	54 (9.8%)
ED: Percent Enrolled	83.33%	82.74%	89.18%	89.35%
Average Student Attendance	94.01	94.66	94.90	95.16

CCRPI Targets

Sum of Achievement, Progress, Achievement Gap, and Challenge Points

School Name	CCRPI Score	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points
CCRPI 2012	81.6	44.7	NA	10	8.7	0
CCRPI 2013	67.4	42.3	NA	6	2.5	.5
CCRPI 2014	89.2	46.3	NA	15	7	.5
CCRPI 2015						
CCRPI 2016						
CCRPI 2017						
CCRPI 2018						
CCRPI 2019						
CCRPI 2020						
CCRPI 2021						

School Data Component – Elementary

Name of School: Oak Grove Intermediate School

Street Address: 500 Green Street

City, State, Zip: Darien, Georgia 31305

GA DOE Facility Code: 0105

Designated School Contact Person:

Name: Mrs. Carolyn Smith

Title: Principal

Telephone: 912-437-6655

Fax: 912-437-2719

Email Address: csmith@mcintosh.k12.ga.us

Grades Served by School: 4-5

School Demographic Trend Data by Student Group – Elementary

School Name	2011-12	2012-13	2013-14	2014-15
Student Enrollment	222	252	217	216
American Indian	0	0	0	0
Asian	1	2	0	2
Black	107	87	77	90
Pacific Islander	0	0	1	1
Multi-ethnic	6	18	15	12
White	108	145	124	111
ESOL: Percent Enrolled	.4%	.4%	.4%	.4%
SWD: Percent Enrolled	11.1%	9.5%	9.2%	8%
ED: Percent Enrolled	85.5%	89.2%	89.5%	89.4%
Average Student Attendance	95%	95%	95%	95%

CCRPI Targets

Sum of Achievement, Progress, Achievement Gap, and Challenge Points

School Name	CCRPI Score	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points
CCRPI 2012	53.8	39.3	13	1	.5	0
CCRPI 2013	75.6	44.1	15.7	14	.8	1
CCRPI 2014	71	43	15.1	7	5	.5
CCRPI 2015						
CCRPI 2016						
CCRPI 2017						
CCRPI 2018						
CCRPI 2019						
CCRPI 2020						
CCRPI 2021						

School Data Component – Middle

Name of School: McIntosh County Middle School

Street Address: 500 Green Street

City, State, Zip: Darien, Georgia, 31305

GA DOE Facility Code: 0101

Designated School Contact Person:

Name: Mrs. Carolyn Smith

Title: Principal

Telephone: 912-437-6685

Fax: 912-437-5756

Email Address: csmith@mcintosh.k12.ga.us

Grades Served by School: 6-8

School Demographic Trend Data by Student Group – Middle

School Name	2011-12	2012-13	2013-14	2014-15
Student Enrollment	368	375	390	331
American Indian	1	1	1	0
Asian	1	4	4	0
Black	175	169	159	122
Pacific Islander	0	0	0	2
Multi-ethnic	4	4	17	21
White	187	197	209	186
ESOL: Percent Enrolled	.4%	.4%	.4%	.4%
SWD: Percent Enrolled	9.5%	7.7%	10.5%	14%
ED: Percent Enrolled	75.8%	89.2%	89.3%	89.3%
Average Student Attendance	96%	96%	95%	95%

CCRPI Targets

Sum of Achievement, Progress, Achievement Gap, and Challenge Points

School Name	CCRPI Score	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points
CCRPI 2012	72.2	43.6	15.3	11	2.3	0
CCRPI 2013	59.3	42	14.8	2	0	.5
CCRPI 2014	79.3	45.7	16.6	12	4	1
CCRPI 2015						
CCRPI 2016						
CCRPI 2017						
CCRPI 2018						
CCRPI 2019						
CCRPI 2020						
CCRPI 2021						

School Data Component – High

Name of School: McIntosh County Academy

Street Address: 8945 Hwy 17 North

City, State, Zip: Darien, Ga. 31305

GA DOE Facility Code: 698

Designated School Contact Person:

Name: Dr. Scott Barrow

Title: Principal

Telephone: 912-437-6691

Fax: 912-437-3077

Email Address: sbarrow@mcintosh.k12.ga.us

Grades Served by School: 9th-12th

School Demographic Trend Data by Student Group – Middle

School Name	2011-12	2012-13	2013-14	2014-15
Student Enrollment	540	489	506	500
American Indian	1	1	1	1
Asian	5	6	3	4
Black	237	226	222	214
Pacific Islander	0	0	0	0
Multi-ethnic	6	5	5	3
White	248	222	228	219
ESOL: Percent Enrolled	3 monitored 0 enrolled	2 monitored 1 enrolled	2 monitored 1 enrolled	3 monitored 0 enrolled
SWD: Percent Enrolled	10%	9%	9%	9%
ED: Percent Enrolled	79.21	73.35	71.28	70.13
Average Student Attendance	92.25	93.08	92.41	92.65

CCRPI Targets

Sum of Achievement, Progress, Achievement Gap, and Challenge Points

School Name	CCRPI Score	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points
CCRPI 2012	67.6	40.7	17.1	10	3.8	0
CCRPI 2013	71.1	38.8	17.8	11.7	2.8	0
CCRPI 2014	71.6	39.4	17.5	6.3	4.4	0
CCRPI 2015						
CCRPI 2016						
CCRPI 2017						
CCRPI 2018						
CCRPI 2019						
CCRPI 2020						
CCRPI 2021						