2013-2014 SCHOOL IMPROVEMENT PLAN

Eighth Street Elementary School
513 SE 8TH ST
Ocala, FL 34471
352-671-7125

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	32%

Alternative/ESE Center	Charter School	Minority Rate
No	No	37%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Eighth Street Elementary Schl

Principal
John Mccollum

School Advisory Council chair
David Moore

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
John McCollum	Principal
Deborah Borge-Shaffer	Assistant Principal
Matthew Tarantino	Dean of Students
Kelley Harriss	Guidance Counselor
Caran Reid	Reading/Academic Coach

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

Date of school board approval of SIP
11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership at Eighth Street Elementary is comprised of parents, teachers and administration. Sixty-six percent (66%) of the SAC membership is comprised of parents; twenty-three percent (23%) are teachers, and eleven percent (11%) administration.
John McCollum, Prinicipal
Deborah Borge-Shaffer, Assistant Principal
David Moore, SAC Chair

Involvement of the SAC in the development of the SIP

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 (SIP).

Activities of the SAC for the upcoming school year

Eighth Street Elementary SAC meets monthly. At each meeting information, is shared with and by the members, on the progress being made in specific targeted areas; possible barriers will be addressed suggestions for improvement will be considered. The focus this year will be on the lowest 25% of reading/math 3-5th grades; as well as the growth of all students in reading/math K-5. Common Core will continue to be a central theme throughout the school year and across all grade levels; the implementation of AIMSweb will provide diagnostic data that will enhance the academic decision making of the committe. The SAC will address current school wide concerns and continue to support the implementation of Positive Behavior Support (PBS) at Eighth Street.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

John Mccollum

Principal	Years as Administrator: 26	Years at Current School: 6

Credentials	BS - Education MA - Educational Leadership
Performance Record	Earned thirteen consecutive school grades of "A" at the elementary and middle school levels. Current Grades: Eighth Street Elementary - "A" 562 points. The area of concern continues to be with the lowest 25% in reading and math. Additional performance information is available in this report and on the DOE School Accountability website. Osceola Middle School - "B" 577 points. Additional performance information is available in this report and on the DOE School Accountability website.

Deborah Borge-Shaffer		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	BA - Elementary Educaton ME- Educational Leadership ESE K-12 Certified ESOL K-12 Certified Autisim Endorsed	
Performance Record	2012-present: Eighth Street Elementary "A" 562 points. 2011-2012: Hammett Bowen Elementary "A"; SWD's and Hispanics did not make AYP in reading/math. Additional performance information is available in this report and on the DOE School Accountablility website.	

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Caron Reid		
Full-time / District-based	Years as Coach: 4	Years at Current School: 1
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BA - Elementary Education ME - Educational Leadership Reading Certified K-6 ESOL K-12 Certified	
Performance Record	2012-2013: District based reading coach at: Ward-Highlands Elementary "B" (2013) Romeo Elementary "D" (2013) Dunnellon Elementary "C" (2013)	

Classroom Teachers

of classroom teachers
25

receiving effective rating or higher
25, 100%

Highly Qualified Teachers
100%

 # certified in-field
25, 100%

 # ESOL endorsed
14, 56%

 # reading endorsed
4, 16%

 # with advanced degrees
8, 32%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
2, 8%

 # with 6-14 years of experience
13, 52%

 # with 15 or more years of experience
11, 44%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 bi-weekly (alternating between Administration/Peers). 2. Professional development opportunities monthly throughout the 2013-2014 school year. 3. Collaboration dates scheduled for common planning, common core training, DBQ lesson planning, effective classroom managment, differentiateing instruction, etc.
Mr. Matthew Tarantino, our new Peer Counselor, will be paired with Mrs. Kelley Harriss our guidance counselor as they will be collaborating on Positive Behavior Supports and discipline school-wide. Ms. Raiza Perdomo new to Eighth Street as a Third grade teacher will be paired with Mrs. Jacquline Powell and Mrs. Holly Sapienza an established and experienced third grade team.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The members of the MTSS leadership team include the adminstration, guidance counselors, school psychologist, behavior specialist, social worker, classroom teacher and the instructional coach. Administration, along with the other members of the MTSS leadership team, provides 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 teacher 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).

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school based leadership team consistently monitors the effectiveness of the core curriculum and its impact on student learning. Staff is evaluated using the Marion County Instructional Evaluation System (MCIES) rubric, classroom observations, and pre/post conferenceing which allows for the sharing of instructional planning and feedback. Teachers are encouraged to develop a professional development plan that focuses on their professional growth as it relates to student performance. The leadership team and instructional staff receive professional development on the MTSS process from the district and topics are then discussed at the school based level within our synergy groups as a way to problem-solve possible barriers.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Eighth Street utilizes a variety of data sources to progress monitor student growth. The data management system used by Marion County is Performance Matters which allows for easy disaggregation of assessment data by ethnicity, socio-economic status, program indicators, courses, and teachers. Assessment data ranges from state assessments (FCAT/FAIR/AIMSweb) to district assessment (Focus Calendar Assessments, District Benchmark, Demand Writings, Document Based Questions, etc.) Disaggregated data information is also utilized to compare student perfomance by specific standards in math, reading, writing, and science; within the school as well as across the district and state to schools that are similar in demographich makeup.

Discipline and attendance data is housed in the Student Management System (SMS) and is disaggregated utilzing an universal screener which identifies specific students, number of absences, behavioral incidents/actions, and number of office discipline referrals which lead to out of school suspensions which directly impacts loss of instructional time.

MTSS intervention/tier information is also found in Performance Matters along with information regarding the frequency and duration of the tiered intervention. The school based MTSS team requires the use of Data Notebooks for each classroom teacher as a way to organize intervention/assessment data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development of the MTSS process will occur at the district level for the leadership team within the feeder patterns that have been identified. As a result of this professional development school based training will occur periodically throughout the school year; generally beginning pre-school. Early release dates and collaborative planning dates allow grade-level teams to meet with administration to discuss data, interventions, and specific areas of concerns. The MTSS leadership team actively include parents in the decision making process as it relates to their child's academic difficulties. Parents are also encouraged to monitor their child's classroom perfomance through the use of the Parent Portal.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Deborah Borge-Shaffer	Assistant Principal, Curriculum
Caron Reid	Reading/Instructional Coach
Jennifer Bourque	Common Core Lead Teacher K-2
Eva Grubbs	Common Core Lead Teacher K-2
Jacqueline Powell	Common Core Lead Teacher 3-5
Susan Stickley	Common Core Lead Teacher 3-5
Shirley Wright	Exceptional Student Teacher
Sheri Hughes	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team (LLT) is designed to meet monthly to review core curriculum, disaggregate reading/writing 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 within the classroom, and routinely monitor school-wide assessment data. The reading coach will present data to the team as well as propose possible literacy strategies that would improve delivery of the core curriculum. K-5 Common Core Lead Teachers (CCLT) will share Common Core information and expectations to the team as well as their respective grade levels. The team will also organize the professional development requirements of the district through Moodle/Follw-up activities. The LLT will develop and organize the tutoring program that will be offered to selected students prior to FCAT in the Spring. The Media Specialist will elicit information from the community in reference to literacy opportunities as a way to extend reading beyond the school setting. This information will be shared with parents via school/teacher websites.

Major initiatives of the LLT

One of the major objectives for the LLT this school year will be to integrate Common Core Literacy strategies with our new reading adoption. Text complexity and data based questioning (DBQ) will be implemented across all grade levels (where developmentally appropriate) in order to enhance students' ability to read complex text and relating information across content areas.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I District office provides a Title I Pre-K/VPK to familes of pre-school children in 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 fo Parents of Preschool Youngsters) program. MCPS provides and 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 for a Summer VPK Program for all eligilble Pre-K students. FLKRS and ECHOS are administered to

kindergarteners with 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 Head Start 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, Connect 5 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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	69%	No	78%
American Indian				
Asian				
Black/African American	43%	37%	No	49%
Hispanic	90%	80%	No	91%
White	81%	77%	No	83%
English language learners				
Students with disabilities	48%	34%	No	54%
Economically disadvantaged	63%	52%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	23%	27%
Students scoring at or above Achievement Level 4	74	46%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	110	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	50	65%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		67%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		58%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	30	49%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	71%	No	77%
American Indian				
Asian				
Black/African American	38%	44%	Yes	44%
Hispanic	77%	80%	Yes	79%
White	84%	77%	No	86%
English language learners				
Students with disabilities	55%	50%	No	60%
Economically disadvantaged	65%	59%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	56%	59%
Students scoring at or above Achievement Level 4	66	42%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	110	80%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	50	31%	34%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	73%	75%
Students scoring at or above Achievement Level 4	40	88%	90%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	4%	0%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	0%
Students who are not proficient in reading by third grade	14	27%	15%
Students who receive two or more behavior referrals	10	2%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Curriculum Information Nights	2	50%	55%
Parent Portal Activation	182	53%	60%
Volunteering	176	51%	54%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase the percent of students scoring a level 3 or higher on Math and Reading FCAT 2.0 by 3%

G2. Increase the percent of 4th grade students scoring a level 3.5 or higher on FCAT Writing by 3%

G3. Increase the percent of 5th grade students scoring a level 3 or higher on Science FCAT 2.0 by 2%

G4. Decrease the percentage of students who lose instructional time due to attendance and/or behavioral referrals.

Goals Detail

G1. Increase the percent of students scoring a level 3 or higher on Math and Reading FCAT 2.0 by 3%

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Reading and Math textbooks are available online through the student desktop. Teachers consistently update teacher websites providing numerous useful links that supplement the classroom instruction. FCAT Explorer is available at school and at home for students to utilize throughout the school year. All classroom teachers and staff support Accelerated Reader and promote it through a variety of activities.

- 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. A focused afterschool tutoring opportunity will be provided to students by a highly qualified teacher and para-professional, funded by Title I that will target reading and math skills.

Targeted Barriers to Achieving the Goal

- Inconsistency of technology and lack of participation from students during the intervention/ tutoring opportunities.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Adminsitrative team, classroom teacher, and reading coach.

Target Dates or Schedule:
After completion of each FCA, district assessment, and AIMSweb assessment.

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.

G2. Increase the percent of 4th grade students scoring a level 3.5 or higher on FCAT Writing by 3%

Targets Supported
- Writing

Resources Available to Support the Goal
- Teachers trained in the implementation of Document Based Questioning (DBQ) and Common Core Lead Teachers. Reading coach will work with teachers with specific writing strategies that relate to writing and its relationship to complex text. Collaborative activities that will enhance teachers' delivery of writing instruction.

Targeted Barriers to Achieving the Goal
- Time for focused training in writing instruction.

Plan to Monitor Progress Toward the Goal

Teachers work collaboratively to review student writing products using anaylitical rubric.

Person or Persons Responsible
Teachers, CCLT

Target Dates or Schedule:
Early release days or grade-level meetings.

Evidence of Completion:
Student performance and grade-level minutes.

G3. Increase the percent of 5th grade students scoring a level 3 or higher on Science FCAT 2.0 by 2%

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Content specfic Science text integrated into the core reading curriculum. Differentiated and small group instruction offered in the classroom. Teachers provide students with a variety of hands-on science inquiry activities. Supplemental reading materials provided to students throughout the school year that allows for practice of reading informational text. The use of technology as an instructional resource is routinely used to support science instruction.

Targeted Barriers to Achieving the Goal
- Time and the students' inexperience with higher level common core expectations.

Plan to Monitor Progress Toward the Goal

Student performance on district benchmark assessments and reflection on Science topics.

Person or Persons Responsible
LLT and grade-level teachers, administration.

Target Dates or Schedule:
Monthly LLT and grade-level meetings.

Evidence of Completion:
.Review Science assessment data and student performance as it relates to common core expectations.

G4. Decrease the percentage of students who lose instructional time due to attendance and/or behavioral referrals.

Targets Supported
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Organized staff that addressess both attendance and behaviorial issues. School-based problem solving team that meets regularly to address specific cases, develops action plans, and district support personnel. Eighth Street Elementary is a PBS school where expectations are in place schoolwide and students are reinforced for positive behavior; our approach is proactive.

Targeted Barriers to Achieving the Goal
- Effectively communicating with parents on the correlation between student attendance and/or behavior concerns and it's immediate impact on students' learning gains.

Plan to Monitor Progress Toward the Goal

Decrease the percentage of students who lose instructional time due to attendance and/or discipline referrals.

Person or Persons Responsible

Guidance, administration, peer counselor, teacher, and parent.

Target Dates or Schedule:

Monthly attendance/discipline data meetings.

Evidence of Completion:

SMS reports identifying the decrease of absences/discipline referrals

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percent of students scoring a level 3 or higher on Math and Reading FCAT 2.0 by 3%

G1.B1 Inconsistency of technology and lack of participation from students during the intervention/tutoring opportunities.

G1.B1.S1 Decrease the number students needing intensive reading/math intervention.

Action Step 1

Implement core curriculum in reading and math with fidelity.

Person or Persons Responsible

Classroom Teachers Reading Coach

Target Dates or Schedule

Instruction occurs during the English/Language Arts and Math blocks.

Evidence of Completion

Data notebooks and fidelity checklists.

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

Delivery of reading/math instruction.

Person or Persons Responsible

Administrative team Reading Coach

Target Dates or Schedule

During classroom walk throughs and informal classroom visits.

Evidence of Completion

MCIES data on True North Logic and student data.

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Classroom teacher, administrative team, and reading coach.

Target Dates or Schedule

Grade-level meetings.

Evidence of Completion

Improvement in student performance.

G2. Increase the percent of 4th grade students scoring a level 3.5 or higher on FCAT Writing by 3%

G2.B1 Time for focused training in writing instruction.

G2.B1.S1 Utilize DBQ instruction as a way to increase students' experiences in more complex writing activities.

Action Step 1

Focus of writing instruction and what a quality piece of student writing will look like.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During the course of DBQ instruction in the content areas.

Evidence of Completion

Documentation in lesson plans.

Facilitator:

Reading Coach

Participants:

Teachers (3-5)

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Use and implementaton of DBQ in the writing process.

Person or Persons Responsible

Administrative team and reading coach.

Target Dates or Schedule

During formal and informal classroom visits.

Evidence of Completion

Student product and teacher feedback..

Plan to Monitor Effectiveness of G2.B1.S1

Quality of student writing utilizing DBQ.

Person or Persons Responsible

Teachers, reading coach, and administrative team

Target Dates or Schedule

Throughout the instructional time and grading of student product.

Evidence of Completion

Student perfomance on DBQ activities and demand writing.

G3. Increase the percent of 5th grade students scoring a level 3 or higher on Science FCAT 2.0 by 2%

G3.B1 Time and the students' inexperience with higher level common core expectations.

G3.B1.S1 Use scaffolded practice with science related text in reading block while including common core expectations.

Action Step 1

Utilize the science text/passages more throughout the reading instruction.

Person or Persons Responsible

Teachers and Reading Coach

Target Dates or Schedule

During the reading/science blocks.

Evidence of Completion

Teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Use of Science leveled readers and informational text as part of the reading instruction.

Person or Persons Responsible

Adminstrative team, reading coach, and teacher.

Target Dates or Schedule

During scheduled walkthroughs and classroom visits.

Evidence of Completion

Teacher lesson plans and grade-level meetings.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor the appropriateness of Science leveled readers/passages within the reading block.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

After review of reading and science assessment data during grade-level meetings.

Evidence of Completion

Student performance on Science FCA's and their particiaption in classroom discussions.

G4. Decrease the percentage of students who lose instructional time due to attendance and/or behavioral referrals.

G4.B1 Effectively communicating with parents on the correlation between student attendance and/or behavior concerns and it's immediate impact on students' learning gains.

G4.B1.S1 Increase communication with parents about attendance and discipline concerns utilizing a variety of methods (personal call, written communication, Connect 5 messages, conferences etc.)

Action Step 1

System for tracking student attendance/discipline information as it relates to loss of instructional time.

Person or Persons Responsible

Guidance, administration, peer counselor, and teacher.

Target Dates or Schedule

Attendance and discipline data reviewed weekly.

Evidence of Completion

SMS data that identifies students with excessive absences/tardies and discipline data.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Effective communication with parents relating to attendance/discipline.

Person or Persons Responsible

Guidance, administration, peer counselor, and teacher

Target Dates or Schedule

Attendance and discipline data meetings.

Evidence of Completion

Review attendance/discipline logs to monitor parent contact by school personnel.

Plan to Monitor Effectiveness of G4.B1.S1

Reduction in students' absences and discipline data.

Person or Persons Responsible

Guidance, administration, peer counselor, and teacher.

Target Dates or Schedule

Monthly attendance/discipline data meetings.

Evidence of Completion

SMS reports identifying the decrease of absences/discipline referrals.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

*Title I, Part A: Eighth Street Elementary's Title I budget supports reading, matha, 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 eligilibity 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 imporve 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 proveded to students for instructional software that will enhance literacy/math skills of struggling and early childhood student.

*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 shchool year, intensive skills develeoment 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 educaton 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 eligilbe for the federal Free/Reduced meal program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Increase the percent of 4th grade students scoring a level 3.5 or higher on FCAT Writing by 3%

G2.B1 Time for focused training in writing instruction.

G2.B1.S1 Utilize DBQ instruction as a way to increase students' experiences in more complex writing activities.

PD Opportunity 1

Focus of writing instruction and what a quality piece of student writing will look like.

Facilitator

Reading Coach

Participants

Teachers (3-5)

Target Dates or Schedule

During the course of DBQ instruction in the content areas.

Evidence of Completion

Documentation in lesson plans.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percent of students scoring a level 3 or higher on Math and Reading FCAT 2.0 by 3%	$42,615
	Total	$42,615

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	$42,615	$42,615
Total	$42,615	$42,615

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the percent of students scoring a level 3 or higher on Math and Reading FCAT 2.0 by 3%

G1.B1 Inconsistency of technology and lack of participation from students during the intervention/tutoring opportunities.

G1.B1.S1 Decrease the number students needing intensive reading/math intervention.

Action Step 1

Implement core curriculum in reading and math with fidelity.

Resource Type

Personnel

Resource

Title I funds will provide salaries and fringe benefits for pesonnel (teacher/para-professional) who work directly with students in need of reading/math assistance in the core curriculum, through intervention groups, and afterschool tutoring opportuninties.

Funding Source

Title I

Amount Needed

$42,615