

Marion County Public Schools

Eighth Street Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	17
Budget to Support Goals	0

Eighth Street Elementary School

513 SE 8TH ST, Ocala, FL 34471

[no web address on file]

Demographics

Principal: Ryan Bennett

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (70%) 2017-18: A (65%) 2016-17: A (64%) 2015-16: A (68%) 2014-15: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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.

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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	17
Budget to Support Goals	0

Eighth Street Elementary School

513 SE 8TH ST, Ocala, FL 34471

[no web address on file]

School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Prestipino, Dawn	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.
Esquivel, Amanda	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.
Howell, Karen	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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	55	75	69	76	69	0	0	0	0	0	0	0	407
Attendance below 90 percent	11	11	10	13	11	9	0	0	0	0	0	0	0	65
One or more suspensions	6	3	3	3	8	1	0	0	0	0	0	0	0	24
Course failure in ELA or Math	3	4	5	1	5	2	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	12	8	6	0	0	0	0	0	0	0	26

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	8	3	8	6	15	19	0	0	0	0	0	0	0	59

The number of students identified as retainees:

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

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

27

Date this data was collected or last updated

Tuesday 7/23/2019

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

The number of students 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	0	3	8	10	13	8	0	0	0	0	0	0	0	42

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

The number of students 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	0	3	8	10	13	8	0	0	0	0	0	0	0	42

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	71%	47%	57%	73%	52%	55%
ELA Learning Gains	68%	56%	58%	68%	57%	57%
ELA Lowest 25th Percentile	56%	52%	53%	50%	53%	52%
Math Achievement	74%	51%	63%	73%	52%	61%
Math Learning Gains	78%	58%	62%	61%	54%	61%
Math Lowest 25th Percentile	68%	49%	51%	50%	43%	51%
Science Achievement	75%	47%	53%	74%	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	63 (0)	55 (0)	75 (0)	69 (0)	76 (0)	69 (0)	407 (0)
Attendance below 90 percent	11 (0)	11 (1)	10 (2)	13 (3)	11 (4)	9 (3)	65 (13)
One or more suspensions	6 (0)	3 (1)	3 (3)	3 (2)	8 (7)	1 (3)	24 (16)
Course failure in ELA or Math	3 (0)	4 (0)	5 (0)	1 (0)	5 (3)	2 (0)	20 (3)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (0)	8 (21)	6 (11)	26 (32)

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	65%	44%	21%	58%	7%
	2018	60%	46%	14%	57%	3%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	66%	49%	17%	58%	8%
	2018	72%	43%	29%	56%	16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		6%				
05	2019	75%	45%	30%	56%	19%
	2018	69%	46%	23%	55%	14%
Same Grade Comparison		6%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	49%	10%	62%	-3%
	2018	54%	48%	6%	62%	-8%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	72%	54%	18%	64%	8%
	2018	71%	47%	24%	62%	9%
Same Grade Comparison		1%				
Cohort Comparison		18%				
05	2019	80%	45%	35%	60%	20%
	2018	77%	50%	27%	61%	16%
Same Grade Comparison		3%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	72%	44%	28%	53%	19%
	2018	78%	49%	29%	55%	23%
Same Grade Comparison		-6%				
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	59	53		59	73						
BLK	48	50	38	54	63						
HSP	70	76		67	82		50				
WHT	75	72	61	79	80	72	82				
FRL	59	63	57	62	78	68	61				

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

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)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	61
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	74
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	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

Third grade math. Teachers didn't get all standards taught in a timely matter. Too much time was spent on certain skills. The percentage was up slightly from previous year's group, but still below state average.

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

Fourth grade ELA. Concentration was on the writing piece, which showed improvement. A new reading series might have contributed to the slight decrease (6%).

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.

Third grade math which went up 5% from last year, but still below state by 3%.

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

Fifth grade ELA. Focused on writing instruction.

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 out of school suspensions are a concern.

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

1. Reading at all levels
2. Writing at all levels
3. Math at all levels
4. Focus on behavior modification
5. Focus on attendance of students with EWI

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Text Based Writing
Rationale	Proficiency levels were good for text based writing, but improvement needed in text based writing growth between 4th and 5th grade.
State the measurable outcome the school plans to achieve	If we strengthen writing instruction in all grade levels through PD, provide a school wide research based curriculum (Top Score), then our lower quartile 4th and 5th grade students will show a 5% increase in proficiency in ELA as measured by the 2019-2020 FSA.
Person responsible for monitoring outcome	Dawn Prestipino (dawn.prestipino@marion.k12.fl.us)
Evidence-based Strategy	Adopt a common writing program (Top Score) for 2-5 grades. Provide PD for all 2-5 teachers.
Rationale for Evidence-based Strategy	By adopting a "common" research based writing curriculum, students will be exposed to common vocabulary and writing processes through each grade level. Demand writing assessments three times a year and the FSA Writing will provide data. Data should show an increase in overall writing scores and growth between 4th and 5th grade FSA Writes.
Action Step	
Description	<ol style="list-style-type: none"> 1. Purchase Top Score writing program for grades 2-5. 2. Professional Development for teachers 3. Data collection (at least 3 writings) before FSA testing 4. Writing lesson plans monitored 5. Writing Camp (after school tutoring)
Person Responsible	Dawn Prestipino (dawn.prestipino@marion.k12.fl.us)

#2	
Title	ELA and Math
Rationale	Third grade math scores are 3% lower than the state. Although there was some growth noted this year, more understanding of the math standards is needed to ensure all students are taught tested standards and math fact fluency for 1-5 grade students.
State the measurable outcome the school plans to achieve	<p>If we provide teachers with professional development focused on deepening their understanding of grade level and content area standards and how to effectively plan for instruction that is aligned with Florida State Standards then the following will improve on the state assessments:</p> <p>ELA student learning gains from 68% to 75%</p> <p>ELA lowest 25 percentile from 56% to 60%</p> <p>ELA student proficiency from 71 to 75%</p> <p>Math student learning gains from 78% to 80%</p> <p>Math lowest 25 percentile from 68% to 70%</p> <p>Math student proficiency from 74% to 76%</p>
Person responsible for monitoring outcome	Dawn Prestipino (dawn.prestipino@marion.k12.fl.us)
Evidence-based Strategy	Collaborative planning weekly to study the standards and item specs utilizing county created curriculum maps and CPALMS. District personnel to train on Item Specs and depth of standards.
Rationale for Evidence-based Strategy	The teachers have worked very hard to teach math skills, but are unfamiliar with the depth of the skills and struggle with pacing of the many skills that need taught. The weekly collaborating and further training from district personnel will help teachers to understand the standards better and which should help them meet the needs of their students better.
Action Step	
Description	<ol style="list-style-type: none"> 1. PD- FL Standards/Item Spec training and weekly collaboration 2. Utilize iReady data to track progress 3. Reflex computerized program for math fact fluency. 4. iReady practice books, Teacher Toolbox, online student program 5. Math Tutoring (before/after school)
Person Responsible	Dawn Prestipino (dawn.prestipino@marion.k12.fl.us)

#3	
Title	ELA/Math Black/African American Students
Rationale	Forty-eight percent of African American students are scoring proficient in ELA compared to 75% of white students. Fifty-four percent of African American students are scoring proficient in math compared to 79% of white students.
State the measurable outcome the school plans to achieve	If we provide teachers with professional development focused on setting clear learning expectations, increasing student engagement, and infusing rigor and relevance into their instruction then learning gains of ELA/Math lowest 25th percentile will increase from 38% to 45% and proficiency from to as measured by district data analysis, QSMA, CSMA and FSA.
Person responsible for monitoring outcome	Dawn Prestipino (dawn.prestipino@marion.k12.fl.us)
Evidence-based Strategy	Rigor, Relevance, and Relationship training from the Center for Educational Leadership Group.
Rationale for Evidence-based Strategy	Eighth Street Theme for the year is "You Matter". The major component is students taking ownership of their learning. Students will track their data and lead parent conferences. Students need to understand the relevance and of what they are learning in order for the learning to become important to them.
Action Step	
Description	<ol style="list-style-type: none"> 1. PD in relevance for teachers. How to make lessons relevant to students. 2. PD in student lead conferencing for teachers. (Teachers will train students) 3. 4. 5.
Person Responsible	Dawn Prestipino (dawn.prestipino@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).

If we hire a Parent Liaison to help plan and communicate to Families. More families will attend Family Engagement events.

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.

Families are very involved with Eighth Street Elementary. There are many "traditional" family and school events. Attendance isn't as good for academic events alone. This year we are pairing up academic events with the traditional events so more families have access to the academic information. ESES targets for parental engagement are to improve parent awareness of curriculum changes (FL Standards), support of students academic progress through improved communication with parents, and providing opportunities for parents to be involved in their students' education. Eighth Street Elementary will work closely with our business partner. Volunteering at the school will be encouraged and advertised to the community and families. Eighth Street will reach out to Osceola Middle School and Forest High School for student mentors and tutors.

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.

The primary responsibility of Eighth Street Elementary (ESES) guidance personnel is to respond proactively to the social-emotional needs of our students by providing a Character Education program. They also act as a clearinghouse of community resources that are available to our families and staff. Our guidance counselor works with students; helping them to deal appropriately with social situations, providing crisis intervention as needed, and monitoring academic/behavioral concerns. The guidance counselor works closely with the school social worker and the district homeless liaison to identify and assist families in meeting with basic needs such as food, shelter, and clothing. Our Student Service Manager (dean) and Behavior Tech work one on one and small group with students in need of behavioral/social assistance. When possible, they assist in the classroom setting. Eighth Street provides effective student support services which ensures that every student is ready and able to learn, despite barriers.

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

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

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

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

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

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

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

*Title III: Services are provided through the District for educational materials and ELL district support services on an as needed basis, to improve the academic success of immigrant and English Language Learners (ELL).

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

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

Eighth Street Elementary School partners with Glover Law Firm to provide our students with an enriching education that allows them to perform at their highest potential. Glover Law Firm provides support through mentor programs and reading readiness programs.

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