

Marion County Public Schools

# Eighth Street Elementary School



2016-17 Schoolwide Improvement Plan

## Eighth Street Elementary School

513 SE 8TH ST, Ocala, FL 34471

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Eighth Street Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Eighth Street Elementary School is to provide a safe, positive and enriching learning, environment for all students, staff and parents. We strive to encourage continuous improvement for all, while embracing a strong relationship with the community as part of educational process.

##### b. Provide the school's vision statement.

Our main goal at Eighth Street Elementary School is success for all students. We are committed to providing the kinds of experiences which will enable all students to grow emotionally, socially, and academically. We will provide an educationally rich environment where each individual of the school community is valued, respected, and encouraged to reach his and/or her potential as a productive citizen.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Due to our small school size and familial atmosphere, Eighth Street provides many opportunities for relationships to be built and nurtured between teachers and students. Students at Eighth Street participate in a wide variety of activities in which they are able to enjoy new and different experiences. Camp Day is a favorite at our school in which students get to enjoy a day in the Ocala National Forest as they make crafts, cook s'mores, and learn about nature. Additionally, students visit the Silver River Museum which is an environmental nature center and the Southeastern Youth Fair which features many children's events and a livestock show. Each year our students are entertained with a theatrical presentation by the Ocala Civic Theatre and are treated with a musical performance by the Ocala Symphony Orchestra. Some students choose to join the Good News Club which is an after-school, interdenominational Christian group. We also provide a chorus group that performs for our community on several occasions.

Students are able to read and learn about various cultures through their Social Studies curriculum. Many grade levels choose to enhance the experience by providing real-life opportunities for cultural awareness.

Students needing English language assistance are identified upon enrollment through a home language survey. These students will be placed in a classroom with an ESOL endorsed teacher who will assist them in transitioning to our school and culture. An ESOL Staffing Specialist visits the school every other week to check on our students and provide any necessary curriculum support.

Title 1 Parent Liaison at Eighth Street Elementary works closely with the District Title I Parent Liaison to plan and provide parent involvement opportunities/trainings to all parents.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Eighth Street Elementary provides a positive and safe environment that allows our students to feel safe and respected throughout their school days. Our teachers also report any safety issues that may arise to administration on a daily basis. We share our school safety concerns in our Safety Committee meetings each month. Our school also utilizes our Safety Patrols to help monitor our younger students, and look out for any safety concerns. This helps build leadership qualities in our students, as well as pride in their school and each other.

Our Guidance Counselor educates our students about displaying outstanding character in everything they do. She shares these principles with our entire school each week. She also meets with individual students and groups of students to help provide assistance in dealing with emotional concerns our students may have. Our teachers also share with the students our school's expectations on how they are to treat others. This is modeled and discussed in the beginning of the school year in our Eagle Expectations days, and again when we come back from Winter Break. Our Dean of Students/Peer Counselor handles disrespectful behaviors in a timely manner with appropriate consequences to ensure that these types of problems are stopped.

Our PBS school wide initiative emphasizes safe, respectful behavior and defines how that looks in all areas around campus (Cafeteria, halls, bathrooms, etc.). Our SOAR expectations are our school wide expectations that the students work towards displaying each day. Our students are rewarded for doing the right thing, which fosters a culture of kindness and respect for one another. Our Golden Ticket events allow the students to celebrate in their accomplishments.

Before and after school, our waiting areas are supervised by our staff to ensure that the students are behaving appropriately toward one another. Teachers and administration are present when our students are transitioning to the waiting areas at both times of the day. Throughout the day, our classroom teachers are responsible for maintaining the safety of the students in the classroom. They are also in charge or escorted them throughout the campus for specials and lunch. Osceola Middle School's resource office is a visible presence and can be utilized to ensure that our campus is safe at all times.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Eighth Street Elementary uses a positive behavior program (PBS) which is a school-wide approach that teaches, applies and reinforces school-wide expectations throughout the setting while supporting students, staff and parents in a positive way. The program is called SOAR and it emphasizes four school wide behaviors: Strive to do your best, Obey the rules, Achieve your goals, and Respect others. Each of these school wide behaviors are described and reinforced in all areas on our campus. The school wide expectations are taught and modeled by our staff and students throughout the school year. Our expectations are posted and referred to in each of our classes. A positive behavior support matrix by setting has been developed to define expected behaviors by location. Eighth Street Elementary's staff is trained at the beginning of the school year, and they receive monthly discipline data updates that target grade-level and location. The PBS Committee, consisting of school and district staff, meets monthly to discuss areas of concerns and strategies to address these areas through school wide activities that support positive behaviors. The consistent reinforcement of positive behavior helps to decrease the distractions and allow for an increased instructional focus.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The primary responsibility of Eighth Street Elementary (ESES) guidance personnel is to respond proactively to the social-emotional needs of our students by providing a Character Education program. They also act as a clearinghouse of community resources that are available to our families and staff. Our guidance counselor works with students; helping them to deal appropriately with social situations, providing crisis intervention as needed, and monitoring academic/behavioral concerns. The guidance counselor works closely with the school social worker and the district homeless liaison to identify and assist families in meeting with basic needs such as food, shelter, and clothing. Eighth Street provides effective student support services which ensures that every student is ready and able to learn, despite barriers. Fifth grade students at ESES participate in, D.A.R.E., a drug awareness resistance program provided by the local police department as a way to promote healthy choices and strategies that enhance their problem-solving skills when faced with real world challenges.



### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Eighth Street relies on a strong Multi-Tiered System of Supports (MTSS) and problem solving process to identify and provide interventions for students at risk of academic/behavioral difficulties. We also utilize a student management system (SMS) Skyward, data collection in Unify and Performance Matters which assists in tracking data for students who exhibit any early warning indicators (EWS) in the areas of attendance rate with less than 90%, discipline ( suspensions), and academics (levels of proficiency/grades). Additional factors are also considered such as mobility, specific demographic information, and student need. Reports generated from these software programs allow us to differentiate intervention, identificaton of services needed, and enrichment opportunities for all our students.

#### b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	3	5	5	2	3	0	0	0	0	0	0	0	21
One or more suspensions	1	3	0	3	0	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	9	11	28	0	0	0	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	8	8	4	0	0	0	0	0	0	0	20

##### The number of students identified by the system as exhibiting two or more early warning indicators:

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

#### c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

**\*\*Attendance below 90%:** student attendance is tightly tracked and monitored by our Guidance Clerk. Parents are immediately contacted after the 3rd unexcused absence, and a plan for improvement is implemented. Each subsequent absence is tracked and addressed until a more "formal" action becomes necessary after the 10th day of unexcused absences. At that time, the Child Study Team (CST) convenes with parents to address a mandatory attendance plan which may include a Truancy Intervention Program (TIP) or Truancy Court. Specialized transportation may be arranged to assist our homeless students to ensure daily attendance. **\*\*Discipline** issues are addressed by our Dean of Students. Students with one or more suspensions are addressed with one or more of the following interventions: Check In/Check Out system to track specific behaviors and offer incentives for improvement; parent conferences to draft a behavior plan specific to the needs of the student; consultation with the district behavior specialist assigned to our school to help ascertain why our school wide expectations are not being met by the child. These steps are taken in order to target the interventions that will best help the child be successful. Tardies and early checkouts that cause an interruption in academic time lost are monitored by our Guidance Clerk, and maintained using our yellow card system. This allows our Guidance Clerk and Guidance Counselor to address these issues



with parents directly upon the signing in and out of school.

\*\*Proficiency in all subject areas: are monitored by our Assistant Principal and PDS at monthly intervals. We use a wide scope of data software programs (Aims Web, Success maker, and Performance Matters (Unify)) to help us adjust our intervention groups. These students are given additional support needed as indicated by their specific academic deficiencies. Our Title One and District Assigned Paraprofessionals are utilized to assist these students with the needed resources. Students that earned less than "proficient" on the statewide assessment in reading are put into intensive intervention groups, and are closely progress monitored and assessed through our Aims Web tracking system. Frequency and nature of both assessment and tracking are outlined in the district's reading plan.

Students exhibiting more than one early warning indicator are referred to the MTSS problem-solving team for more intense scrutiny as indicated by the district's MTSS Plan. School social worker, school psychologist, and school behavior specialist play an active role in seeking solutions for these students which sometimes includes referral for additional services under ESE.

## B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307390>.

##### 2. Description

A PIP has been uploaded for this school or district - see the link above.

### 2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Eighth Street Elementary has a long and strong relationship with the community. As a result of that relationship the administration, SAC committee and PTO are working closely with the Historical Ocala Preservation Society to maintain and celebrate its existence in the community as an educational institution for over one hundred years. Our current business partner, Saint Leo University, works collaboratively with ESES to provide internship opportunities for students in their education program. Additionally, we have a strong partnership with Central Florida College who provides scholarship opportunities to fifth grade students.

The administration at ESES look for opportunities within the community to expose our students to the arts utilizing the resources and talents of the Ocala Civic Theater, Marion Symphony Orchestra, and the Appleton Muesum. We continue to benefit from the support our staff and students receive from the Marion County Public Education Foundation (ie. Tools for Teachers and Take Stock in Children).

## C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Buck, Treasa	Principal
Borge-Shaffer, Deborah	Assistant Principal
Tarantino, Matthew	Dean
Harriss, Kelley	School Counselor
Powell, Jacqueline	Instructional Coach

#### b. Duties

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The members of the school based leadership team are active members of the MTSS leadership team which also includes the school psychologist, behavior specialist, social worker, and instructional staff. Administration, along with the other members of the MTSS leadership team, provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS with fidelity, that students are identified appropriately, assists teachers in completing documentation of student plans and intervention strategies, and that when necessary student's needing more intensive interventions/evaluations are referred to SAT (Student Assistance Team) or PST (Problem Solving Team). The principal conducts monthly grade-level meetings (K-2; 3-5) to discuss effectiveness of Tier I core instruction for reading and math. The assistant principal and PDS (professional development specialist) meet monthly with lead teachers to review data and plan for progress monitoring of students utilizing AIMSweb data. The guidance counselor and dean work with individual teachers as needed to communicate with parents any concerns about academic progress, interventions, enrichment opportunities and/or behavior.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The school based team identifies areas in need of improvement and sets annual goals that are integrated into the SIP. Student achievement is consistently monitored through data meetings that focus on areas of strengths/weakness as well as specific demographic indicators. Interventions are discussed along with research based resources that specifically address areas of concern. Core instruction is monitored for effectiveness and instructional delivery; adjustments are made in order to reach every student. Strategic conversations between teachers and the school based team creates a platform for possible professional development opportunities, student growth, and the need for on-going progress monitoring. Monthly meetings are scheduled for Tier I implementation with the frequency increasing as needed for Tier II and Tier III.

\*Title I, Part A: Eighth Street Elementary's Title I budget supports reading, math, and writing programs being implemented at our school. The employees and programs supported by these funds enhance academic instruction, remediation via afterschool tutoring opportunities, and the acquisition of instructional materials.

\*Title I, Part C Migrant: District funds are used to purchase school supplies, provide for afterschool tutoring focused on specific instructional practices which will improve student performance, positively

impact student promotion, improve attendance and reduce the dropout rate. It also funds a Migrant Liaison who works with schools and families to identify needs; make referrals for families who meet the federal eligibility to participate in the program. Eighth Street Elementary participates in a program which receives school supplies and other materials to support needy families at the beginning of each school year.

\*Title II, Part A: The District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

\*Title II, Part D: The District receives supplemental funds for improving their basic education programs through the purchase of small equipment that will enhance educational programs such as technology in classrooms that will increase the instructional strategies provided to students for instructional software that will enhance literacy/math skills of struggling and early childhood students.

\*Title III: Services are provided through the District for educational materials and ELL district support services on an as needed basis, to improve the academic success of immigrant and English Language Learners (ELL). Funding received support the ELL students at Eighth Street Elementary and are utilized by the classroom teachers and the ELL para-professional to enhance instruction of ELL students.

\*Title X - Homeless: The District Homeless Liaison provides resources such as clothing, school supplies, social services, and referrals for students/families identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education. When necessary those services are provided to students at Eighth Street Elementary who have been designated as homeless.

Supplemental Academic Instruction (SAI): Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not to be left behind. Supplemental instruction strategies may include, but are not limited to, modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Violence Prevention Programs: Eighth Street Elementary partners with the Ocala Police Department to implement DARE, a drug resistance awareness program for fifth grade students; as well as providing anti-bullying education for all students as a way to prevent violent behavior. Eighth Street Elementary is utilizes Positive Behavior Supports (PBS) school-wide.

Nutrition Programs: All students at Eighth Street Elementary are eligible for the federal Free/Reduced meal program.

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Treasa Buck	Principal
Deborah Borge-Shaffer	Education Support Employee
Jennifer Bourque	Education Support Employee
Niki Boyer	Parent
Jennifer Catabia	Parent
Brooke Cole	Parent
Moneshia Eady	Parent
Latasha Hawk	Parent
Heather Hetzel	Parent
Mindy Kloman	Parent
Jessica Labagh	Parent
David Moore	Parent
Kelly Myers	Parent
Shena Pullings	Parent
Kathleen Rius	Parent
Spring Smith	Parent
Dana Spencer	Parent
Tricia Steffey	Parent
Jamie Swanson	Parent
Camille Ulrich	Parent
Erin Zimmer	Parent
Katie Degner	Business/Community

## b. Duties

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

#### **a. Evaluation of last year's school improvement plan**

The SAC is actively involved in reviewing and analyzing school performance data in order to define areas of strengths/weaknesses, as well as identifying possible solutions for areas that need improvement.

Although our students performed well overall there are areas of concern in reading, math, and writing. The number of students in third grade through fifth, that scored a level 1/2 Reading/Math, was significantly higher than anticipated. Therefore, a need to re-evaluate the Tier I instruction of both subject areas, K-5, will be our primary focus this year. Implementation of an intensive differentiated intervention program which incorporates screening and continuous progress monitoring is also planned for all grade levels. Our goal is to have identified and addressed students who are in need of intensive intervention at an early stage of their educational career.

Fourth grade students' writing scores were unsatisfactory resulting in the low score on FSA Writes. The focus this year for writing will be to enhance our writing instruction and to challenge our students to write more explicitly across the content areas while utilizing complex text and details.

#### **b. Development of this school improvement plan**

The SAC committee is actively involved in reviewing and analyzing school performance data yearly. Committees are created to focus on particular curriculum areas in order to define strengths, weaknesses, and identify possible solutions for areas that need improvement; reflecting targeted areas of the district strategic plan and Eighth Street Elementary's School Improvement Plan (CIM).

*c. Preparation of the school's annual budget and plan*

The principal prepares the Title I budget and then meets with the SAC committee for discussion. At the conclusion of these budgetary meetings, the SAC will either recommend changes or accept the budget as written.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

No funds have been allocated by the state for school improvement at this time.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

No funds have been allocated by the state for school improvement at this time

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Borge-Shaffer, Deborah	Assistant Principal
Bourque, Jennifer	Teacher, K-12
Powell, Jacqueline	Instructional Coach
Hughes, Sheri	Instructional Media

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team (LLT) is designed to meet monthly to review core curriculum, disaggregate reading data, and implement literacy strategies that will positively impact all students K-5. Administration will facilitate the literacy meetings, provide resources, routinely monitor programs being utilized with the classroom, and monitor school-wide assessment data. The reading coach will present data to the team as well as provide teachers with classroom support in reading instruction. ELA lead teachers will share information and expectations with the team and grade-level peers. The team will also organize professional development opportunities that align with district in-service training and follow-up activities. The LLT will develop a plan for the tutoring program, with a focus on building strong literacy skills, offered to students who have been identified as in need for additional assistance in reading. The Media Specialist will explore opportunities to integrate community resources and/or opportunities that help extend reading beyond the school setting. Literacy strategies will be shared with parents via the school/teacher websites and/or newsletters.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Eighth Street Elementary will deliver content area staff development through ELA lead teachers (Reading), STEM lead teachers for Math/Science, and writing by the PDS. Regularly scheduled time has been set aside weekly for teachers to work collaboratively and is reflected on the instructional calendar. Lead teachers attend district level meetings and share information with peers during their collaborative planning and early release days. Each meeting must have an instructional focus, agenda, and expectation for outcomes in order to use time efficiently and promote collaboration. Administration facilitates and monitors as needed; allowing teachers the freedom to share concerns openly.

### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Review resumes, certifications, and conduct interviews of eligible personnel - Administration

Provide leadership opportunities - Administration/Instructional Coach

Provide professional development opportunities - Administration/Instructional Coach

Provide peer/mentoring support for new staff - Administration/Instructional Coach

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Eighth Street Elementary does not have any first year teachers at this time; however peer/mentor teachers will be assigned to staff who have moved to a new grade-level and/or who are new to our school. Our plan will include: 1. Grade-level specific meetings planned weekly (alternating between Administration/Peers). 2. Professional development opportunities weekly throughout the 2016-2017 school year. 3. Collaboration dates scheduled for common planning integrating the new Florida standards , DBQ lesson planning, effective classroom management, and accommodating students with special needs without lowering expectations for student performance.

A primary goal this year will be to differentiate instruction/intervention across the content areas; with a focus on improving writing skills K-5.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

Marion County uses a variety of data sources to progress monitor students. All data is warehoused in Performance Matters(Unify) which allows for easy disaggregation of data by ethnicity, socio-economics, ELL, ESE, teachers and courses taught. Performance Matters also allows for teacher/student comparison by standard and demographics, or program. The assessment data includes state assessments (FCAT Science, Florida Standards Assessments, AIMSweb), as well as district level assessments (ie. learning checks, Science focus calendar assessments, Reading/Writing assessments, DBQ, and end of course exams for areas not assessed by FSA). All assessments are strategically aligned with district curriculum maps which are developed with the Florida Standards as the guiding principles. District and school are able to compare data as well with schools of similar demographics and number of students.

AIMSweb is used at the elementary level to determine interventions, progress monitor, and instructional planning that will be effective for all students. Teachers are required to maintain data



notebooks with individualized student information relative to the progress with their identified tiered instruction and/or intervention.

## **b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

AIMSweb is used at the elementary level, for reading and math, to determine interventions, progress monitor, and direct instructional planning that will be effective for all students. A screening test is utilized to place students in various reading intervention programs such as Reading Mastery, Early Intervention Reading, and Corrective reading depending on grade-level. Math data (Successmaker) is used to form groups for remediation and to develop enrichment opportunities during a daily scheduled intervention/enrichment block. Teachers are required to maintain data notebooks with individualized student information relative to the progress they are making within their identified tiered instruction and/or intervention.

Based on information from various assessment data an afterschool tutoring program is provided for students grade 3-5 to get the individualized/small group instruction provided by certified teachers and Title I para-professionals.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 1,440

Afterschool programs with focus on reading and math.

### **Strategy Rationale**

Students will be given the opportunity to work on reading and math skills through STEM activities provided after school.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Borge-Shaffer, Deborah, [deborah.borge-shaffer@marion.k12.fl.us](mailto:deborah.borge-shaffer@marion.k12.fl.us)

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

AIMSweb data and assessment data results from pre/post test given during implementation of tutoring program.



**Strategy: After School Program**

**Minutes added to school year:**

Professional development via book study; focus on resistant learners.

**Strategy Rationale**

Creating awareness amongst staff about resistant learners and best practices will positively impact student performance across the content areas.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Reid, Caron, caron.reid@marion.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Training participation of staff, attendance, and implementation of strategies within the classroom (lesson plans).

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Title I District office provides a Title I Pre-K/VPK to families of pre-school children in the Eighth Street Elementary School community. This opportunity enables students to transition to Kindergarten and to be fully integrated into the school setting. In addition, information is provided to our parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program. MCPS provides an Exceptional Student Education Pre-K Program at our local area schools for eligible 3 to 5 year olds; with the goal being that all students are fully integrated into the school setting thus helping them transition to Kindergarten successfully. Marion County Public Schools (MCPS) also provides a Summer VPK Program for all eligible Pre-K students. FLKRS and ECHOS are administered to kindergarteners within the first 30 days of school to evaluate the effectiveness of these Pre-K programs. MCPS also coordinates with Childhood Development Services to offer a program for 3-5 year olds.

A Kindergarten registration kickoff began in April and continued throughout the summer; ESES hosted a Kindergarten Parent Information Night for all incoming kindergarten students which provided them with information regarding school policies and procedures, expectations, and curriculum. A school based week long Kindergarten roundup was planned and advertised through community based flyers, school newsletters, Skylert message, and school marquee announcements. Stagger Start is implemented in kindergarten the first week of school and is a district initiative to assist kindergarten students in transitioning into the school setting. It gives incoming students an opportunity to learn classroom procedures, locate important places/people at the school, to be assessed and most importantly to develop one-on-one relationships with other students and their teacher.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Eighth Street Elementary School partners with Saint Leo University to provide our students with an enriching education that allows them to perform at their highest potential. Saint Leo provides our school with information throughout the school on degrees being offered and how they can help support the community and the families of our students.

Each year our guidance department provides our students with a career day that highlights the careers found in Marion County. Our goal is to open our students' eyes to careers that they might not be aware exist in our community.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

Eighth Street Elementary provides their students with a day of enrichment in STEAM three times per year. The students rotate throughout the day engaging in hands on activities.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** If the focus of instructional delivery and intervention for all students is differentiated through staff development opportunities then we will increase the percentage of students who are proficient across all content areas as assessed by the Florida State Assessments.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If the focus of instructional delivery and intervention for all students is differentiated through staff development opportunities then we will increase the percentage of students who are proficient across all content areas as assessed by the Florida State Assessments. 1a

G087351

### Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Math - All Students	85.0

### Targeted Barriers to Achieving the Goal 3

- Resistant student participation in the intervention process.
- Scheduling groups for differentiated intervention throughout the school day.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math textbooks are available online through the student portal. Teachers consistently update teacher websites providing numerous useful links that supplement the classroom instruction. All classroom teachers and staff support Accelerated Reader and promote it through a variety of activities at school as well as in the home.
- Tier II and Tier III interventions will be highly differentiated and offered throughout the school day. The Title I para-professional will work, one-on-one, with struggling students providing interventions and support within the core subjects of reading/math.
- Instructional coach will work with teachers, providing training across the content areas with a focus on writing.
- Progress monitoring data from AIMSweb will allow for appropriate placement of students into intervention groups.
- A variety of programs funded by Title I, such as BrainPop/BrainPop, Jr., STAR reading, are available to all students and support all the content areas.
- A focused afterschool program opportunity will be provided to students by a highly qualified teacher and para-professional, funded by Title I that will target reading skills and STEM.
- A book study on resistant learners will be facilitated by the instructional coach and funded by Title I, as a way to create awareness in teachers in order to address students that are at risk academically.
- Consummable and non-consummable materials, funded by Title I, support/enrich instructional delivery in reading, math, and science.
- Title I funded para-professional

**Plan to Monitor Progress Toward G1.** 8

Disaggregate assessment data and review action plan for changes based on results.

**Person Responsible**

Deborah Borge-Shaffer

**Schedule**

Monthly, from 8/22/2016 to 5/17/2017

***Evidence of Completion***

Student performance will indicate progress towards goal; MTSS and grade-level meetings will reflect impact of core curriculum and its effectiveness on student performance.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** If the focus of instructional delivery and intervention for all students is differentiated through staff development opportunities then we will increase the percentage of students who are proficient across all content areas as assessed by the Florida State Assessments. **1**

 **G087351**

**G1.B1** Resistant student participation in the intervention process. **2**

 **B232139**

**G1.B1.S1** Decrease the number students needing intensive reading/math intervention by providing differentiated core instruction. **4**

 **S244990**

### Strategy Rationale

By decreasing the number of students in need of Tier III interventions it will allow for them to be in the core reading/math instruction with peers. They will have access to more enrichment activities that will extend student learning.

### Action Step 1 **5**

Implement core curriculum in reading and math with fidelity.

#### Person Responsible

Deborah Borge-Shaffer

#### Schedule

Quarterly, from 8/22/2016 to 5/17/2017

#### Evidence of Completion

Data notebooks and fidelity checklists.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Delivery of reading/math instruction.

**Person Responsible**

Treasa Buck

**Schedule**

Quarterly, from 8/22/2016 to 5/17/2017

***Evidence of Completion***

MCIES data on True North Logic and student data.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Review student performance of the core curriculum in reading and math.

**Person Responsible**

Deborah Borge-Shaffer

**Schedule**

Quarterly, from 8/10/2016 to 5/17/2017

***Evidence of Completion***

Improvement in student performance.



**G1.B1.S2** Scheduling design for targeted intervention groups throughout the school day will allow for personnel to be utilized more effectively in the delivery of intervention across the content areas. 4

S244991

### Strategy Rationale

By creating a specific intervention schedule targeting identified students, K-5, will decrease the amount of instructional time lost with students.

### Action Step 1 5

Disaggregate data in order to identify students in need of intervention program(s).

#### Person Responsible

Jacqueline Powell

#### Schedule

Monthly, from 9/30/2015 to 5/25/2016

#### Evidence of Completion

AIMSweb progress monitoring and intervention fidelity checklists fo student participation.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

#### Person Responsible

Deborah Borge-Shaffer

#### Schedule

Monthly, from 9/8/2015 to 5/20/2016

#### Evidence of Completion

Attendance and Data notebooks will be monitored. The intervention data notebooks will be collected once per month by the PDS and/or administration to review.

**G1.B1.S3** Offering an after-school reading/ STEM program will provide all students with additional support with the more rigorous standards. 4

S244992

### Strategy Rationale

The small group instruction will help students struggling with content and mastery of standards; improvement of student performance.

### Action Step 1 5

Develop and implent an afterschool program targeting reading and math.

#### Person Responsible

Deborah Borge-Shaffer

#### Schedule

Semiannually, from 1/9/2017 to 3/13/2017

#### Evidence of Completion

Assessment data and comparison of pre/post test.

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom observations with a focus on differentiated instruction.

#### Person Responsible

Deborah Borge-Shaffer

#### Schedule

Biweekly, from 1/16/2017 to 4/28/2017

#### Evidence of Completion

Student progress monitoring through AIMSweb and/or Successmaker

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Classroom observations and review of lesson plans will be monitored for specific instructional components and student performance indicators.

**Person Responsible**

Jacqueline Powell


**Schedule**

Biweekly, from 1/16/2017 to 3/17/2017

***Evidence of Completion***

Pre/Post tests will be administered to students attending the afterschool program which will provide proof of student growth as a result of differentiated instruction.

**G1.B1.S4** Provide staff development to teachers on resistant learners. 4

 S244993

**Strategy Rationale**

Creating an awareness in teachers about resistant learners and best instructional practices will impact student performance.

**Action Step 1** 5

Professional development for teachers on resistant learners.

**Person Responsible**

Deborah Borge-Shaffer

**Schedule**

Monthly, from 11/3/2015 to 4/3/2016

***Evidence of Completion***

Participant roster, book study projects, and lesson plans.

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Professional development via book study.

**Person Responsible**

Deborah Borge-Shaffer

**Schedule**

Monthly, from 10/13/2015 to 4/3/2016

***Evidence of Completion***

Rosters from True North Logic

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Implentation of strategies utilized when working with resistant learners.

**Person Responsible**

Jacqueline Powell

**Schedule**

Monthly, from 9/21/2015 to 4/3/2016

***Evidence of Completion***

Lesson plans.

**G1.B2** Scheduling groups for differentiated intervention throughout the school day. 2

B232140

**G1.B2.S1** Scheduling design for targeted intervention groups throughout the school day will allow for personnel to be utilized more effectively in the delivery of intervention across the content areas. 4

S244994

**Strategy Rationale**

By creating a specific intervention schedule targeting identified students, K-5, will decrease the amount of instructional time lost within the classroom.

**Action Step 1** 5

Disaggregate data in order to develop intervention groups; focus on content areas.

**Person Responsible**

Deborah Borge-Shaffer

**Schedule**

On 5/19/2017

***Evidence of Completion***

Student data within intervention program

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Utilize assessment data to differentiate instruction and intervention across the content areas.

**Person Responsible**

Deborah Borge-Shaffer

**Schedule**

Monthly, from 8/22/2016 to 5/19/2017

***Evidence of Completion***

AIMSweb progress monitoring and data notebooks.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Instructional coach will work collaboratively with classroom teachers; acting as resource during resource.

**Person Responsible**

Deborah Borge-Shaffer

**Schedule**

Monthly, from 8/22/2016 to 5/19/2017

***Evidence of Completion***

Lesson plans and student performance.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S4.MA1 M329849	Implementation of strategies utilized when working with resistant learners.	Powell, Jacqueline	9/21/2015	Lesson plans.	4/3/2016 monthly
G1.B1.S4.MA1 M329850	Professional development via book study.	Borge-Shaffer, Deborah	10/13/2015	Rosters from True North Logic	4/3/2016 monthly
G1.B1.S4.A1 A317181	Professional development for teachers on resistant learners.	Borge-Shaffer, Deborah	11/3/2015	Participant roster, book study projects, and lesson plans.	4/3/2016 monthly
G1.B1.S2.MA1 M329846	[no content entered]	Borge-Shaffer, Deborah	9/8/2015	Attendance and Data notebooks will be monitored. The intervention data notebooks will be collected once per month by the PDS and/or administration to review.	5/20/2016 monthly
G1.B1.S2.A1 A317179	Disaggregate data in order to identify students in need of intervention program(s).	Powell, Jacqueline	9/30/2015	AIMSweb progress monitoring and intervention fidelity checklists fo student participation.	5/25/2016 monthly
G1.B1.S3.A1 A317180	Develop and implment an afterschool program targeting reading and math.	Borge-Shaffer, Deborah	1/9/2017	Assessment data and comparison of pre/post test.	3/13/2017 semiannually
G1.B1.S3.MA1 M329847	Classroom observations and review of lesson plans will be monitored for specific instructional...	Powell, Jacqueline	1/16/2017	Pre/Post tests will be administered to students attending the afterschool program which will provide proof of student growth as a result of differentiated instruction.	3/17/2017 biweekly
G1.B1.S3.MA1 M329848	Classroom observations with a focus on differentiated instruction.	Borge-Shaffer, Deborah	1/16/2017	Student progress monitoring through AIMSweb and/or Successmaker	4/28/2017 biweekly
G1.MA1 M329853	Disaggregate assessment data and review action plan for changes based on results.	Borge-Shaffer, Deborah	8/22/2016	Student performance will indicate progress towards goal; MTSS and grade-level meetings will reflect impact of core curriculum and its effectiveness on student performance.	5/17/2017 monthly
G1.B1.S1.MA1 M329844	Review student performance of the core curriculum in reading and math.	Borge-Shaffer, Deborah	8/10/2016	Improvement in student performance.	5/17/2017 quarterly
G1.B1.S1.MA1 M329845	Delivery of reading/math instruction.	Buck, Treasa	8/22/2016	MCIES data on True North Logic and student data.	5/17/2017 quarterly
G1.B1.S1.A1 A317178	Implement core curriculum in reading and math with fidelity.	Borge-Shaffer, Deborah	8/22/2016	Data notebooks and fidelity checklists.	5/17/2017 quarterly
G1.B2.S1.MA1 M329851	Instructional coach will work collaboratively with classroom teachers; acting as resource during...	Borge-Shaffer, Deborah	8/22/2016	Lesson plans and student performance.	5/19/2017 monthly
G1.B2.S1.MA1 M329852	Utilize assessment data to differentiate instruction and intervention across the content areas.	Borge-Shaffer, Deborah	8/22/2016	AIMSweb progress monitoring and data notebooks.	5/19/2017 monthly
G1.B2.S1.A1 A317182	Disaggregate data in order to develop intervention groups; focus on content areas.	Borge-Shaffer, Deborah	8/22/2016	Student data within intervention program	5/19/2017 one-time



## V. Professional Development Opportunities

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

**G1.** If the focus of instructional delivery and intervention for all students is differentiated through staff development opportunities then we will increase the percentage of students who are proficient across all content areas as assessed by the Florida State Assessments.

**G1.B1** Resistant student participation in the intervention process.

**G1.B1.S4** Provide staff development to teachers on resistant learners.

### **PD Opportunity 1**

Professional development for teachers on resistant learners.

#### **Facilitator**

Jackie Powell, Instructional coach

#### **Participants**

Teachers and para-professionals

#### **Schedule**

Monthly, from 11/3/2015 to 4/3/2016

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Implement core curriculum in reading and math with fidelity.				\$43,524.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Eighth Street Elementary Schl	Title I, Part A		\$13,950.00
			Notes: Technology			
			0191 - Eighth Street Elementary Schl	Title I, Part A		\$2,596.00
			Notes: Materials/Presenters for Parent instruction			
			0191 - Eighth Street Elementary Schl	Title I, Part A		\$9,102.00
			Notes: Materials for Teacher/student instruction			
			0191 - Eighth Street Elementary Schl	Title I, Part A		\$3,136.00
			Notes: Parent Liaison			
			0191 - Eighth Street Elementary Schl	Title I, Part A		\$14,740.00
			Notes: Educational Programs Achieve 3000, Brain Pop, Star			
2	G1.B1.S2.A1	Disaggregate data in order to identify students in need of intervention program(s).				\$0.00
3	G1.B1.S3.A1	Develop and implment an afterschool program targeting reading and math.				\$7,644.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Eighth Street Elementary Schl	Title I, Part A		\$7,644.00
			Notes: Afterschool program			
4	G1.B1.S4.A1	Professional development for teachers on resistant learners.				\$4,432.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Eighth Street Elementary Schl	Title I, Part A		\$4,432.00
			Notes: Stipends			
5	G1.B2.S1.A1	Disaggregate data in order to develop intervention groups; focus on content areas.				\$1,735.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

**Marion - 0191 - Eighth Street Elementary Schl - 2016-17 SIP**  
*Eighth Street Elementary School*

			0191 - Eighth Street Elementary Schl	Title I, Part A		\$1,735.00
			<i>Notes: Provide substitutes for classrooms</i>			
<b>Total:</b>						<b>\$57,335.00</b>