**Marion County Public Schools**

# East Marion Elementary School



## 2019-20 Schoolwide Improvement Plan

## Table of Contents

# East Marion Elementary School

14550 NE 14TH STREET RD, Silver Springs, FL 34488

[ no web address on file ]

## Demographics

## Principal: Sarah Dobbs

Start Date for this Principal: 7/22/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>Hispanic Students<br>White Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: C (42%)<br><br>2017-18: C (45%)<br><br>2016-17: C (44%)<br><br>2015-16: D (39%)<br><br>2014-15: C (41%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Cassandra Brusca |
| **Turnaround Option/Cycle** | N/A |
| **Year** | N/A |
| **Support Tier** | N/A |
| **ESSA Status** | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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.

## Table of Contents

# East Marion Elementary School

14550 NE 14TH STREET RD, Silver Springs, FL 34488

[ no web address on file ]

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 100% |

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

## School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| Grade | C | C | C | D |

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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. 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 staff, parents, and business partner at East Marion Elementary School work together to provide a nurturing, safe environment with instruction that empowers students to be successful and responsible for their learning.

**Provide the school's vision statement.**

East Marion staff members will actively engage all students and families in the learning process and teach students to become critical thinkers, problem solvers and life-long learners.

### School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Hamby, Kendra | Principal | The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision–making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need; and communicates with parents as necessary. |
| Borge-Shaffer, Deborah | Assistant Principal | The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas. |
| Rivera, Stephanie | School Counselor | The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. |
| Pawlowski, Chelsea | Instructional Coach | The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling.She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development. |
| Mobley, Kimberly | Instructional Coach | The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling.She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development. |
| Nieb, Heather | School Counselor | The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---------------------------------|
| | | support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. |
| Cooper, Melicia | Dean | The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families |

## Early Warning Systems

### Current Year

**The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of students enrolled | 71 | 91 | 103 | 104 | 85 | 102 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 556 |
| Attendance below 90 percent | 22 | 33 | 34 | 22 | 26 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 166 |
| One or more suspensions | 1 | 11 | 7 | 10 | 15 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 18 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |

**The number of students with two or more early warning indicators:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Students with two or more indicators | 1 | 23 | 16 | 25 | 29 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |

**The number of students identified as retainees:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Retained Students: Current Year | 2 | 0 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

**FTE units allocated to school (total number of teacher units)**

45

**Date this data was collected or last updated**

Wednesday 7/10/2019

## Prior Year - 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 | 12 | 23 | 21 | 35 | 24 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| One or more suspensions | 7 | 4 | 4 | 24 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| Course failure in ELA or Math | 2 | 11 | 14 | 28 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 71 | 43 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 140 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | |
| Students with two or more indicators | 27 | 24 | 21 | 50 | 29 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 189 |

## Prior Year - 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 | 12 | 23 | 21 | 35 | 24 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| One or more suspensions | 7 | 4 | 4 | 24 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| Course failure in ELA or Math | 2 | 11 | 14 | 28 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 71 | 43 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 140 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | |
| Students with two or more indicators | 27 | 24 | 21 | 50 | 29 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 189 |

## Part II: Needs Assessment/Analysis

**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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | **School** | **District** | **State** | **School** | **District** | **State** |
| ELA Achievement | 41% | 47% | 57% | 41% | 52% | 55% |
| ELA Learning Gains | 50% | 56% | 58% | 45% | 57% | 57% |
| ELA Lowest 25th Percentile | 39% | 52% | 53% | 43% | 53% | 52% |
| Math Achievement | 37% | 51% | 63% | 42% | 52% | 61% |

| School Grade Component | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| Math Learning Gains | 44% | 58% | 62% | 54% | 54% | 61% |
| Math Lowest 25th Percentile | 33% | 49% | 51% | 40% | 43% | 51% |
| Science Achievement | 48% | 47% | 53% | 40% | 51% | 51% |

## EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 71 (0) | 91 (0) | 103 (0) | 104 (0) | 85 (0) | 102 (0) | 556 (0) |
| Attendance below 90 percent | 22 (12) | 33 (23) | 34 (21) | 22 (35) | 26 (24) | 29 (24) | 166 (139) |
| One or more suspensions | 1 (7) | 11 (4) | 7 (4) | 10 (24) | 15 (10) | 15 (6) | 59 (55) |
| Course failure in ELA or Math | 0 (2) | 0 (11) | 0 (14) | 0 (28) | 0 (2) | 0 (0) | 0 (57) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (71) | 18 (43) | 42 (26) | 60 (140) |

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 36% | 44% | -8% | 58% | -22% |
| | 2018 | 33% | 46% | -13% | 57% | -24% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 45% | 49% | -4% | 58% | -13% |
| | 2018 | 42% | 43% | -1% | 56% | -14% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 12% | | | | |
| 05 | 2019 | 42% | 45% | -3% | 56% | -14% |
| | 2018 | 50% | 46% | 4% | 55% | -5% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 43% | 49% | -6% | 62% | -19% |
| | 2018 | 35% | 48% | -13% | 62% | -27% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |

| MATH | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison | |
| 04 | 2019 | 35% | 54% | -19% | 64% | -29% | |
| | 2018 | 49% | 47% | 2% | 62% | -13% | |
| Same Grade Comparison | | -14% | | | | | |
| Cohort Comparison | | 0% | | | | | |
| 05 | 2019 | 33% | 45% | -12% | 60% | -27% | |
| | 2018 | 44% | 50% | -6% | 61% | -17% | |
| Same Grade Comparison | | -11% | | | | | |
| Cohort Comparison | | -16% | | | | | |

| SCIENCE | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison | |
| 05 | 2019 | 46% | 44% | 2% | 53% | -7% | |
| | 2018 | 57% | 49% | 8% | 55% | 2% | |
| Same Grade Comparison | | -11% | | | | | |
| Cohort Comparison | | | | | | | |

## Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 11 | 27 | 14 | 18 | 41 | 33 | 16 | | | | |
| HSP | 55 | 55 | | 47 | 40 | | | | | | |
| MUL | 45 | | | 60 | | | | | | | |
| WHT | 40 | 51 | 40 | 36 | 45 | 34 | 50 | | | | |
| FRL | 36 | 47 | 42 | 32 | 40 | 35 | 43 | | | | |
| 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 | 9 | 39 | 46 | 19 | 19 | 15 | 29 | | | | |
| HSP | 36 | 43 | | 41 | 36 | | | | | | |
| MUL | 60 | | | 60 | | | | | | | |
| WHT | 42 | 46 | 46 | 43 | 50 | 31 | 61 | | | | |
| FRL | 39 | 44 | 47 | 39 | 46 | 29 | 56 | | | | |
| 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 | 21 | 37 | 37 | 20 | 36 | 30 | 12 | | | | |
| HSP | 30 | 58 | | 43 | 63 | | | | | | |
| WHT | 41 | 43 | 40 | 42 | 53 | 40 | 39 | | | | |
| FRL | 35 | 42 | 44 | 39 | 52 | 39 | 38 | | | | |

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 292 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 23 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 49 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 53 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| **White Students** | |
| Federal Index - White Students | 42 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 39 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Mathematics is the data component with the lowest performance in every area: math achievement (37%), leaning gains (44%), and proficiency of the lowest 25th percentile (33%). Students lack math fluency, number sense, computation strategies. Low reading proficiency also contributes to difficulty comprehending multi-step word problems. There seems to be a trend of not increasing or decreasing proficiency levels in both ELA and math. In addition, achievement levels of the lowest 25th percentile and students with disabilities are also historically significantly lower than the state average. Students missing instructional time as a result of being absent, tardy, or checking out early also contributes to the low academic performance.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science proficiency dropped 11 percentage points from 59% in 2018 to 48% in 2019. There was an emphasis on creating projects for a district-wide STEAM showcase which contributed to loss of instructional time. In addition, low reading proficiency contributed to difficulty comprehending the applicative scenarios. The second greatest decline between school years were the achievement levels of the lowest quartile in ELA dropped 7 percentage points from 46% in 2018 to 41% in 2019.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

proficiency levels in mathematics. Overall mathematics achievement was only 37% in comparison to the state's achievement level of 63%. There were also significant gaps in math learning gains (EME: 44% State: 62%) and lowest quartile achievement levels (EME: 33% State: 51%) Students lack math fluency and number sense. Low reading proficiency also contributes to difficulty comprehending multi-step word problems.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The most improvement was in the area of overall ELA learning gains from 46% in 2018 to 50% in 2019. An emphasis on meeting the required number of minutes and pass rate on i-ready along with prescriptive MTSS reading intervention groups contributed to an increase of ELA learning gains.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance and discipline are two areas of concern. 30% of the students during the 2019-2020 school year had an attendance rate below 90 percent which was an increase of 27 students from the previous year. There was a slight increase in the number of out of school suspensions from 55 to 59 incidents.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Establish procedures of Multi-Disciplinary Team and fidelity of implementation of Multi-Tiered Support System for both Academics and Behavior
2. Provide professional development for staff and parents regarding socio-emotional learning
3. Create a school-wide emphasis on Attendance: AIM for On time and Present all day "Attendance is Magnificent"
4. Provide FL Standards-Based and differentiated instruction for ELA, Math, and Science
5. Plan and analyze data collaboratively twice weekly with ongoing support of implementation in the classrooms

## Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | Data analysis and Collaboratively Planning Differentiated Lessons aligned to FL Standards for ELA, MA, and SCI |
| **Rationale** | • Overall ELA Achievement: 41%<br>• Overall ELA Learning Gains: 50%<br>• Overall ELA Lowest 25th Percentile: 39%<br>• Overall MA Achievement: 37%<br>• Overall MA Learning Gains: 44%<br>• Overall MA Lowest 25th Percentile: 33%<br>• Overall Science Achievement: 48%<br>• SWD ELA Achievement: 11%<br>• SWD ELA Learning Gains: 27%<br>• SWD ELA Lowest 25th Percentile: 14%<br>• SWD MA Achievement: 18%<br>• SWD MA Learning Gains: 41%<br>• SWD MA Lowest 25th Percentile: 33%<br>• SWD SCI Achievement: 16%<br>• Low Economic ELA Achievement: 35%<br>• Low Economic ELA Learning Gains: 47%<br>• Low Economic ELA Lowest 25th Percentile: 42%<br>• Low Economic MA Achievement: 32%<br>• Low Economic MA Learning Gains: 40%<br>• Low Economic MA Lowest 25th Percentile: 35%<br>• Low Economic Science Achievement: 43% |
| **State the measurable outcome the school plans to achieve** | If teachers utilize data to determine students' needs and plan differentiated lessons aligned to FL Standards in ELA, Math, and Science then<br>Learning gains of students will increase from:<br>• Total Students 3-5 for ELA: 50% to 70% and MA: 44% to 70%<br>• SWD ELA: 27% to 70% and SWD MA: 41% to 70%<br>• Low Economic ELA: 47% to 70% and Low Economic MA 40% to 70%<br>Proficiency will increase from<br>• Total Students Proficient 3-5 for ELA: 41% to 51%; MA: 37% to 47%; and SCI: 48% to 58%<br>• SWD ELA: 11% to 21%; SWD MA: 18% to 28%<br>• Low Economic ELA: 36% to 45%; Low Economic MA 32% to 42%<br>as measured by FSA and FSSA. |
| **Person responsible for monitoring outcome** | Kendra Hamby (kendra.hamby@marion.k12.fl.us) |
| **Evidence-based Strategy** | Collaborative planning notes, data analysis reports and charts of i-Ready and district testing data, lesson plans |
| **Rationale for Evidence-based Strategy** | • Overall ELA Achievement: 41%<br>• Overall ELA Learning Gains: 50%<br>• Overall ELA Lowest 25th Percentile: 39%<br>• Overall MA Achievement: 37%<br>• Overall MA Learning Gains: 44%<br>• Overall MA Lowest 25th Percentile: 33%<br>• Overall Science Achievement: 48% |

• SWD ELA Achievement: 11%
• SWD ELA Learning Gains: 27%
• SWD ELA Lowest 25th Percentile: 14%
• SWD MA Achievement: 18%
• SWD MA Learning Gains: 41%
• SWD MA Lowest 25th Percentile: 33%
• SWD SCI Achievement: 16%
• Low Economic ELA Achievement: 35%
• Low Economic ELA Learning Gains: 47%
• Low Economic ELA Lowest 25th Percentile: 42%
• Low Economic MA Achievement: 32%
• Low Economic MA Learning Gains: 40%
• Low Economic MA Lowest 25th Percentile: 35%
• Low Economic Science Achievement: 43%

| Action Step | |
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| **Description** | • Create master schedule which allows for common grade level planning during the school day.<br>• Conduct collaborative planning and data analysis sessions twice a week with each grade level. These planning sessions include the SWD and PK teachers. (First day is focused on data analysis and planning for English Language Arts and Social Studies; Second day is focused on data analysis and planning for Math and Science.)<br>• Math: Embed modeling of a number talks during collaborative planning sessions.<br>• Math: Provide school-wide math fluency checks, incentives, and data analysis twice a month for grades 1-5.<br>• Math: Provide training on establishing and incorporating "Classroom Discussion" strategies to engage students in mathematical discourse.<br>• ELA and MA: Incorporate time each collaborative planning session to review data from multiple data sources (district testing, FSA) |
| **Person Responsible** | Kendra Hamby (kendra.hamby@marion.k12.fl.us) |

| #2 | |
|---|---|
| **Title** | Professional Development and ongoing support for high-impact instruction of the FL Standards in ELA, MA, SCI |
| **Rationale** | • Overall ELA Achievement: 41%<br>• Overall ELA Learning Gains: 50%<br>• Overall ELA Lowest 25th Percentile: 39%<br>• Overall MA Achievement: 37%<br>• Overall MA Learning Gains: 44%<br>• Overall MA Lowest 25th Percentile: 33%<br>• Overall Science Achievement: 48%<br>• SWD ELA Achievement: 11%<br>• SWD ELA Learning Gains: 27%<br>• SWD ELA Lowest 25th Percentile: 14%<br>• SWD MA Achievement: 18%<br>• SWD MA Learning Gains: 41%<br>• SWD MA Lowest 25th Percentile: 33%<br>• SWD SCI Achievement: 16%<br>• Low Economic ELA Achievement: 35%<br>• Low Economic ELA Learning Gains: 47%<br>• Low Economic ELA Lowest 25th Percentile: 42%<br>• Low Economic MA Achievement: 32%<br>• Low Economic MA Learning Gains: 40%<br>• Low Economic MA Lowest 25th Percentile: 35%<br>• Low Economic Science Achievement: 43% |
| **State the measurable outcome the school plans to achieve** | If we provide teachers and paraprofessionals with professional development, ongoing support, and feedback regarding high impact instructional strategies then:<br>Learning gains of students will increase from:<br>• Total Students 3-5 for ELA: 50% to 70% and MA: 44% to 70%<br>• SWD ELA: 27% to 70% and SWD MA: 41% to 70%<br>• Low Economic ELA: 47% to 70% and Low Economic MA 40% to 70%<br>Proficiency will increase from<br>• Total Students Proficient 3-5 for ELA: 41% to 51%; MA: 37% to 47%; and SCI: 48% to 58%<br>• SWD ELA: 11% to 21%; SWD MA: 18% to 28%<br>• Low Economic ELA: 36% to 45%; Low Economic MA 32% to 42%<br>as measured by FSA and FSSA. |
| **Person responsible for monitoring outcome** | Kendra Hamby (kendra.hamby@marion.k12.fl.us) |
| **Evidence-based Strategy** | • Setting clear instructional expectations<br>• Increasing student engagement<br>• Incorporating higher-order thinking questions<br>• Infusing distributive checks for understanding<br>• Providing opportunities for students given across content areas to read, speak, and write using evidence from both literary and informational texts |
| **Rationale for Evidence-based Strategy** | Research Strategies outlined Robert Marzano and Mike Schmoker |

| Action Step | |
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| Description | • ELA: Provide professional development on TOP Score curriculum with all teachers of students in grades 2-5.<br>• ELA: Provide professional development on utilizing the writing rubric, engaging students in conferencing and self-reflection of writing.<br>• ELA: Implement school-wide the use of quarterly independent reading goals based on each student's individual reading lexile.<br>• ELA: Implement school-wide literacy fluency checks (K-3)<br>• ELA: Provide access to the media center for students and parents before and after school.<br>• ELA: Provide opportunities are students given across content areas to read, speak, and write using evidence from both literary and informational texts?<br>• Math: Implement school-wide mathematical fluency checks (1-5)<br>• Math: Incorporate number talks daily into the K-5 math block to build mental math and computation strategies.<br>• Math: Incorporate daily spiral review with the use of "Kick Starts."<br>• Math: Provide professional development on the mathematical practices outlined in "Engage in the Mathematical Practices" book with an emphasis on Practice 1: "Make Sense of Problems and Persevere in Solving Them" and Practice 3: "Construct Viable Arguments and Critique the Reasoning of Others"<br>• Conduct "Faculty Focus" monthly sessions to provide professional development and sharing best practices regarding: establishing clear instructional expectations, increasing student engagement, incorporating higher-order thinking questions, and infusing distributive checks of understanding in lessons.<br>• ELA and Math: Provide professional development sessions on effective implementation and data analysis of i-Ready. Examples include:<br>**Disaggregating data to determine the specific standards needing to be addressed for each student.<br>**Using data to determine the resources needed to differentiate instruction for individual students.<br>**Utilizing LAFS and MAFS in small group instruction.<br>**Running reports and monitoring students' usage and pass rate in i-Ready.<br>• Science: Provide professional development on strategies outlined in the book, "What's Your Evidence? Engaging K-5 Students in Constructing Explanations in Science"<br>• Science: Provide 5th grade pacing guide, hands-on inquiry based lessons, and materials to address the standards taught in previous grade levels.<br>• Math and Science: Integrating literacy across content areas by incorporating school-wide use of recording application of concepts in math and science journals. |
| Person Responsible | Deborah Borge-Shaffer (deborah.borge-shaffer@marion.k12.fl.us) |

| #3 | |
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| **Title** | Socioemotional learning and School-wide Attendance Focus |
| **Rationale** | During the 2018-2019 school year, 30% of the students had an attendance rate below 90 percent. 11% of the students had one or more out of school suspensions. |

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| **State the measurable outcome the school plans to achieve** | If school stakeholders receive targeted professional development on ongoing support to implement social emotional learning then the school will decrease the number of students that have below 90% average of attendance from 166 to 150 students and decrease discipline referrals resulting in out of school suspensions from 59 to 50 students for the school year. |
| **Person responsible for monitoring outcome** | Kendra Hamby (kendra.hamby@marion.k12.fl.us) |
| **Evidence-based Strategy** | Attendance reports (tardies, absences, early check-outs)<br>Discipline referral reports<br>MDT and CST referrals |
| **Rationale for Evidence-based Strategy** | During the 2018-2019 school year, 30% of the students had an attendance rate below 90 percent. 11% of the students had one or more out of school suspensions. |

**Action Step**

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| **Description** | • Conduct school level leadership team training with district support stakeholders on Multi-Disciplinary Team processes.<br>• Provide professional development (monthly modules) for instructional and non-instructional personnel on "Love and Logic" strategies with follow-up implement/support.<br>• Provide stipends for extended learning opportunities for instructional paraprofessionals beyond their contracted time.<br>• Implement school-wide use of "Cool Down Areas" with "Cool Down Buckets and Resources" in every classroom and common area.<br>• Implement school-wide use of documentation logs (academic/behavior and action taken).<br>• Implement the use of a school-wide parent/teacher conference form.<br>• Implement the Sanford Harmony curriculum with daily implementation of the Buddy Up strategy.<br>• Provide professional development for all teachers on how to implement the Sanford Harmony curriculum.<br>• Provide SEDNET professional development for teachers new to East Marion and a refresher for the entire staff.<br>• Provide mentors and support to the guidance counselors for effective organization and implementation of the MTSS process.<br>• Provide Love and Logic parenting sessions.<br>• Create school-wide theme, "Wild About Learning" which includes the implementation of the ROAR expectations R-Respect, O-Own choices, A-Act Safely, and R-Ready to Learn. There is an emphasis on "Ready to Learn" which includes attendance.<br>• Emphasize School-wide attendance expectations/slogan, "AIM for On-time and Present all day" on bulletin board and weekly recognition of students on morning T.V. announcements.<br>• Provide arrows for each student to track their daily attendance and submit as a "ticket" for a weekly drawing (prize for parent and student) if on-time and present every day that week. |

• Organize and implement grade level "Early Release Rotations and Celebration" on early release days to help reduce the quantity of students absent on early release days. The celebration rotation will be organized by the special area teachers for students that were "On-Time and Present all day" 90% or more instructional days (during the timespan between Early Release days).
• Recognize a class per grade level weekly with the highest percentage of being "On time and Present all day" by announcing on morning T.V. "Bob Broadcasting" and present the "AIM-Attendance Is Magnificent" arrow to the class to display for the week.
• Present a paper "bulls eye" to classes with 100% attendance each day to display outside the classroom door.
• Send letters, at the beginning of the school year, to parents who had students that were absent or tardy ten or more days during the 2018-2019 school year outlining expectations.

**Person Responsible**    Melicia Cooper (melicia.cooper@marion.k12.fl.us)

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan 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.**

Parents are involved throughout the school year in the planning, review, and improvement of Title I programs. Lines of communication are kept open as the principal has an "open door" policy, welcoming input from parents. There are advertised meetings that are scheduled to also seek input from parents. For instance, on a monthly basis, the principal meets with the Parent Teacher Association Board Members. The School Advisory Council meets quarterly as well to offer input and review of the School Improvement Plan, Parent Involvement Plan, and the Parent-School Compact. In the spring, a school-wide survey is distributed to parents in order to gain insight and help East Marion Elementary School develop relevant goals and strategies for the upcoming school year.

### PFEP Link
The school completes a Parental Involvement Plan (PFEP), 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.**

A skilled staff that includes: a school psychologist, staffing specialist, guidance counselor (background in mental health services), student services manager/ dean, behavior specialist, and social worker; address the needs of our students with disabilities (SWD) of which 99 students compromise 15.1% of school's total enrollment; through the implementation of a number of individualized services. Those services include but are not limited to: Individual Education Plans, individual and group counseling, 504

accommodations, ELL support, parent/teacher conferences, behavior plans, and rewards. Historically SWD have performed in the lowest 25% grades 3-5 on standardized assessments. Therefore, each student's cumulative folder is thoroughly reviewed by the teacher and/or staff so that the most effective academic/behavior action plan can be developed to address their needs.
A multi-tiered system of support/interventions (MTSS), psycho-educational testing, and observations for occupational, speech, or physical therapies are also implemented to ensure all students are exactly where they need to be and are receiving the services they need to succeed in the classroom. Communication between staff members is paramount and done on a daily basis through e-mails and personal visits to classrooms and offices. In addition to services, students are able to earn rewards on a daily basis. In order to help keep students motivated to learn and stay on track with their academic and behavioral goals. Students are rewarded for their progress with incentives such as Bobcat Bucks, Golden Ticket Events, the Bobcat Boutique, and monthly PBS rewards.

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

Stagger Start is a district wide program designed to assist students in transitioning into local elementary schools. Approximately 6 students per day attend school during the first three days, giving staff
the opportunity to administer assessments, to develop one-on-one relationships with students, and to reduce anxiety associated with starting school.

Title 1 funds are used to deliver parent workshops which provides specific strategies for improving reading achievement. During the spring and summer kindergarten enrollment periods, information is shared
with parents regarding the state funded Voluntary Pre-K opportunities and the Home Instruction of Parents of Pre-School Youngsters (HIPPY). Florida's Voluntary Pre-K, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs.

Federal and state funding is used to provide programs for our preschool children. MCPS utilizes Developmentally Appropriate Practice (DAP) curricula which encourages teachers to make choices about education based on sound knowledge of child development and learning processes while taking into account individual differences and needs, as well as social and cultural constructs. Teachers are free to make decisions based on what children need developmentally (generalized by age and stage), individually, and culturally to make the most of their educational experiences. East Marion has 3 DAP pre-school classrooms. FLKRS administered to kindergartners within the first 30 days are also used to evaluate the effectiveness of these our Pre-K programs.

Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program.
Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

**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 Synergy Team, comprised of school based Administration, Student Service Manager, guidance counselor, content area specialists, district level staff- school psychologist, Behavior Specialist and social worker, will meet on a monthly basis to discuss the needs of the school. This team also functions as the MTSS core (tier 1) team and reviews varying data inclusive of universal screener (iReady, EWS, ODRs, Attendance). They will monitor the effectiveness of intervention programs by evaluating the data collection of school-wide universal screeners, as well as student group data.

Title I paraprofessionals are assigned to specific grade level(s) to collaboratively plan with general education teachers to work with groups of students and the collection of data for students in the MTSS process (Tier II and III).The MTSS problem solving teams meet regularly to look at data and develop on-going progress monitoring systems regarding implementation at the school site. Monthly meetings with school leadership provide opportunity for on-going development as well as small group/ breakout sessions specific to MTSS.

The MTSS Leadership Team follows the following process:
Step 1: Problem Identification – identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring
Step 3: Intervention Design - decide what is going to be done about the problem
Step 4: Response to Intervention –Monitor progress and determine "Is it working?"

*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 after school tutoring opportunities, and the acquisition of instructional materials.

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.
At East Marion, parent engagement events are scheduled to be hosted both at the school and in the community. For example, a parent engagement event regarding math will be held at the local grocery store, Winn Dixie. Another event incorporating literacy and the arts will be held at the local public library. In addition, the school will coordinate opportunities with our recently secured business partner.