Marion County Public Schools

EIGHTH STREET ELEMENTARY SCHL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

At Eighth Street Elementary, we inspire all students to achieve at the highest levels through rigorous learning, meaningful relationships, and a culture of high expectations.

Provide the school's vision statement

Eighth Street Elementary is committed to academic excellence by providing rigorous instruction, fostering a growth mindset, and empowering every student to reach their full potential in a safe and supportive learning environment.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Renee Johnson

Renee.Johnson@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal serves as the instructional leader at Osceola Middle School by guiding and overseeing all academic initiatives. She actively supports teaching and learning by fostering collaboration among staff and maintaining a strong presence in classrooms. Through consistent, high-quality professional development opportunities, she empowers educators to enhance their instructional practices and make the most of available resources. These strategic efforts are designed to create enriched learning experiences for students, ultimately driving improved academic achievement across the

school.

Leadership Team Member #2

Employee's Name
Karen Howell

Karen.Howell@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal plays a vital role in supporting the principal's vision and leadership by reinforcing Tier 1 instruction and promoting meaningful learning opportunities. They actively contribute to collaborative planning and ensure that instructional strategies are implemented with fidelity and impact.

The Assistant Principal of Curriculum (APC) oversees curriculum development and the guidance department, working closely with the principal to support teachers in implementing effective, research-based instructional strategies. The APC maintains a consistent and supportive presence in classrooms, offering constructive, nonjudgmental feedback to foster professional growth.

All members of the school-based leadership team are deeply engaged in the Multi-Tiered System of Supports (MTSS) and Multi-Disciplinary Team (MDT) processes. Assistant principals regularly collaborate with the school psychologist, social worker, school counselor, and classroom teachers during problem-solving meetings to review data on students who are struggling at various instructional tiers. Interventions and resources are strategically assigned and monitored through Problem-Solving Team (PST) meetings. A combination of direct instruction and targeted computer-based programs is used to support both remediation and enrichment. Parents are kept informed of their child's progress through regular updates, including progress reports, emails, and parent-teacher conferences.

Leadership Team Member #3

Employee's Name
Damon Eikenhorst

Damon.Eikenhorst@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

Student Services Managers (SSMs) play a critical role in promoting a safe, respectful, and orderly school environment. They assist in developing and implementing clear guidelines for student conduct, as well as disciplinary policies and procedures that support positive behavior. SSMs maintain detailed records for students requiring disciplinary action, ensuring documentation is accurate and audit-ready.

In addition to their disciplinary responsibilities, SSMs analyze behavioral data to identify trends and collaborate with parents, students, and teachers to implement targeted strategies that foster positive behavior change. As integral members of the school-based leadership team, they are actively involved in the Multi-Tiered System of Supports (MTSS) and Multi-Disciplinary Team (MDT) processes, contributing to data-driven decisions that support student success.

Leadership Team Member #4

Employee's Name
Allison Magamoll

Allison.Magamoll@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

The Instructional Coach plays a key role in supporting teachers with the interpretation and implementation of instructional strategies introduced through professional development, ensuring these practices are effectively integrated across all classrooms. She also assists in the analysis of student performance data, including BAs, DPMAs, and other progress monitoring tools, to inform instruction and drive student achievement. Additionally, the Instructional Coach serves as an active and collaborative member of the school's multidisciplinary team, contributing valuable insights to support data-driven decision-making and student success.

Leadership Team Member #5

Employee's Name
Amanda Esquivel

Amanda.Esquivel@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

School Counselors design and implement comprehensive programs that address the developmental

needs of students, guided by needs assessments and aligned with school, district, and state priorities. They effectively communicate the goals and services of the counseling program to administrators, staff, students, and families to ensure transparency and collaboration.

Counselors provide both individual and group counseling focused on personal growth and social-emotional development, all aimed at supporting students' academic success. As integral members of the school-based leadership team, School Counselors actively participate in the Multi-Tiered System of Supports (MTSS) and Multi-Disciplinary Team (MDT) processes, contributing valuable insights to support student well-being and achievement.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To engage stakeholders effectively, the leadership team at Osceola Middle School conducts a comprehensive review and analysis of key data sources to identify areas of strength and opportunities for growth. This data includes statewide assessment results, student discipline records, attendance trends, and feedback from parent, student, and staff surveys. The findings are then presented to the School Advisory Team, providing stakeholders with the opportunity to ask clarifying questions, offer insights, and contribute suggestions. This collaborative input plays a vital role in shaping the development of the School Improvement Plan (SIP).

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Eighth Street Elementary School will actively monitor implementation of the School Improvement Plan (SIP) through weekly leadership team meetings focused on reviewing multiple sources of student data. This includes ELA and Math benchmark results, district progress monitoring assessments, and state testing data to identify patterns in student performance and inform instructional next steps.

Leadership team members are assigned specific data sets to analyze in advance of meetings, ensuring shared responsibility for identifying instructional needs and progress trends. Students who show signs of needing additional academic support are flagged early and monitored closely throughout the year. Targeted intervention plans are created based on individual student needs and are routinely reviewed and adjusted to ensure effectiveness and continued growth.

This ongoing cycle of data review, instructional planning, and responsive intervention allows the SIP to function as a living guide for school improvement, ensuring that decisions remain aligned with student outcomes and support continuous academic progress across all grade levels.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**42.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: A**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	39	61	48	61	58	62				329
Absent 10% or more school days	5	2	2	2	5	7				23
One or more suspensions	1	1	4	6	2	3				17
Course failure in English Language Arts (ELA)	1	4	2	1	6	1				15
Course failure in Math	0	1	3	0	2	1				7
Level 1 on statewide ELA assessment				4	5	7				16
Level 1 on statewide Math assessment				2	4	3				9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	1	1	4						8
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	2	3	2	1					10

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	7	9	18	15	18				71

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	1	0	0				2
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	58	49	68	60	58	60				353
Absent 10% or more school days	6	2	6	6	5	4				29
One or more suspensions	4	6	9	7	7	8				41
Course failure in English Language Arts (ELA)				3	5	2				10
Course failure in Math				4	4	3				11
Level 1 on statewide ELA assessment	4	11	6	5	10	7				43
Level 1 on statewide Math assessment	3	5	7	6	5	6				32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	1	5	5						12
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	3	3	2					13

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	9	8	18	13	11	15				74

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		2	1							3
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	76	50	62	72	47	59	76	46	57
Grade 3 ELA Achievement	81	47	61	81	46	59	69	44	58
ELA Learning Gains	65	58	63	62	53	60	69	56	60
ELA Lowest 25th Percentile	41	58	58	41	57	56	41	58	57
Math Achievement*	87	55	66	81	51	64	85	51	62
Math Learning Gains	90	58	64	73	53	63	84	56	62
Math Lowest 25th Percentile	68	48	50	55	47	51	66	50	52
Science Achievement	75	50	62	75	44	58	91	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	73%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	583
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
73%	68%	73%	74%	68%	71%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	60%	No		
Black/African American Students	57%	No		
Hispanic Students	63%	No		
White Students	77%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	76%	81%	65%	41%	87%	90%	68%	75%					
Students With Disabilities	47%		42%		65%	77%	70%						
Black/African American Students	47%		36%		63%	83%							
Hispanic Students	61%		43%		70%	79%							
White Students	81%	83%	70%	44%	93%	92%	69%	80%					
Economically Disadvantaged Students	50%	58%	48%	47%	74%	81%	67%	45%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	72%	81%	62%	41%	81%	73%	55%	75%					
Students With Disabilities	36%		50%	38%	36%	25%	25%						
Black/African American Students	43%		64%		57%	71%		50%					
Hispanic Students	55%		71%		75%	71%							
White Students	81%	95%	61%	27%	87%	73%	47%	83%					
Economically Disadvantaged Students	46%	55%	56%	37%	63%	58%	43%	43%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	76%	69%	69%	41%	85%	84%	66%	91%					
Students With Disabilities	30%	20%	40%		55%	60%							
Black/African American Students	25%		29%		55%	64%							
Hispanic Students	61%		75%		67%	83%							
Multiracial Students	90%				90%								
White Students	84%	80%	74%	59%	91%	88%	76%	92%					
Economically Disadvantaged Students	53%	44%	63%	40%	60%	66%	55%	83%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	75%	46%	29%	60%	15%
ELA	4	75%	50%	25%	60%	15%
ELA	5	70%	53%	17%	61%	9%
Math	3	89%	56%	33%	66%	23%
Math	4	87%	53%	34%	65%	22%
Math	5	81%	54%	27%	62%	19%
Science	5	71%	50%	21%	60%	11%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Math Learning Gains showed the most significant improvement, increasing from 73% to 90%. This growth can be attributed to the school's intentional focus on differentiated instruction and ensuring strong alignment between classroom instruction and grade-level benchmarks.

To support this improvement, Eighth Street Elementary implemented several targeted actions, including the use of data-driven instructional planning, small-group interventions based on student needs, and regular monitoring of student progress. Teachers collaborated to analyze assessment data, identify learning gaps, and adjust instruction to ensure all students had access to rigorous, standards-aligned learning experiences. These efforts helped increase student mastery of grade-level content and contributed to substantial gains in mathematics achievement.

Lowest Performance

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

At 41%, the ELA Lowest Quartile (LQ) Learning Gains component demonstrated the lowest performance. Analysis of the data indicated that a primary contributing factor was a lack of consistent rigor and alignment to grade-level benchmarks during instruction. In some cases, instructional tasks did not consistently reflect the complexity and expectations of state standards, limiting students' opportunities to engage with grade-level content and demonstrate mastery.

A review of performance trends revealed that students in the lowest quartile experienced challenges in making adequate academic growth compared to their peers. This highlighted the need for more intentional planning, standards-aligned instruction, and targeted interventions designed to address specific skill deficits while maintaining grade-level expectations. As a result, the school has placed a greater emphasis on rigorous, benchmark-aligned instruction, data-driven decision-making, and differentiated supports to accelerate learning and improve outcomes for students in the lowest-performing subgroup.

Greatest Decline

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

contributed to this decline.

The data component showing the greatest decline was ELA – 3rd Grade Achievement, which decreased by 5 percentage points from the previous school year.

Contributing Factors
Several factors contributed to this decline:

- Instructional Capacity: As noted previously, newer teachers impacted consistency in standards-aligned instruction. These teachers were still developing familiarity with benchmarks and effective strategies for supporting struggling learners.
- Differentiation Challenges: There was continued difficulty in differentiating instruction to meet the needs of students in the lowest quartile, limiting their academic growth.
- Student Cohort Differences: The 3rd grade cohort for the 2025–2026 school year demonstrated lower baseline performance levels compared to prior cohorts. This created additional gaps in foundational ELA skills that required more intensive remediation and support than in previous years.

Greatest Gap

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.

Grade 3 ELA Achievement demonstrated the greatest positive gap compared to the state average, with 81% of students achieving proficiency, 20 percentage points above the state average. This strong performance reflects effective core instruction, targeted interventions, and a continued focus on early literacy development.

At the same time, ELA Learning Gains of the Lowest 25% (LQ LG) represents another significant gap, with performance 17 percentage points below the state average. This suggests that while overall achievement is strong, the school's lowest-performing students are not making gains at the same rate as their peers statewide. Trend data indicate a need for continued emphasis on differentiated instruction, progress monitoring, and targeted interventions to accelerate growth among the lowest-performing students while maintaining high overall achievement.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern identified through the Early Warning System (EWS) data is the number of students who have experienced one or more suspensions. While this does not necessarily reflect a Tier 1 schoolwide concern, it does indicate a need for targeted intervention and individualized supports for specific students. Students with suspension histories are often demonstrating underlying academic, behavioral, or social-emotional needs that require more intensive support than what is

provided through universal instruction alone.

This pattern suggests an opportunity to strengthen the effectiveness of Tier 2 and Tier 3 supports through the school's MDT (Multi-Disciplinary Team) process. By using a more coordinated, data-driven approach, the school can better identify root causes of behavior, develop individualized intervention plans, and monitor progress more consistently. Continued focus on proactive behavior supports, restorative practices, and collaboration among staff and families will be essential in reducing suspension occurrences and improving overall student outcomes.

Highest Priorities

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

1- ELA Lowest Quartile Learning Gaines
2- SWD
3- Suspensions

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Eighth Street Elementary School will focus on strengthening differentiated instruction in English Language Arts (ELA) to improve Lowest Quartile (LQ) learning gains across all grade levels. Instruction will ensure students receive targeted support aligned to their individual literacy needs while maintaining access to rigorous, grade-level ELA standards and content.

Prior year data indicates that ELA Lowest Quartile learning gains represent the greatest area of need compared to other performance indicators. While core literacy instruction and intervention systems are in place, inconsistencies in differentiated instructional practices limit the ability to effectively address foundational reading skill deficits, strengthen comprehension, and accelerate growth for students performing in the lowest quartile. Strengthening differentiated instruction in ELA will ensure teaching is more responsive to individual student needs, increase access to grade-level texts and tasks, and improve achievement outcomes for the school's most at-risk readers and learners.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on prior year data, Eighth Street Elementary School will increase ELA Lowest Quartile (LQ) learning gains from 41% to 46% or higher as measured by FAST progress monitoring and state assessment data across all tested grade levels. Instructional efforts will focus on strengthening differentiated ELA instruction to accelerate growth for students performing in the lowest quartile. Progress will be monitored regularly through FAST assessment data, classroom performance measures, and intervention monitoring tools to ensure students receive targeted support and demonstrate continuous improvement in literacy achievement.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

This Area of Focus will be monitored through regular instructional walkthroughs, data meetings, and progress monitoring reviews. Walkthroughs will focus on evidence of differentiated math instruction, including small-group instruction, scaffolding, and alignment to grade-level benchmarks. Leadership teams will provide timely, actionable feedback to teachers, and student performance data from FAST and district benchmarks will be reviewed regularly to evaluate impact and guide instructional adjustments.

Person responsible for monitoring outcome
Renee Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Eighth Street Elementary School will implement differentiated instruction as an evidence-based intervention in ELA across all grade levels. Teachers will use ongoing student data from formative assessments, benchmarks, and progress monitoring to guide flexible grouping, targeted small-group instruction, scaffolding, and instructional adjustments aligned to grade-level standards. Instruction will prioritize support for Lowest Quartile students in ELA.

Rationale:
Differentiated instruction is an evidence-based practice that increases student achievement by meeting students at their instructional level while maintaining access to rigorous grade-level content. Prior data shows that ELA Lowest Quartile students require more intentional and targeted support to close achievement gaps and demonstrate academic growth. Strengthening differentiation will improve instructional responsiveness, increase engagement, and accelerate learning gains for the lowest-performing students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Instructional Walkthroughs with Feedback

Person Monitoring:	**By When/Frequency:**
Principal & Instructional Leadership Team	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct regular walkthroughs focused on differentiated math instruction, providing timely, actionable feedback aligned to LQ student needs and instructional expectations.

Action Step #2
Implement professional learning tailored to the needs identified during classroom walkthroughs and student achievement data.

Person Monitoring:
Principal and Leadership Team

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PD will target identified instructional needs such as differentiation, scaffolding, and alignment to grade-level benchmarks, ensuring teachers receive practical strategies that can be immediately applied in the classroom. The principal and instructional leadership team will review walkthrough trends and assessment data to design and adjust PD sessions throughout the year, with instructional coaches providing follow-up support to ensure effective implementation and improved student outcomes.

Action Step #3
Coaching and Follow-Up Support

Person Monitoring:
Instructional Coach and AP

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement coaching cycles and follow-up observations to support teachers in applying feedback and improving differentiated math instruction to increase student outcomes.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Eighth Street Elementary School's Area of Focus is improving outcomes for Students with Disabilities (SWD) as measured by the Federal Percent of Points Index (FPPI). This focus was identified through a review of state assessment, FAST progress monitoring, and accountability data.

While SWD performance improved last year, a closer look at the data suggests that the increase may have been influenced by the small size of the subgroup rather than consistent academic growth across all students. In addition, many SWD students continue to struggle with meeting grade-level expectations, indicating a need for stronger instructional support.

To address this need, the school will focus on providing targeted interventions, strengthening differentiated instruction, ensuring accommodations are implemented consistently, and using student data to guide instructional decisions. These efforts are intended to improve academic outcomes for students with disabilities and increase the school's FPPI performance.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on prior-year data, Eighth Street Elementary School will increase its Students with Disabilities (SWD) Federal Percent of Points Index (FPPI) from 60% to 65% as measured by state assessment and accountability data. Progress toward this goal will be monitored throughout the year using FAST progress monitoring results, classroom performance data, and intervention monitoring to ensure students with disabilities are making consistent academic gains.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and impact will be monitored through regular reviews of FAST progress monitoring data, state assessment data, classroom performance, and intervention progress for Students with Disabilities (SWD). School leadership, instructional coaches, and teachers will analyze student data during PLCs and data chats to identify trends, adjust instruction, and provide targeted support as needed.

The school will also monitor the consistent implementation of accommodations, differentiated instruction, and intervention plans through classroom observations, walkthroughs, and student data reviews. Progress toward the goal of increasing the SWD FPPI from 60% to 65% will be reviewed throughout the year to ensure strategies are resulting in improved student outcomes.

Person responsible for monitoring outcome

Karen Howell

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Eighth Street Elementary School will implement a multi-tiered system of support (MTSS) focused on strengthening core instruction, differentiated small-group instruction, and targeted interventions for Students with Disabilities (SWD). Teachers will use student achievement data, FAST progress monitoring results, and IEP goals to provide instruction that addresses individual skill deficits while

maintaining access to grade-level standards. Instruction will include explicit teaching, scaffolding, frequent checks for understanding, and consistent implementation of accommodations and supports.

Rationale:
Although SWD performance improved from 60%, data analysis indicates that many students with disabilities continue to perform below grade-level expectations and require additional support to demonstrate proficiency. Improving outcomes for SWD students remains a critical need for the school and directly impacts the Federal Percent of Points Index (FPPI). Providing targeted, data-driven instruction and ensuring consistent implementation of accommodations will increase student access to rigorous instruction and improve academic achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Provide differentiated small-group instruction and targeted interventions based on identified skill gaps.

Person Monitoring:
Karen Howell

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide differentiated small-group instruction and targeted interventions based on student performance data, FAST progress monitoring results, classroom assessments, and IEP goals. Instruction will focus on addressing specific skill deficits while providing students with access to grade-level standards and appropriate accommodations.

Action Step #2
Conduct classroom walkthroughs and observations to monitor the use of evidence-based instructional strategies and accommodations.

Person Monitoring:
Renee Johnson

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and instructional support personnel will conduct regular classroom walkthroughs and observations to monitor the implementation of evidence-based instructional strategies, differentiated instruction, and required accommodations for Students with Disabilities (SWD). Feedback will be provided to teachers to reinforce effective practices and identify areas for support and improvement.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Eighth Street Elementary has identified students experiencing more than one suspension as an Area of Focus across all grade levels (K–5). These students often miss critical instructional time, which negatively impacts academic progress and contributes to gaps in achievement and engagement.

This need was identified through prior year discipline and EWS data, which showed a pattern of repeated suspensions within a small group of students, often alongside other risk indicators such as attendance and academic concerns. This trend highlights the need for more proactive Tier 2 and Tier 3 supports to address underlying behavioral needs and reduce repeated removals from instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on prior year discipline data, Eighth Street Elementary will reduce the number of students experiencing more than one suspension by 25% in the next school year across all grade levels (K–5). Progress toward this goal will be monitored through quarterly discipline reports and Early Warning System (EWS) data reviews to ensure a decrease in repeat suspensions and improved access to instructional time for impacted students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will occur on a regular basis through biweekly MDT (Multi-Disciplinary Team) meetings, where discipline data, suspension trends, and individual student cases will be reviewed. The team will track students with repeated suspensions, identify patterns, and adjust Tier 2 and Tier 3 interventions accordingly.

This ongoing monitoring will directly support improved student achievement by ensuring students remain in instructional settings as much as possible and receive timely behavioral and social-emotional supports. As interventions are adjusted in real time, the school expects to reduce repeated suspensions, increase engagement, and improve access to learning, which will positively impact academic and behavioral outcomes.

Person responsible for monitoring outcome

Damin Eikenhorst

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Eighth Street Elementary will implement targeted Tier 2 and Tier 3 behavioral interventions, including social skills groups, mentoring, and structured behavior support plans for students with multiple suspensions. These interventions will focus on teaching replacement behaviors, emotional regulation, conflict resolution, and positive peer interactions. Students will be identified through EWS data and supported through the MDT process.

Rationale:
Evidence-based behavioral interventions such as social skills instruction and mentoring are effective in reducing repeated disciplinary incidents by addressing underlying skill deficits. These supports improve student self-regulation, strengthen relationships with adults, and increase engagement in learning. By implementing targeted interventions, the school aims to reduce repeat suspensions and improve both behavioral and academic outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement targeted social skills groups

Person Monitoring:
Amanda Esquivel

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Eighth Street Elementary will implement targeted social skills groups for students with multiple suspensions, facilitated by trained staff (school counselor, behavior specialist, or designated interventionist). Students will be identified through MDT review and placed into small groups focused on skill deficits such as emotional regulation, conflict resolution, and appropriate peer interactions. Sessions will occur on a consistent schedule, with progress monitored through behavior data, teacher feedback, and MDT biweekly reviews to ensure skill acquisition and reduction in repeat suspensions.

Action Step #2
Establish Student Mentoring Supports

Person Monitoring:
Damon Eikenhorst

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Eighth Street Elementary will establish a mentoring support system for students with multiple

suspensions by pairing identified students with trusted staff members who provide consistent check-ins, relationship-building, and goal-setting support. Mentors will monitor student behavior, reinforce expectations, and collaborate with the MDT team to address ongoing needs. Progress will be reviewed during biweekly MDT meetings using discipline data, attendance, and teacher feedback to evaluate impact and adjust supports as needed.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

Methods for Dissemination of the SIP

Eighth Street Elementary School shares its School Improvement Plan (SIP) with staff, students, families, and community stakeholders using clear, accessible formats. Staff review goals during pre-service, faculty meetings, and PLCs, while families receive simplified updates through Title I meetings, Open House, SAC/PTO meetings, and regular school communications. Progress toward SIP goals is shared throughout the year in plain language through newsletters, the school website, and community meetings.

Public Availability of the SIP

The Eighth Street Elementary SIP is publicly available on the school website:
https://ese.marionschools.net/
The plan can be found under the School Information/Title I/School Improvement section and is updated as needed.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Eighth Street Elementary School builds strong partnerships with families and the community through

ongoing two-way communication and regular engagement opportunities such as Open House, Title I meetings, SAC, and parent conferences. Families receive frequent updates on student progress through multiple communication platforms and are encouraged to participate in workshops and school events that support learning at home. The school also collaborates with community partners to expand resources and ensure communication is clear, accessible, and inclusive for all families.

Public Availability of the PFEP

The Eighth Street Elementary Parental and Family Engagement Plan (PFEP) is available on the school website at: https://ese.marionschools.net/

It can be found under the Title I/Parent and Family Engagement section, with printed copies available in the front office upon request.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Eighth Street Elementary School will strengthen its academic program by refining instruction, using data to guide teaching, and increasing purposeful learning time aligned to SIP Areas of Focus. Teachers collaborate in PLCs to monitor progress and adjust instruction, while students receive embedded interventions and enrichment opportunities to support both skill gaps and advanced learning needs through rigorous, standards-based instruction.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The Eighth Street Elementary SIP is developed collaboratively using input from staff, families, and SAC members, and is aligned with district, state, and federal programs such as Title I. The plan integrates available resources—including early learning partnerships and community supports—to address both academic and student needs. This coordinated approach ensures resources are used effectively to improve student outcomes and support the whole child.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Eighth Street Elementary School supports the whole child through counseling services, school-based mental health supports, mentoring, and a comprehensive MTSS framework. Staff regularly review academic, behavioral, attendance, and social-emotional data to identify needs and provide targeted interventions. Collaborative teams work with families and community partners to deliver timely support that builds student skills, resilience, and overall well-being in a safe and inclusive environment.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Eighth Street Elementary School promotes career awareness through classroom activities, lessons, and schoolwide events. Students explore a variety of careers, develop goal-setting skills, and learn the connection between academic success and future opportunities. These experiences help students build aspirations for the future while fostering the skills and confidence needed for continued educational and career success.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Eighth Street Elementary School uses a schoolwide Multi-Tiered System of Supports (MTSS) to identify and address student academic, behavioral, and social-emotional needs. Through regular data review and problem-solving meetings, staff provide targeted interventions and supports to help students succeed while ensuring coordination between general education services and individualized student needs.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Eighth Street Elementary School provides ongoing professional learning for teachers and staff based on student data, classroom observations, and identified schoolwide needs. Staff collaborate through PLCs to analyze data, strengthen instructional practices, and support student achievement while fostering a collaborative culture focused on continuous improvement and effective instruction.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Eighth Street Elementary School supports a smooth transition into kindergarten by partnering with local early childhood programs and providing families with orientation opportunities, campus visits, and kindergarten readiness information. Students participate in transition activities designed to build familiarity with school routines and expectations, while staff use readiness data and early supports to help ensure a successful start to elementary school.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Eighth Street Elementary School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Renee Johnson
School Website:	https://ese.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

At Eighth Street Elementary, our goal for the 2026–2027 school year is to continue building strong, positive relationships with our families. We want parents and caregivers to feel welcomed, informed, and confident in supporting their child's learning. By strengthening these partnerships, we aim to increase student achievement as shown through local and state assessment results. By May 2027, at least 60% of our families will participate in one or more school events or workshops that are connected to student learning. We will keep track of attendance using sign-in sheets and digital records. To encourage participation, families will receive personal outreach such as phone calls, text messages, and both printed and digital invitations to ensure everyone has the opportunity to be involved.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

At Eighth Street Elementary, families are invited to help develop the Parent and Family Engagement Plan through SAC meetings, parent meetings, and surveys.

The plan will be shared on the school website, at meetings, and available in the front office upon request. Each year, the plan will be reviewed and updated based on family feedback and school data. If families have concerns about the Title I Schoolwide Plan, their comments can be submitted to the district.

We will continue to offer opportunities for involvement, including meetings, conferences, volunteer opportunities, and open communication with staff.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

Eighth Street Elementary will hold its annual Title I meeting on September 22, 2026. During this meeting, families will be informed about Title I requirements, the school's participation, and their rights under Title I. The meeting will be advertised through flyers, phone calls, and digital

communication. To encourage stronger attendance, it will be held alongside a school event that typically draws high family participation. This approach helps ensure more families receive information and can ask questions and stay informed.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

At Eighth Street Elementary, information will be shared in a clear and consistent format through monthly newsletters, the school website, and social media. Information will be provided in a language families can understand whenever possible, with support from bilingual staff as needed. Meetings will be offered at flexible times, including both morning and evening options, and in a variety of formats such as in-person, virtual, and individual conferences. We will maintain ongoing, two-way communication with families through phone calls, email, newsletters, and social media. Staff will make every effort to respond to families in a timely manner, and communication practices will be monitored to ensure families stay informed and supported.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

Transportation: Eighth Street Elementary will not provide transportation for family engagement events. At this time, scheduling and availability have been identified as the main barriers rather than transportation. Childcare: The school will not offer childcare services during events. Instead, we will focus on offering events at different times and formats to better fit family schedules and increase participation.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

At Eighth Street Elementary, families will be involved in developing the School-Parent Compact through input gathered at parent meetings, SAC meetings, and surveys. This ensures the compact reflects the needs and priorities of both the school and our families. The School-Parent Compact will clearly outline shared responsibilities. Staff will provide high-quality instruction and regular communication, parents will support learning at home and stay engaged, and students will take responsibility for their learning and behavior. We will continue to build strong partnerships with families by keeping communication open, offering learning-focused events and resources, and providing families with strategies they can use at home. This collaboration helps support students in meeting grade-level expectations and state standards.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

We will connect our family engagement efforts with district and community programs to better support students and families. We will work with local early childhood programs to help incoming kindergarten families transition smoothly into school and understand expectations. Families will be informed about available supports such as district parent resource centers and community services through newsletters, the school website, and social media. We will also collaborate with our feeder middle schools to share information and help families prepare for the next step in their child's education. These connections help keep families informed and involved as their children move through school.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

We will connect our family engagement efforts with district programs, community resources, and early learning opportunities to better support our students and families. We will partner with local early childhood programs to help families transition smoothly into kindergarten and understand school expectations. Families will be informed about available district resources, such as parent resource centers, and community programs that support academic success and family needs. We will

share this information through newsletters, the school website, and social media. We will also work with feeder schools to keep families informed about next steps as students' progress, helping them stay connected and prepared for future academic opportunities.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compact. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** September 5 & 6, 2026 10 am, 5:00 pm
Academic Conference Teams	Promote family-teacher collaboration to support student academic achievement. Teachers will facilitate student-led conferences and equip families with skill-building activities that can be used at home to support student learning. Families and teachers will set goals for upcoming assessments.	**Quarter 1** October 12, 2026 4:30 pm
SAC and PTO Meeting	SAC and PTO meetings at ESE actively engage families, staff, and community members in supporting student success by fostering collaboration, communication, and shared responsibility; SAC focuses on reviewing data, guiding school improvement efforts, and supporting accountability for student achievement, while PTO works to strengthen family involvement, enhance school programs and events, and build a positive, connected school culture.	**Quarter 2** November 9, 2026 5:00 pm November 13, 2025 5:00 pm via Teams
FAST Parent Night and PTO & SAC Meeting	The purpose of FAST Parent Preparation at ESE is to educate families on the Florida Assessment of Student Thinking (FAST) by providing a clear understanding of its structure, expectations, and importance, while equipping parents with practical strategies, resources, and tools to support their child's academic progress, build confidence, and reinforce learning at home throughout the year.	**Quarter 3** January 17, 2027 10 am, 6 pm January 18, 2026 5:00 pm via Teams

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

At Eighth Street Elementary, we will build staff capacity by providing ongoing support and opportunities for staff to strengthen relationships with families. Input from parents will be gathered through surveys, meetings, and informal feedback to help guide this work. Staff will be encouraged to value and include parent contributions by creating a welcoming environment and inviting families to share their ideas and perspective. We will focus on clear, respectful communication so families feel like true partners in their child's education. Staff will also be supported in planning and carrying out meaningful family engagement activities that connect to student learning. Communication with families will be shared in simple, consistent formats so that families can understand with support from bilingual staff. We will continue to listen and respond to parent needs by adjusting our approach, offering a variety of ways to stay involved, and making sure families feel heard and supported.

School Advisory Council (SAC) Interest Form

Eighth Street Elementary

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____