

Marion County Public Schools

Eighth Street Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Prestipino, Dawn	Principal
Tarantino, Matthew	Dean
Harriss, Kelley	School Counselor
McEarchern, Leann	Assistant Principal
Boland, Rebecca	Instructional Coach

Duties

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

Leadership meets weekly to review data, student growth/needs, and teacher needs.

Early Warning Systems

Year 2017-18

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	0	1	2	3	4	3	0	0	0	0	0	0	0	13
One or more suspensions	0	1	3	2	7	3	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	21	11	0	0	0	0	0	0	0	32

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	3	8	10	13	8	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected

Tuesday 8/7/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

FSA ELA scores show a drop in overall proficiency levels of students along with a drop in student growth both in learning gains and Lowest 25th Percentile. This has not been the trend. Specific areas of concern are "Integration of Knowledge and Ideas and "Text-Based Writing".

Which data component showed the greatest decline from prior year?

Student overall proficiency and gains in ELA, especially Writing and Integration of Knowledge & Ideas showed a decline this year. The focus will be rigor in ELA with a focus on the writing and the new ELA program.

Which data component had the biggest gap when compared to the state average?

Eighth Street is above the state average in all components except learning gains of the lowest 25%. Eighth Street was 44% and the state was 48%.

Which data component showed the most improvement? Is this a trend?

Third grade proficiency scores were a little lower this year. Learning gains and Lowest 25th percentile gains on FSA math showed the most growth.

Describe the actions or changes that led to the improvement in this area.

More focus on math standards and student data lead to an increase in proficiency and learning gains in math. Need more of a focus on 3rd grade math standards.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	69%	46%	56%	71%	47%	52%
ELA Learning Gains	59%	44%	55%	60%	49%	52%
ELA Lowest 25th Percentile	44%	37%	48%	57%	47%	46%
Math Achievement	70%	49%	62%	79%	48%	58%
Math Learning Gains	73%	46%	59%	77%	47%	58%
Math Lowest 25th Percentile	61%	35%	47%	57%	40%	46%
Science Achievement	77%	51%	55%	73%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (3)	1 (3)	2 (5)	3 (5)	4 (2)	3 (3)	13 (21)
One or more suspensions	0 (1)	1 (3)	3 (0)	2 (3)	7 (0)	3 (1)	16 (8)
Course failure in ELA or Math	0 (9)	0 (11)	0 (28)	0 (0)	3 (0)	0 (0)	3 (48)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (8)	21 (8)	11 (4)	32 (20)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	46%	14%	57%	3%
	2017	70%	50%	20%	58%	12%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	72%	43%	29%	56%	16%
	2017	76%	52%	24%	56%	20%
Same Grade Comparison		-4%				
Cohort Comparison		2%				
05	2018	69%	46%	23%	55%	14%
	2017	69%	47%	22%	53%	16%
Same Grade Comparison		0%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	48%	6%	62%	-8%
	2017	68%	48%	20%	62%	6%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	71%	47%	24%	62%	9%
	2017	75%	55%	20%	64%	11%
Same Grade Comparison		-4%				
Cohort Comparison		3%				
05	2018	77%	50%	27%	61%	16%
	2017	69%	45%	24%	57%	12%
Same Grade Comparison		8%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	78%	49%	29%	55%	23%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	46	47	38	38	47						
BLK	35	42	36	42	68						
HSP	58	73		65	75	64	71				
WHT	77	58	43	76	74	70	84				
FRL	54	48	44	56	71	60	67				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	53	42	43	47						
BLK	47	63	64	43	37		36				
HSP	71	67		70	50						
WHT	78	65	38	81	65	53	77				
FRL	55	64	62	62	51	57	59				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Instruction- Text Based Writing
Rationale	With only 35% of our students scoring at a 7 or higher out of the 10 point rubric on FSA, we feel PD in Text based writing through CKLA and Write Score will lead to a 10% growth in the this number.. Also, there will be daily writing instruction in grades K-5 with a focus on the writing standards. The Content Area Specialist will assist teachers in modeling good writing and teaching to the standards.
Intended Outcome	If we provide PD in Text based writing through CKLA and Write Score, then we should see at least a 10% increase in the number of students scoring 7 or above on FSA Writing for 2019.
Point Person	Rebecca Boland (rebecca.boland@marion.k12.fl.us)
Action Step	
Description	Professional Development provided by the CAS in rigorous daily writing lessons through the use of CKLA and Write Score. Utilize Write Score. Utilize Write Score web site for ideas and lessons for teachers. All classroom teachers will teach writing daily as noted in their lesson plans.
Person Responsible	Rebecca Boland (rebecca.boland@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Daily writing lessons in teacher plans monitored by administration weekly. Sign in sheet and agenda for all writing PD through CKLA and Write Score Measurement of effectiveness of PD and consistent high rigor instruction will be shown through quarterly county writing assessments.
Person Responsible	Leann McEarchern (leann.mcearchern@marion.k12.fl.us)

Activity #2	
Title	Reading with an emphasis on Key Ideas and Details.
Rationale	Eighth Street's percentages dropped in 4th and 5th grade ELA in both learning gains and bottom quartile's learning gains. If we provide PD in the new CKLA curriculum, rigorous instruction of standards, and utilize iReady data and instructional piece, students will show growth on the ELA FSA 2019.
Intended Outcome	If we provide rigorous instruction in reading and writing standards, utilize iReady, and CKLA as resources for teaching the standards, we will increase overall student gains by 6% in both 4th and 5th grade FSA ELA by
Point Person	Leann McEarchern (leann.mcearchern@marion.k12.fl.us)
Action Step	
Description	Many of our students are proficient, but in order to show growth, we need more rigorous instruction. PD on Rigor, Relevance, and Relationships will be provided by our CAS along with PD on SPADE, our new Reading series (CKLA), FL standards (in depth), and iReady as an intervention and for data collection.
Person Responsible	Rebecca Boland (rebecca.boland@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Student growth will be measured through iReady progress monitoring and diagnostic assessing and quarterly county assessments.
Person Responsible	Leann McEarchern (leann.mcearchern@marion.k12.fl.us)

Activity #3	
Title	Parent and Family Engagement
Rationale	Eighth Street has strong family/parent support. We have many volunteers and large PTO and SAC groups. However, it is important to continue to provide constant communication between school and home along with activities for parents to help their child at home. Eighth Street is "rich" in family event traditions and it is important to continue these traditions.
Intended Outcome	If we increase the number of parents at curriculum based events such as Reading Night, Publix Math Night, Science Night, and Writing Night, we can increase learning gains in math and ELA on the FSA 2019. We will utilize our parent liaison to communicate to parents about special events.
Point Person	Leann McEarchern (leann.mcearchern@marion.k12.fl.us)
Action Step	
Description	Hire a parent liaison to help provide communication and plan family engagement activities. Communication will be through newsletters, Skylert, invitations, and advertised on the school marquee. We will provide at least 4 parent engagement activities throughout the school year that focus on reading, writing, math, and science. iReady parent reports will be sent home three times a year (beginning midyear, end) to report growth in reading.
Person Responsible	Dawn Prestipino (dawn.prestipino@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Monitor parent attendance through sign in sheets and surveys at parent/family events. The effect of Parent Engagement will be shown through student growth on iReady diagnostic assessments and FSA 2019.
Person Responsible	Leann McEarchern (leann.mcearchern@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

ESES targets for parental engagement are to improve parent awareness of curriculum changes (FL Standards), support of students academic progress through improved communication with parents, and providing opportunities for parents to be involved in their students' education. Eighth Street Elementary will work closely with our business partner. Volunteering at the school will be encouraged and advertised to the community and families. Eighth Street will reach out to Osceola Middle School and Forest High School for student mentors and tutors. Examples of such opportunities include but are not limited to: Family Access: We will invite parents to come to school to receive PIN and instruction for the registration of this program.- August 10, 2018

Fall Festival – November 2, 2018

Publix Math Night- December 6, 2018

Camp Days (social studies/science) December 12 & 13, 2018

Science Night- January, 2019

Pastries with Parents (reading activities) February 1, 2018

Bike Rodeo (bike safety)– February 21 & 22, 2018

Fine Arts (student's work displayed, Chorus Sings) – Spaghetti Supper – April 25, 2018

PFEF Link

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

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.

Our Student Service Manager (dean) and Behavior Tech work one on one and small group with students in need of behavioral/social assistance. When possible, they assist in the classroom setting. Eighth Street provides effective student support services which ensures that every student is ready and able to learn, despite barriers.

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

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 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.

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 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).

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

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 Glover Law Firm to provide our students with an enriching education that allows them to perform at their highest potential. 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.

Part V: Budget

Total:	\$82,186.00
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