Marion County Public Schools

East Marion Elementary School

2017-18 Schoolwide Improvement Plan

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	11%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	F

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for East Marion Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

East Marion will provide quality learning conditions for our children within a nurturing, safe environment where instruction empowers students to be successful and responsible for their learning both in and out of school.

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The staff at East Marion work together to build relationships with students and families while providing an atmosphere conducive to learning. Scripted Prowl days at the beginning of the year allow students to meet and get to know not only their teachers, but also the principal, assistant principal, student services manager, guidance counselor, librarian, and cafeteria staff. During these introductions students learn procedures and expectations as well as how the people behind each title are there to support all members of our school. The Prowl Days allow student to begin to see they are members of our family of learners who respect & support one another. The principal uses her first assembly to introduce the concept of the importance of a growth mindset. This foundation allows students to see that our ROAR expectations (Respect Yourself & Others; Own your choices; Act safely; Ready to Learn) are truly the pathway to success at East Marion.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The faculty and staff of East Marion Elementary believe all students can behave appropriately, and we
will provide the best curriculum and environment necessary for optimum educational growth.Teachers and staff begin the year by modeling our ROAR expectations during our "Prowl Days." These scripted days set a consistent tone for a positive learning environment. Students are continually exposed to the expectations and the rules through not only daily instruction in the classroom, but also consistent reminders in every other school setting. East Marion staff insure a safe environment by modeling expectations and providing curriculum that focuses on creating a positive environment where students feel safe.

East Marion implements a Positive Behavior Support program to help reinforce good choices and therefore creating knowledge and habits that students will need to be successful. goal is to provide students with the background knowledge to help them be successful as a future productive citizen. Through home and
school working together, we can aid students in making appropriate decisions governing

their
behavior.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The faculty and staff at East Marion Elementary believe all students can behave appropriately and we
will provide the best curriculum and environment necessary for optimum educational growth. To
facilitate this and in order to guarantee all students in the classroom the excellent learning climate
they deserve, certain expectations and consequences have been developed. East Marion has a clear and consistent behavior management and intervention process that is laid out for teachers and families in their respective handbooks.

Through home and school working together, we can aid students in making appropriate decisions governing their
behavior.These expectations are school-wide and will be visible to all students, parents, visitors and
volunteers. School Wide Expectations: 1. R: Respect Yourself & Others; 2. O: Own your choices; 3. A: Act safely;
4. R: Ready, Set, Learn

Along with these expectations our school is utilizing PBS(positive behavior support). We have a committee that has attended the PBS training and has been training the rest of our staff. Students earn rewards through our token economy. Additionally appropriate behavior and character are celebrated and recognized in school wide assemblies and events.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

With a skilled staff that includes: a school psychologist, staffing specialist, a mental health trained guidance counselor, student services manager/ dean, behavior specialist, and social worker; student needs are addressed through the implementation of a number of individual services. Those services include but are not limited to: Individual Education Plans, individual and group counseling, 504 accommodations, parent/teacher conferences, behavior plans, and rewards. Each student's cumulative folder is thoroughly reviewed by the teacher so he can determine the best academic and/or behavior path for each individual student.

A multi-tiered system of support/interventions, 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.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school district has built the capacity within our data program Unify/ Performance Matters that allows a
school to research the following early warning signs: Attendance below 90 percent; one or more suspensions; course failure in ELA or MA; level 1 on statewide assessment.

The school leadership team often reviews student data and identifies those at risk of and/or show up
under the EWS report. These students are targeted for intervention in those areas where they shown to be at risk.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	23	18	34	27	30	0	0	0	0	0	0	0	148
One or more suspensions	1	8	1	27	14	15	0	0	0	0	0	0	0	66
Course failure in ELA or Math	0	8	16	30	2	0	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	12	20	29	0	0	0	0	0	0	0	61

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	16	15	57	31	37	27	0	0	0	0	0	0	186

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The purpose of the core Leadership Team is to:
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at
all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/
enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment
of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to each grade level and to facilitate problem solving within the content/grade
level teams. The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:
• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/ Supplemental and Tier
3/Intensive)• Create, manage and update the school resource map• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3 • Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Organize and support systematic data collection (e.g., district and state assessments; during-the grading period school assessments/checks for understanding; in-school surveys) • Assist and monitor teacher use of Common Boards per unit of instruction. (data will be collected and analyzed by grade level teams and reported to the Leadership Team/PSLT)• Strengthen the Tier 1 (core curriculum) instruction through the Implementation and support of Common Boards, collaborative planning structures; data walls; learning scales; and learning artifacts *Implementation of research-based scientifically validated instructional strategies and/or Interventions.•Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences. • On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/ documents/465769.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

East Marion Elementary works hard at building positive relationships with families. The school hosts different family nights like standards awareness night, reading and writing

event, math night etc, to invite students and families to come out and enjoy a fun filled night at our school while learning about the Florida Standards and showcasing the talents of our children. We encourage parents to participate in all of our events by sending home flyers, making parent Skylert phone calls, using Twitter, and posting everything on our website.

We make every effort to communicate every child's progress to the parents by sending home quarterly
progress alerts and having parent teacher conferences.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Parker, Suzette	Principal
Ray, Janice	Guidance Counselor
Borge-Shaffer, Deborah	Assistant Principal
Maxwell, Linda	Instructional Coach
Benavides, Erin	Instructional Coach
Miller, Jeffrey	Dean
Hodges, Phyllis	Instructional Coach

b. Duties

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

Suzette Parker serves as the instructional leader at East Marion Elementary and sets the agenda and the weekly focus for the team. She conducts walk throughs on a daily basis, coach's teachers and works with team members to gather information and resources to assist teachers in the teaching and learning process. Deborah Borge-Shaffer is the assistant principal for curriculum and works to ensure all teachers are equipped with the instructional materials needed to teach the Florida standards. She also works to make sure the school master calendar is based on what the needs of students and meets the district and state requirements. Linda Maxwell, Phyllis Hodges, and Erin Benevides are the Content Area Specialists (CAS) in literacy, math, and science respectively and work closely with school administration to ensure all teachers are equipped to deliver a rigorous standards based program through the use of modeling, coaching. and most importantly through direct instruction for students. They also plays a vital role in progress monitoring and professional development. Janice Ray is our Guidance Counselor and works closely with all teachers through the MTSS process to ensure all students are receiving the needed supports to insure success. Jeff Miller is our Student Services Manager/Dean. He manages our PBS Behavior program as well as assisting and supporting teachers, parents and students through the behavior management and intervention process.

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

The 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?"

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Rebecca Penuel	Education Support Employee
Krystal Green	Parent
Suzette Parker	Principal
Deborah Borge-Shaffer	Principal
Dave Taylor	Business/Community
Darrell Baker	Teacher
William Cameron	Parent
Cassandra Cameron	Parent
Linda King	Teacher
Lacy Null	Parent
Justin Null	Parent
Janice Gunderson	Education Support Employee
Brenda Pizzulo	Teacher
Benita Hemperly	Business/Community
Cynthia Whipple	Parent
Kristen Sawyer	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school
data that affects student achievement, and evaluate progress towards meeting the prior year's school
improvement goal(s). That analysis will then guide the development of this year's SIP.

b. Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school
data that affects student achievement, evaluate progress towards meeting the prior year's school
improvement goal(s), develop the school improvement plan, vote on the school improvement plan,
monitor the school improvement plan, review the school improvement plan as needed, plan and carry
out activities that support the school improvement plan.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum,
instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC

committee to do the analyses of these areas. Using data and all components of the school
improvement plan, the goals of the SAC committee will be directly tied to student achievement
progress.

c. Preparation of the school's annual budget and plan

The SAC through the team's assistance in the preparation and evaluation of the schools CIMS, as
well as the results of this plan, is to also assist the principal with the annual school budget. The team
helps to establish school goals, evaluation of those goals, and resources to support the goals. These
resources can and often do require funding. Based on these needs the SAC serves to assist in
planning for the budgeting of resources based on the school's annual budget allocation.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

None were allocated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Parker, Suzette	Principal
Borge-Shaffer, Deborah	Assistant Principal
Ray, Janice	Guidance Counselor
Maxwell, Linda	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP. Members include: Principal, Assistant Principal, Content Area Literacy Specialist; ESE Teacher, librarian, & grade level representatives.

The principal is the LLT (ILT) chairperson. The Content Area Literacy Specialist is a member of the team and provides extensive expertise in data analysis and reading/ writing instruction in all content areas. The LLT is grounded in a shared or distributive

leadership model where content teachers, the Content Area Literacy Specialist, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals
focus.

The LLT members monitors reading/writing data, identifies school-wide and individual teachers'
reading/writing-focused instructional strengths and weaknesses, and creates a professional
development plan to support identified instructional needs in conjunction with the Problem Solving
Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT
to collaborate and share information with all site stakeholders including other administrators,
teachers, staff members, parents and students.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each grade level has an established teaching professional as the Grade Level Chair. The Grade Chair serves as a leader in disemmintaing content information from district leadership. The grade level chair also leads the Collaborative planning meeting where Common Boards are planned and discussed. In addition, each grade level chair serves as a STEAM lead to coordinate all STEAM activities (review, selection, implementation, and review of data of the activity implemented with students).

In addition to the structure of the grade level chairperson; each grade level also designates one member to serve on the Principal's leadership committee which is designed to promote shared governance, leadership and decision making in the school. This teacher attends monthly committee meetings with administration for planning, evaluating and discussing/ deciding on various school-based initiatives and goals.

Grade levels share the same specials and duty times. This makes available time periods for teachers to collaborate together during specials and after school hours. In addition, all grade levels have
common MTSS blocks for student specific intervention needs.. Students are placed in a group based on intervention need that is often with other trained teachers outside the students' homeroom class. This drives collaboration between teachers within the MTSS blocks.

Each of these explicit collaborative structures from within and outside the grade level towards positively working together and the goal of student achievement.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Ongoing District participation in Teacher Recruitment Fairs occur under the oversight of Human Resources & School Development and Evaluation. All applicants must be pre-

approved by the District from these events. to be selected for employment in MCPS. New hires are encouraged and paid to attend a multi-day mentoring event ("Great Beginnings"). This event culminates in a "free shopping" event that is sponsored by our MC Public Education Foundation's Tools for Teaching Store. Through participation in these two events, new hires are empowered with knowledge that will make the start of school smooth and successful, as well as provided physical resources to set up their classrooms for students.

The Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The
teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/
administration evaluation data. Both school level and MCPS level Mentoring program for new teachers are essential for teacher retention and are ongoing through the course of the year.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Peer/mentor teachers will be assigned to staff who have moved to a new grade-level and/or new to the
school. Throughout the school year they will participate in grade level collaborative meetings, the
district's PEC program (if applicable), as well as schoolwide activities. Professional Development
opportunities will be provided at the school site, district level, and online (i.e. Moodle). The administration
will observe several times throughout the school year and provide feedback to the new teacher through
both informal and formal (MCIES) coaching methods. Assistance will be provided as needed and
through the coaching model. The responsibility of our teacher mentoring program/plan will be provided
by the administration, selected faculty members who are qualified and/or district personnel.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

MCPS has required by state statute, adopted a comprehensive plan for student progression,
which includes standards for evaluating each student's performance, including mastery of the Florida
Standards. The plan also provides specific levels of performance in reading, writing, science, and
mathematics at each grade level that includes the levels of performance on statewide assessments
(as established by the Commissioner) at which a student must receive remediation or be retained.

The MCPS pupil progression plan can be viewed at: https://www.marionschools.net/ Domain/4229

Pursuant to State law, MCPS Board policies require purchasing current instructional materials so that
each student has a textbook or other instructional materials as a major tool of instruction in core
courses of the appropriate subject areas of mathematics, language arts, science, social studies,
reading, and literature for grades K-12. The primary objective of such instructional materials shall be
to enrich, support, and implement the educational program of the school. These purchases shall be
for instructional materials included on the State-adopted list, except as otherwise provided in State
law, and shall be made within the first two years of the adoption cycle. The primary objective of such
instructional materials shall be to enrich, support, and implement the educational program of the
school.

Teachers are required to plan standards based lessons using Common Boards. One hour of common planning time per week is designated by each grade level for collaboratively planning Common Boards as well as discussing best practices.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

MCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of
Support Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student
needs using learning rate over time and level of performance to make important instructional
decisions. PS-Rt/MTSS involves the systematic use of assessment data to most efficiently allocate
resources in order to improve learning for all students. To ensure efficient use of resources, schools
begin with the identification of trends and patterns using school-wide (FSA, LEOC) and grade-level data (Benchmark data which will be gathered through iReady this year). Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.The schools core Tier 1 team (Synergy Team) reviews universal screening data to determine need areas by subject and grade level. This team serves to identify these needs, problem solve these needs, as well as monitor and make adjustments to these needs, as necessary. The school also has Tier 2 teams for group identification and differentiation of

needs, and Tier 3 (Problem Solving Team) for individual student planning, intervention, fidelity, and progress monitoring.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 10,800

Main focus of the program is the improvement of reading skills; ie, comprehension, inferencing,
drawing conclusion, fact vs opinion, and evaluating author's purpose. Teachers will collaborate
using a variety of strategies targeted for individual student needs to increase student performance.

Strategy Rationale

Data will be collected through I-Ready, pre-assessments, formal test, informal test, teacher
observations, and performance task completion and compiled to determine which students meet
the criteria for each intervention. Students will be assessed on a regular basis throughout the intervention for growth, and to show the effectiveness of the intervention. Qualified instructors will engage students in small group and one-on-one instruction applying rigorous lessons to enhance student's comprehension and understanding

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Parker, Suzette, suzette.parker@marion.k12.fl.us

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

Reading data will be collected from specific intervention programs through the use of iReady. Students who are displaying mastery will be moved to next levels. Reading skills will be measured through iReady, and progress towards grade level targets will be an indicator of reading improvement and the effectiveness of the reading program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

STAGGER START is a district wide program designed to assist students in transitioning into local
elementary schools. Approximately 9 students per day attend school during the first two days, giving staff
the opportunity to administer assessments, to develop one-on-one relationships with students, and to
reduce anxiety associated with starting school. The Wonders placement test and FLKRS are
assessment tools used to determine the readiness needs of these Kindergarten students. Students
who need intensive interventions will receive additional assistance from trained teachers and
paraprofessionals, utilizing Reading Mastery and Early Interventions in Reading.

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 2 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. MCPS also provides a Summer VPK Program for all eligible Pre-K students. East Marion is a host of one of these summer programs for VPK.

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.

b. College and Career Readiness

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

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we strengthen Tier 1 instruction through planning and implementation of rigorous standards based lessons, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we strengthen Tier 1 instruction through planning and implementation of rigorous standards based lessons, then student achievement will increase. 1a

🔑 G095907

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	47.0
FSA Mathematics Achievement	50.0
ELA/Reading Gains	50.0
Math Gains	60.0
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Support needed for standards based curricular planning
- School culture
- Lack of collaborative planning support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development opportunities
- District program specialists
- School based content area specialists
- School based leadership team
- Principal's advisory council

Plan to Monitor Progress Toward G1. 8

The data from iReady and subject specific progress monitoring points will be evaluated throughout the school year for each student.

Person Responsible
Deborah Borge-Shaffer

Schedule
Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion
The graphs that are collected throughout the year show each students growth. The graph will allow the leadership team to determine if the students are showing signs of the proper growth.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If we strengthen Tier 1 instruction through planning and implementation of rigorous standards based lessons, then student achievement will increase. 1

🔍 G095907

G1.B1 Support needed for standards based curricular planning 2

🔍 B258118

G1.B1.S1 Professional development for teachers for Essential 5: Common boards; collaborative planning; student artifacts; data walls; lesson scales 4

🔍 S273243

Strategy Rationale

Teachers will be able to utilize the new skills learned through professional development to increase effective standards based instruction within each core subject area

Action Step 1 5

Professional development and materials will be provided on Essential 5.

Person Responsible

Suzette Parker

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs and student interaction with lesson content

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

Classroom walkhroughs and observation will indicate implementation.

Person Responsible

Suzette Parker

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

TruNorth Logic will indicate walktjrough data, and increase in student achievement on progress monitoring points will indicate level of success.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observations will be conducted to determine if the teachers are utilizing the information
from the professional development correctly or need assistance; teacher survey after PD will be administered.

Person Responsible

Deborah Borge-Shaffer

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

True North Logic will be used to collect observation notes; teacher surveys will indicate strength of learning opportunity.

G1.B1.S2 Assistance with navigating new curriculum maps and how to design effective lesson plans using the maps as a blueprint 4

🔑 S273244

Strategy Rationale

Teachers will be able to incorporate ideas and suggestions from the curriculum maps to form relevant and engaging lessons in each core subject

Action Step 1 5

Teachers will collaborate weekly to plan common boards and share best practices.

Person Responsible

Deborah Borge-Shaffer

Schedule

Weekly, from 8/11/2017 to 5/25/2018

Evidence of Completion

Minutes from meeting will be available and shared with other grade levels for vertical planning purposes

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

Administrative team and content area specialists will attend collaborative sessions at each grade level to offer support

Person Responsible

Deborah Borge-Shaffer

Schedule

Weekly, from 8/22/2017 to 5/25/2018

Evidence of Completion

Minutes from meeting will be collected and shared with grade level as well as ESE teachers

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

Classroom walkthrough evidence

Person Responsible

Deborah Borge-Shaffer

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

TNL data

G1.B2 School culture 2

🔑 B258119

G1.B2.S1 East Marion Elementary is committed to increasing student achievement by focusing on building relationships between all stakeholders paired with the belief that all students can learn and meet high expectations. 4

🔑 S273245

Strategy Rationale

Creating a positive school culture amongst all stakeholders embedded in the belief that with effort and perseverance, despite of some failures, all students can and will succeed and will increase student achievement.

Action Step 1 5

If teachers and paraprofessionals focus on teaching children how to be responsible for their own behavior and learning, then student engagement and pride in the school will increase.

Person Responsible

Suzette Parker

Schedule

Biweekly, from 8/10/2017 to 4/27/2018

Evidence of Completion

Students will take ownership through student led Open House and eventually student led conferencing

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Administration and instructional coaches will attend collaborative planning and lend support.

Person Responsible

Suzette Parker

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Student will be track own behavior and academic data; parent survey data from student-led events

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

Teacher and parent surveys will used to evaluate success and plan next steps

Person Responsible

Deborah Borge-Shaffer

Schedule

Quarterly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Students will make progress in their target area(s)

G1.B3 Lack of collaborative planning support 2

🔑 B258120

G1.B3.S1 Provide structure and support for collaborative planning beginning with common board planning. 4

🔑 S273246

Strategy Rationale

Teachers will have structured time to plan common boards and share best practices.

Action Step 1 5

Collaborative planning will occur every Tuesday

Person Responsible

Deborah Borge-Shaffer

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Minutes from each grade level and/or planning sheet will be shared with grade level members & ESE teachers.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Admin team and content area specialists will attend meeting for support and Q & A

Person Responsible

Linda Maxwell

Schedule

Weekly, from 8/22/2017 to 5/25/2018

Evidence of Completion

Our school calendar will identify when the meetings took place; minutes from the meeting will also be documented.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom observations will be conducted to determine if the staff members are utilizing the
strategies appropriately or need assistance in order to enhance student learning.

Person Responsible

Deborah Borge-Shaffer

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Evidence of Essential 5 visible in classrooms

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1 A366781	If teachers and paraprofessionals focus on teaching children how to be responsible for their own...	Parker, Suzette	8/10/2017	Students will take ownership through student led Open House and eventually student led conferencing	4/27/2018 biweekly
G1.MA1 M393249	The data from iReady and subject specific progress monitoring points will be evaluated throughout...	Borge-Shaffer, Deborah	9/1/2017	The graphs that are collected throughout the year show each students growth. The graph will allow the leadership team to determine if the students are showing signs of the proper growth.	5/25/2018 monthly
G1.B1.S1.MA1 M393241	Classroom observations will be conducted to determine if the teachers are utilizing the...	Borge-Shaffer, Deborah	8/14/2017	True North Logic will be used to collect observation notes; teacher surveys will indicate strength of learning opportunity.	5/25/2018 monthly
G1.B1.S1.MA1 M393242	Classroom walkhroughs and observation will indicate implementation.	Parker, Suzette	8/14/2017	TruNorth Logic will indicate walktjrough data, and increase in student achievement on progress monitoring points will indicate level of success.	5/25/2018 weekly
G1.B1.S1.A1 A366779	Professional development and materials will be provided on Essential 5.	Parker, Suzette	8/7/2017	Classroom walkthroughs and student interaction with lesson content	5/25/2018 monthly
G1.B2.S1.MA1 M393245	Teacher and parent surveys will used to evaluate success and plan next steps	Borge-Shaffer, Deborah	8/21/2017	Students will make progress in their target area(s)	5/25/2018 quarterly
G1.B2.S1.MA1 M393246	Administration and instructional coaches will attend collaborative planning and lend support.	Parker, Suzette	8/21/2017	Student will be track own behavior and academic data; parent survey data from student-led events	5/25/2018 monthly
G1.B3.S1.MA1 M393247	Classroom observations will be conducted to determine if the staff members are utilizing the...	Borge-Shaffer, Deborah	8/21/2017	Evidence of Essential 5 visible in classrooms	5/25/2018 weekly
G1.B3.S1.MA1 M393248	Admin team and content area specialists will attend meeting for support and Q & A	Maxwell, Linda	8/22/2017	Our school calendar will identify when the meetings took place; minutes from the meeting will also be documented.	5/25/2018 weekly
G1.B3.S1.A1 A366782	Collaborative planning will occur every Tuesday	Borge-Shaffer, Deborah	8/21/2017	Minutes from each grade level and/or planning sheet will be shared with grade level members & ESE teachers.	5/25/2018 weekly
G1.B1.S2.MA1 M393243	Classroom walkthrough evidence	Borge-Shaffer, Deborah	8/14/2017	TNL data	5/25/2018 weekly
G1.B1.S2.MA1 M393244	Administrative team and content area specialists will attend collaborative sessions at each grade...	Borge-Shaffer, Deborah	8/22/2017	Minutes from meeting will be collected and shared with grade level as well as ESE teachers	5/25/2018 weekly
G1.B1.S2.A1 A366780	Teachers will collaborate weekly to plan common boards and share best practices.	Borge-Shaffer, Deborah	8/11/2017	Minutes from meeting will be available and shared with other grade levels for vertical planning purposes	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. If we strengthen Tier 1 instruction through planning and implementation of rigorous standards based lessons, then student achievement will increase.

G1.B1 Support needed for standards based curricular planning

G1.B1.S1 Professional development for teachers for Essential 5: Common boards; collaborative planning; student artifacts; data walls; lesson scales

PD Opportunity 1

Professional development and materials will be provided on Essential 5.

Facilitator

School based leadership, content area specialists, & district program specialists

Participants

Teachers

Schedule

Monthly, from 8/7/2017 to 5/25/2018

G1.B2 School culture

G1.B2.S1 East Marion Elementary is committed to increasing student achievement by focusing on building relationships between all stakeholders paired with the belief that all students can learn and meet high expectations.

PD Opportunity 1

If teachers and paraprofessionals focus on teaching children how to be responsible for their own behavior and learning, then student engagement and pride in the school will increase.

Facilitator

Kris Lyon

Participants

all teachers

Schedule

Biweekly, from 8/10/2017 to 4/27/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Professional development and materials will be provided on Essential 5.				$145,533.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0181 - East Marion Elementary School	Title, I Part A	2.0	$134,466.00
		Notes: Full time literacy; .5 Math; .5 Science				
	5100	360-Rentals	0181 - East Marion Elementary School	Title, I Part A		$9,647.00
		Notes: Notes				
	5100	644-Computer Hardware Non-Capitalized	0181 - East Marion Elementary School	Title, I Part A		$1,420.00
		Notes: Notes				
2	G1.B1.S2.A1	Teachers will collaborate weekly to plan common boards and share best practices.				$6,156.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0181 - East Marion Elementary School	Title, I Part A		$6,156.00
		Notes: Notes				
3	G1.B2.S1.A1	If teachers and paraprofessionals focus on teaching children how to be responsible for their own behavior and learning, then student engagement and pride in the school will increase.				$282,822.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0181 - East Marion Elementary School	Title, I Part A		$274,112.00
		Notes: Paraprofessionals for Kindergarten and classroom instruction				
	6150	390-Other Purchased Services	0181 - East Marion Elementary School	Title, I Part A		$1,132.00
		Notes: Student Planners; parent compacts				
	6150	510-Supplies	0181 - East Marion Elementary School	Title, I Part A		$2,929.00
		Notes: Notes				
	5100	590-Other Materials and Supplies	0181 - East Marion Elementary School	Title, I Part A		$500.00

			Notes: Notes			
	5100	510-Supplies	0181 - East Marion Elementary School	Title, I Part A		$4,149.00
			Notes: Notes			
4	**G1.B3.S1.A1**	**Collaborative planning will occur every Tuesday**				**$0.00**
					Total:	**$434,511.00**