Eighth Street Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 is pending approval by the Marion County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Eighth Street Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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. We also provide a chorus group that performs for our community on several occasions. Multiple grade levels create learning experiences for their students centered around a variety of cultures. This includes but is not limited to Holidays around the World and Suitcase virtual Fieldtrip.
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 Liason to plan and provide parent involvement opportunties/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 of escorting them throughout the campus for specials and lunch. Exterior doors to buildings and portable classrooms remain locked during the day. All staff members have a key to the main building and their assigned classrooms. 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 resposnsibility of Eighth Street Elementary (ESES) guidance personnel is to respond proactively to the social-emothional 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 liason 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 and Administration. 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. 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 at monthly intervals. We

use a wide scope of data software programs (iReady, DRA, Pre/Post assessments, 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 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 iReady 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

ESES targets for parental involvement are to improve parent awareness of curriculum changes (Common Core), support of students academic progress through improved communication with parents, and providing opportunities for parents to be involved in their students' education.

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 communitiy. 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 communitiry as an educational institution for over one hundred years. Our current buisness partner, Saint Leo University, works collaboratively with ESES to provide internship opportunities for students in their education program. Our new business partner, Glover Law Firm, will work closely with ESES to provide our students with instructional materials to support their education. 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

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
Tarantino, Matthew	Dean
Harriss, Kelley	School Counselor
McEarchern, Leann	Assistant Principal

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 meet monthly with lead teachers to review data and plan for progress monitoring of students utilizing iReady and intervention data. The guidance counselor and dean work with individual teachers as needed to communicate with parents any concerns about academic progress, interventions, enrichment opportunitines 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 CIM. 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 acquistion 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 eligilibility to participate in the program. Eighth Street Elementary participates in a program which receives school supples 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 eucational 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 intervtion 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 develeoment in summer school and other methods to improve student achievement.

Violence Prevention Programs: Eighth Street Elementary is utilizes Positive Behavior Supports (PBS) school-wide.

Nutrition Programs: All students at Eighth Street Elementary are eligilbe 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
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
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
LeAnn Giberson	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 strenghths/weaknesses, as well as identifying possible solutions for areas that need improvement.

Although our students perfomed 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 and Fifth 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 utlizing complex text and details. Another area of focus will be on our math learning gains for fourth and fifth grade and learning gains for our low 25% in reading and math.

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 curriculm 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 prinicipal 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.
No

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

Our SAC member percentages in each ethnic category does not represent the percentages of our student body. The SAC Chair and CoChair will continue to invite members of the school, family members of our students and members of the community to join our SAC. The committee will discuss ways to make our meeting more accessible to all families.

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
McEarchern, Leann	Assistant Principal
Powell, Jacqueline	Instructional Coach
Hughes, Sheri	Instructional Media
Buck, Treasa	Principal

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 quarterly 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. Administration 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 opportunitines 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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), STEAM lead teachers for Math/Science. 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 school year. 3. Collaboration dates scheduled for common planning integrating the Florida standards , DBQ lesson planning, effective classroom managment, 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 literacy and math 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. Most data is warehoused in Perfomance 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 progam. The assessment data includes state assessments (FCAT Science, Florida Standards Assessments, intervention data), as well as district level assessments (ie. quarterly checks, Science 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.
iReady and DRA are 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.

iReady and DRA are 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 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
Tarantino, Matthew, matthew.tarantino@marion.k12.fl.us

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

iReady data and FSA 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 perfomance 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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 familes 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 Kindergaten successfully. Marion County Public Schools (MCPS) also provides a Summer VPK Program for all eligilble 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 Develoment 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 kindergarten students which provided them with information regarding school policies and procedures, expectations, and curriculum. A school based 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 two days 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 and paraprofessional in the classroom.

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 and Glover Law Firm 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. Glover Law Firm provides support through mentor programs and reading readiness programs.
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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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

1 = 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 and/or made learning gains as assessed by the ELA & Math Florida State Assessments and Science FCAT.

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 and/or made learning gains as assessed by the ELA & Math Florida State Assessments and Science FCAT. 1a

🔑 G096031

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
FSA Mathematics Achievement	72.0

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 Achieve3000 (KG-2 Smarty Ants, 3-5 KidBiz) 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. Teachers, ESE staff, and para-professionals will work, one-on-one and small group, with struggling students providing interventions and support within the core subjects of reading/math.

- Progress monitoring data from iReady & DRA will allow for appropriate placement of students into intervention groups.

- 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 math skills.

- A book study on The Fundamental Five will be facilitated by administration 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 1 parent liaison will communicate and support parent involvement in order to motivate students to strive to be successful.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Treasa Buck

Schedule
Monthly, from 8/21/2017 to 5/18/2018

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 and/or made learning gains as assessed by the ELA & Math Florida State Assessments and Science FCAT. 1

🔑 G096031

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

🔑 B258525

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

🔑 S273733

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, including but not limited to iReady online.

Person Responsible

Treasa Buck

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Data notebooks and fidelity checklists, growth monitoring in iReady

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

Delivery of reading/math instruction.

Person Responsible

Treasa Buck

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

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

Treasa Buck

Schedule

Quarterly, from 8/21/2017 to 5/18/2018

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

🔑 S273734

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

Leann McEarchern

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

iReady progress monitoring and intervention fidelity checklists for student participation.

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

Progress monitoring through iReady will be monitored quarterly.

Person Responsible

Leann McEarchern

Schedule

Monthly, from 9/11/2017 to 5/18/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Intervention groups will be observed throughout the year for fidelity.

Person Responsible

Treasa Buck

Schedule

Monthly, from 9/11/2017 to 5/11/2018

Evidence of Completion

District approved intervention fidelity checks by administration.

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

🔑 S273735

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 using iReady.

Person Responsible

Matthew Tarantino

Schedule

Weekly, from 1/15/2018 to 3/9/2018

Evidence of Completion

Assessment data and comparison of pre/post test. iReady growth monitoring

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

Classroom observations with a focus on differentiated instruction.

Person Responsible

Treasa Buck

Schedule

Biweekly, from 1/15/2018 to 3/9/2018

Evidence of Completion

Student progress monitoring through iReady.

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

Treasa Buck

Schedule

Biweekly, from 1/15/2018 to 3/9/2018

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

🔍 S273736

Strategy Rationale

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

Action Step 1 5

Professional development for teachers on The Fundamental Five.

Person Responsible

Treasa Buck

Schedule

Biweekly, from 8/21/2017 to 11/10/2017

Evidence of Completion

Participant roster, book study projects, and lesson plans.

Action Step 2 5

Professional Development for Achieve 3000

Person Responsible

Sheri Hughes

Schedule

Quarterly, from 8/30/2017 to 4/12/2018

Evidence of Completion

Increase in student usage and achievement within the program. Increase in teacher usage.

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

Professional development via book study.

Person Responsible

Leann McEarchern

Schedule

Biweekly, from 8/21/2017 to 10/24/2017

Evidence of Completion

Rosters from True North Logic

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

Implementation of strategies utilized when working with The Fundamental Five.

Person Responsible

Leann McEarchern

Schedule

Monthly, from 8/21/2017 to 3/9/2018

Evidence of Completion

Administrative walk through/ Lesson plans/Observations in True North Logic.

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

🔑 B258526

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]

🔑 S273737

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

Leann McEarchern

Schedule

Every 6 Weeks, from 8/21/2017 to 5/11/2018

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

Leann McEarchern

Schedule

Monthly, from 8/21/2017 to 5/18/2018

Evidence of Completion

iReady progress monitoring and data notebooks.

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

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

Person Responsible

Leann McEarchern

Schedule

Monthly, from 8/21/2017 to 5/18/2018

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
2018					
G1.B1.S4.MA1 M394375	Professional development via book study.	McEarchern, Leann	8/21/2017	Rosters from True North Logic	10/24/2017 biweekly
G1.B1.S4.A1 A367532	Professional development for teachers on The Fundamental Five.	Buck, Treasa	8/21/2017	Participant roster, book study projects, and lesson plans.	11/10/2017 biweekly
G1.B1.S3.MA1 M394372	Classroom observations and review of lesson plans will be monitored for specific instructional...	Buck, Treasa	1/15/2018	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.	3/9/2018 biweekly
G1.B1.S3.MA1 M394373	Classroom observations with a focus on differentiated instruction.	Buck, Treasa	1/15/2018	Student progress monitoring through iReady.	3/9/2018 biweekly
G1.B1.S3.A1 A367531	Develop and implent an afterschool program targeting reading and math using iReady.	Tarantino, Matthew	1/15/2018	Assessment data and comparison of pre/post test. iReady growth monitoring	3/9/2018 weekly
G1.B1.S4.MA1 M394374	Implementation of strategies utilized when working with The Fundamental Five.	McEarchern, Leann	8/21/2017	Administrative walk through/ Lesson plans/Observations in True North Logic.	3/9/2018 monthly
G1.B1.S4.A2 A367533	Professional Development for Achieve 3000	Hughes, Sheri	8/30/2017	Increase in student usage and achievement within the program. Increase in teacher usage.	4/12/2018 quarterly
G1.B2.S1.A1 A367534	Disaggregate data in order to develop intervention groups; focus on content areas.	McEarchern, Leann	8/21/2017	Student data within intervention program	5/11/2018 every-6-weeks
G1.B1.S2.MA1 M394370	Intervention groups will be observed throughout the year for fidelity.	Buck, Treasa	9/11/2017	District approved intervention fidelity checks by administration.	5/11/2018 monthly
G1.MA1 M394378	Disaggregate assessment data and review action plan for changes based on results.	Buck, Treasa	8/21/2017	Student performance will indicate progress towards goal; MTSS and grade-level meetings will reflect impact of core curriculum and its effectiveness on student performance.	5/18/2018 monthly
G1.B1.S1.MA1 M394368	Review student performance of the core curriculum in reading and math.	Buck, Treasa	8/21/2017	Improvement in student performance.	5/18/2018 quarterly
G1.B1.S1.MA1 M394369	Delivery of reading/math instruction.	Buck, Treasa	8/21/2017	MCIES data on True North Logic and student data.	5/18/2018 quarterly
G1.B1.S1.A1 A367529	Implement core curriculum in reading and math with fidelity, including but not limited to iReady...	Buck, Treasa	8/10/2017	Data notebooks and fidelity checklists, growth monitoring in iReady	5/18/2018 quarterly
G1.B2.S1.MA1 M394376	Administration will work collaboratively with classroom teachers; acting as resource during...	McEarchern, Leann	8/21/2017	Lesson plans and student performance.	5/18/2018 monthly
G1.B2.S1.MA1 M394377	Utilize assessment data to differentiate instruction and intervention across the content areas.	McEarchern, Leann	8/21/2017	iReady progress monitoring and data notebooks.	5/18/2018 monthly
G1.B1.S2.MA1 M394371	Progress monitoring through iReady will be monitored quarterly.	McEarchern, Leann	9/11/2017	Attendance and Data notebooks will be monitored. The intervention data notebooks will be collected once per month by administration to review.	5/18/2018 monthly
G1.B1.S2.A1 A367530	Disaggregate data in order to identify students in need of intervention program(s).	McEarchern, Leann	9/22/2017	iReady progress monitoring and intervention fidelity checklists for student participation.	5/18/2018 monthly

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 and/or made learning gains as assessed by the ELA & Math Florida State Assessments and Science FCAT.

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 The Fundamental Five.

Facilitator

Treasa Buck, Principal

Participants

Instructional Staff

Schedule

Biweekly, from 8/21/2017 to 11/10/2017

PD Opportunity 2

Professional Development for Achieve 3000

Facilitator

Kamala Abbott

Participants

Kindergarten - 5th grade instructional teachers, ESE teachers, Media Specialist, Leadership Team

Schedule

Quarterly, from 8/30/2017 to 4/12/2018

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, including but not limited to iReady online.**				**$40,261.60**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0191 - Eighth Street Elementary Schl	Title I, Part A		$5,265.00
			Notes: Technology			
	5100	510-Supplies	0191 - Eighth Street Elementary Schl	Title I, Part A		$1,874.00
			Notes: Materials for Teacher/student instruction			
	6150	160-Other Support Personnel	0191 - Eighth Street Elementary Schl	Title I, Part A		$3,136.00
			Notes: Parent Liaison			
	5100	360-Rentals	0191 - Eighth Street Elementary Schl	Title I, Part A		$29,546.60
			Notes: Educational Programs Achieve 3000, iReady Site License			
	6400	310-Professional and Technical Services	0191 - Eighth Street Elementary Schl	Title, I Part A		$440.00
			Notes: Achieve 3000 professional services			
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 implent an afterschool program targeting reading and math using iReady.**				**$8,932.60**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	150-Aides	0191 - Eighth Street Elementary Schl	Title I, Part A		$6,012.00
			Notes: Afterschool program- salaries			
	5100	510-Supplies	0191 - Eighth Street Elementary Schl	Title, I Part A		$2,920.60
			Notes: iReady material for students and teachers participating in the afterschool program.			
4	G1.B1.S4.A1	**Professional development for teachers on The Fundamental Five.**				**$0.00**
5	G1.B1.S4.A2	**Professional Development for Achieve 3000**				**$0.00**
6	G1.B2.S1.A1	**Disaggregate data in order to develop intervention groups; focus on content areas.**				**$0.00**
					Total:	**$49,194.20**