



---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>10</b>
<b>Title I Requirements</b>	<b>12</b>
<b>Budget to Support Goals</b>	<b>15</b>

## 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)

Elementary School  
 PK-5

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
 (as reported on Survey 3)

100%

**Primary Service Type**  
 (per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
 (Reported as Non-white on Survey 2)

12%

### School Grades History

**Year**  
**Grade**

**2017-18**  
 C

**2016-17**  
 C

**2015-16**  
 D

**2014-15**  
 C\*

### 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.

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.

#### 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
Parker, Suzette	Principal
Borge-Shaffer, Deborah	Assistant Principal
Maxwell, Linda	Instructional Coach
Eggers, Allen	Dean
Rivera, Stephanie	Guidance Counselor

#### Duties

#### 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 the needs of students and meets the district and state requirements. Mrs. Shaffer also serves as the testing coordinator for both state and local assessments.

Linda Maxwell (ELA), is our Content Area Specialist who works closely with school administration to ensure all teachers are equipped to deliver a rigorous standards based

program. She regularly models best practices for teachers and plays a vital role in progress monitoring and professional development.

Stephanie Rodriguez is our Guidance Counselor and works closely with all teachers through the MTSS process to ensure all students are receiving the needed supports to ensure success.

Allen Eggers is our Dean, and he manages our PBIS Behavior program as well as implements our character education program.

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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 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	27	24	21	50	29	38	0	0	0	0	0	0	0	189

#### 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	2	0	0	20	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### Date this data was collected

Wednesday 7/18/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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

**Year 2016-17 - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

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

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

Historically at East Marion the data components that performed the lowest has been Math with the lowest 25th% (quartile) performing at 30% followed by our lowest 25th% in ELA at 46% which is an improvement; the potential for growth is evident across content areas.

**Which data component showed the greatest decline from prior year?**

The component(s) that showed the greatest decline from the prior year was in the area of Math grades 3rd - 5th specifically in the area of basic number operations and algebraic thinking. Although Math achievement increased slightly from 42% to 43% learning gains decreased significantly from 54% to 49% and learning gains for the lowest 25% decreased from 40% to 30%.

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

Performance by our SWD students, based on East Marion's data, achievement performance in the area of ELA decreased from 21% to 9% and Math learning gains decreased from 36% to 19%. Math learning gains of our lowest 25% decreased from 30% to 15%.

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

Science FCAT; no

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

An intense focus on science standards/instruction, along with a dedicated time for science in the day, strategic allocation of resources for science attributed to the increase in student performance.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	46%	56%	36%	47%	52%
ELA Learning Gains	46%	44%	55%	41%	49%	52%
ELA Lowest 25th Percentile	46%	37%	48%	27%	47%	46%
Math Achievement	43%	49%	62%	39%	48%	58%
Math Learning Gains	49%	46%	59%	43%	47%	58%
Math Lowest 25th Percentile	30%	35%	47%	40%	40%	46%
Science Achievement	59%	51%	55%	50%	49%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (16)	23 (23)	21 (18)	35 (34)	24 (27)	24 (30)	139 (148)
One or more suspensions	7 (1)	4 (8)	4 (1)	24 (27)	10 (14)	6 (15)	55 (66)
Course failure in ELA or Math	2 (0)	11 (8)	14 (16)	28 (30)	2 (2)	0 (0)	57 (56)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	71 (12)	43 (20)	26 (29)	140 (61)

**Grade Level Data**

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



<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2018	33%	46%	-13%	57%	-24%
	2017	46%	50%	-4%	58%	-12%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2018	42%	43%	-1%	56%	-14%
	2017	44%	52%	-8%	56%	-12%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				
05	2018	50%	46%	4%	55%	-5%
	2017	34%	47%	-13%	53%	-19%
Same Grade Comparison		16%				
Cohort Comparison		6%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2018	35%	48%	-13%	62%	-27%
	2017	32%	48%	-16%	62%	-30%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	49%	47%	2%	62%	-13%
	2017	55%	55%	0%	64%	-9%
Same Grade Comparison		-6%				
Cohort Comparison		17%				
05	2018	44%	50%	-6%	61%	-17%
	2017	41%	45%	-4%	57%	-16%
Same Grade Comparison		3%				
Cohort Comparison		-11%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2018	57%	49%	8%	55%	2%
	2017					
Cohort Comparison						

**Subgroup Data**

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	9	39	46	19	19	15	29				
HSP	36	43		41	36						

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
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				

### Part III: Planning for Improvement

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

**Areas of Focus:**

<b>Activity #1</b>	
<b>Title</b>	Instruction
<b>Rationale</b>	1.The number of students performing below grade level in both reading and math will decrease. The rigor and relevance of instruction in the classroom will continue to improve.2. Ongoing iReady training to build capacity and fidelity in use of this resource 3. Build math fluency through rigorous standards based instruction and targeted intervention
<b>Intended Outcome</b>	If we strengthen standards based Tier 1 instruction then the number of students earning a level 1 or 2 on both reading and/ or math FSA will decrease by 20%.
<b>Point Person</b>	Suzette Parker (suzette.parker@marion.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	1.Literacy and MA/SC Content Area Specialists will support rigorous, standards based instruction in the classroom through classroom modeling and implementation of professional development for teachers. 2. Student data and response to instruction as reflected in iReady data reports; evidence gleaned from classroom walkthroughs 3. Use of dedicated time in the school day to focus not only on math fluency but also fidelity to iReady math instruction
<b>Person Responsible</b>	Suzette Parker (suzette.parker@marion.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Teacher surveys following professional development and modeling; teacher growth as evidenced in classroom walkthrough data; ongoing progress monitoring of students in both reading in math as demonstrated by data collection from iReady; use of data from Reflex Math to inform math instruction and monitor student progress towards math fluency. Surveys will be completed quarterly and information will be used to refine delivery of professional development.
<b>Person Responsible</b>	Linda Maxwell (linda.maxwell@marion.k12.fl.us)

<b>Activity #2</b>	
<b>Title</b>	Process- Family Engagement
<b>Rationale</b>	1) More participation parent engagement events, 2) Increase in quality communication home, 3) Build teachers' knowledge of how to best support our students in times of crisis, 4) Increase in student self confidence and ownership of their learning
<b>Intended Outcome</b>	If we continue to strengthen our culture with focus on academics, relationships, & increase in family engagement then we will observe a 20% decrease in the number of level 1 & 2 students on both MA & reading FSA.
<b>Point Person</b>	Deborah Borge-Shaffer (deborah.borge-shaffer@marion.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	1) Through the use of consistent marketing, inclusive of student led marketing efforts, and the implementation of the Strong Fathers, Strong Families program, we will see more parents at our events. 2) Teachers will send home bi-monthly newsletters (Home Connection & Practice) featuring the focus standards for ELA and Math as well as suggested practice work. 3) Teachers will participate in ongoing PD (Trauma Informed Care) this year to learn how to help our students remain focused on school even when they experience outside stressors that prove overwhelming 4) Students will receive instruction and support in how to be the best possible student which will culminate in student led open house and student led data chats about their own learning.
<b>Person Responsible</b>	Deborah Borge-Shaffer (deborah.borge-shaffer@marion.k12.fl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	1) Use of parent survey for parent family, engagement events & home communication; quarterly. 2) Student performance on formative assessments that target home communication practice activities; monthly. 3) Comparison of office discipline referrals from past years to this year to measure success of PD & student ownership of learning; teacher data notebooks will include student conferencing notes. All pertinent student data (i.e. attendance, discipline, assessment data) will be reviewed weekly during administrative team meetings.
<b>Person Responsible</b>	Deborah Borge-Shaffer (deborah.borge-shaffer@marion.k12.fl.us)

## Part IV: Title I Requirements

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 and guardians will be invited to participate in school activities held throughout the year. In addition parents will receive tools to better communicate with their child's teacher(s). Monthly newsletters and regular Connect 5 calls home will inform parents about activities that are currently on going at the school.

#### **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 comprise 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?”

**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

**Part V: Budget**

<b>Total:</b>	<b>\$310,200.00</b>
---------------	---------------------