

Marion County Public Schools

Shady Hill Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Shady Hill Elementary School

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[no web address on file]

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Shady Hill is to create an environment where ALL children, regardless of differences, will be able to succeed academically, physically, and emotionally to their maximum ability.

Provide the school's vision statement.

Our vision is to provide a positive, family-oriented and engaging environment where children will recognize and achieve their fullest potential.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Streater-McAllister, Anna	Principal	Lead the school in all areas of academics and instruction, manage the team of employees while cultivating relationships with all stakeholders, ensuring the learning of all students and, building a foundation of lifelong learning.
Heron, Megan	Instructional Coach	Megan Heron is the content specialists for ELA for Shady Hill Elementary. The responsibilities of the content area specialist in ELA is to provide instructional support for our teachers, and assist in facilitation of planning and implementation of the B.E.S.T. Standards in in ELA for the state of Florida.
McBride, Lori	Instructional Coach	Lori McBride is the content areas specialist for Math. The responsibilities of the content area specialist in Math is to provide instructional support for our teachers, and assist in facilitation of planning and implementation of the B.E.S.T. Standards in Math for the state of Florida.
Catalanotto, Susan	Dean	Susan Catalanotto is our student services manager. The student services manager is responsible for the implementation of the code of student conduct in management of student behavior. Student services managers work with our students, teachers, and parents to keep the campus a safe learning environment so that classroom instruction consistent and optimal for all students.
Cabrales, Maria	Assistant Principal	Maria Cabrales is the assistant principal at Shady Hill Elementary. The assistant principal co-leads the school in all areas of academics and instruction, assist in management of the team of employees while cultivating relationships with all stakeholders, ensuring the learning of all students and, building a foundation of lifelong learning.

Stakeholder Involvement and SIP Development

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. (ESSA 1114(b)(2))

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

Leadership team meets every Monday to discuss areas of need for the weeks and months ahead. The plan of action in each area of leadership team is developed and executed in day to day activity. Data is monitored to make decisions from instruction, attendance, guidance, and family engagement to name a few areas. The team decides our goals, and we move as a team to attain them.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan, or SIP is a working document that will be used throughout the academic year, and monitored by the administrative team as we progress through and to our goals. We will share with our SAC

(School Advisory Council) and monitor the attainment of goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	19	9	15	18	9	15	0	0	0	85	
One or more suspensions	33	2	21	13	50	9	0	0	0	128	
Course failure in English Language Arts (ELA)	14	13	30	4	3	8	0	0	0	72	
Course failure in Math	5	3	10	0	3	2	0	0	0	23	
Level 1 on statewide ELA assessment	13	18	19	42	19	16	0	0	0	127	
Level 1 on statewide Math assessment	8	4	8	28	13	24	0	0	0	85	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	18	19	42	19	16	0	0	0	127	

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	26	21	34	25	32	48	0	0	0	186

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

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

Prior Year (2022-23) As Initially 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		
Absent 10% or more days	33	41	29	35	17	28	0	0	0	183	
One or more suspensions	7	13	8	14	7	14	0	0	0	63	
Course failure in ELA	17	25	25	12	6	17	0	0	0	102	
Course failure in Math	16	16	16	17	5	20	0	0	0	90	
Level 1 on statewide ELA assessment	0	0	0	41	12	32	0	0	0	85	
Level 1 on statewide Math assessment	0	0	0	27	10	32	0	0	0	69	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	9	11	16	0	0	0	0	0	40	

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	18	26	25	23	7	21	0	0	0	120

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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		
Absent 10% or more days	33	41	29	35	17	28	0	0	0	183	
One or more suspensions	7	13	8	14	7	14	0	0	0	63	
Course failure in ELA	17	25	25	12	6	17	0	0	0	102	
Course failure in Math	16	16	16	17	5	20	0	0	0	90	
Level 1 on statewide ELA assessment	0	0	0	41	12	32	0	0	0	85	
Level 1 on statewide Math assessment	0	0	0	27	10	32	0	0	0	69	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	9	11	16	0	0	0	0	0	40	

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	18	26	25	23	7	21	0	0	0	120

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that 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.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54			52	47	56	54		
ELA Learning Gains				54	56	61	66		
ELA Lowest 25th Percentile				38	51	52	70		
Math Achievement*	64			67	54	60	71		
Math Learning Gains				69	62	64	72		
Math Lowest 25th Percentile				53	52	55	60		
Science Achievement*	57			42	42	51	53		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	60			31			74		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 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%
SWD	11	Yes	2	2
ELL	36	Yes	1	
AMI				
ASN				
BLK	34	Yes	4	
HSP	51			
MUL	68			
PAC				
WHT	61			
FRL	46			

2021-22 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%
SWD	25	Yes	1	1
ELL	44			
AMI				
ASN				
BLK	28	Yes	3	1
HSP	46			

2021-22 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%
MUL	71			
PAC				
WHT	63			
FRL	41			

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. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			64			57					60
SWD	7			25							3	
ELL	27			20							3	60
AMI												
ASN												
BLK	25			43							2	
HSP	51			59			43				5	64
MUL	59			76							2	
PAC												
WHT	61			69			66				4	
FRL	40			50			48				5	57

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	52	54	38	67	69	53	42					31
SWD	14	23	21	26	38	33	17					
ELL	32	50		53	56							31
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	18	23	17	30	48	45	14					
HSP	50	58	37	63	68	53	17					25
MUL	55	67		85	75							
PAC												
WHT	61	59	58	75	73	59	58					
FRL	35	49	37	54	62	50	21					18

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	66	70	71	72	60	53					74
SWD	23	50	62	38	53	50	7					
ELL	31			46								74
AMI												
ASN												
BLK	25	47		34	50		8					
HSP	39	65		66	76		36					72
MUL	62			67								
PAC												
WHT	67	70		82	76	70	68					
FRL	40	65	74	54	64	65	30					64

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	49%	12%	54%	7%
04	2023 - Spring	62%	48%	14%	58%	4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	39%	0%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	48%	14%	59%	3%
04	2023 - Spring	73%	53%	20%	61%	12%
05	2023 - Spring	57%	50%	7%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	43%	10%	51%	2%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The lowest performance was our 3rd Grade reading at 40% a loss of 2 percentage points from the previous year(although the assessments are different. This is a targeted goal because within the new grading formula for the state assessment 3rd grade will count twice. Students were lower from second grade, and through targeted instruction and planning, MTSS intervention, and strong tier one instruction students were able to regain some of their deficit of skills.

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

The only data decline was from third grade ELA. As a whole, all goals were met this year. We increased in overall language arts by 6% points from last year (52% to 58%), math stayed the same at 67% and science increased 15% points from 38% to 53% .

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.

The greatest gap for the state average was ELA in 3rd grade at 39% to the state average of 50%. The students that were in the 3rd grade were kindergarten students during COVID. With at home learning and some students not attending school , many skill deficits are present. We must strategize to ensure these student skill deficits are addressed, like targeted third grade tutoring.

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

Science showed the most improvement. Our 5th grade teachers concentrated on the actual application of science

skills with the students. Students learned vocabulary necessary to understand the text, and also had experience with the application of their learning through hands-on experiments. Early release days will be dedicated to more science inquiry and application to continual increase in the achievement levels.

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

An area of concern with the Early Warning Systems data is the high number of discipline referrals and the correlation with ELA Scores. Students that have behavior incidents are often those who lack the skills of reading

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

1. Overall ELA increase in ALL students, especially those in third grade.
2. Address the needs of student deficiencies; strategically targeting students for remediation during tier one instruction through small group instruction.
3. Implement targeted tutoring programs twice yearly.
4. Retention and support(instructional and professional development) of teachers new to the career.
5. Expand family engagement following the dual capacity framework of Dr. Karen Mapp, and celebrate students and families more frequently.

Area of Focus

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

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 2022-23 SIP plan the Area of Focus was collaborative planning with a focus on formative assessment. Collaboration and formative assessment have shown some growth, and teachers have used data to inform teaching decisions. The next component of planning is strategic targeted remediation or acceleration from small group planning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If small group instruction is strategically targeted and planned for students, then ELA proficiency will increase from 58% to 63% as measured on the spring administration of the 2023-2024 Florida Assessment of Student Thinking, or FAST.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Through on-going data digs, collaboration, and early release day professional development opportunities, the administrative team and teachers will be able to share their data to examine the students with the highest need of strategic small group planning ensuring that task are aligned and include the level of rigor needed for students to show mastery.

Person responsible for monitoring outcome:

Anna Streater-McAllister (anna.streater-mcallister@marion.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based intervention is strategic planning for small groups utilizing the data from formative assessment to target specific students. Those students are also consists of our ESSA subgroups, targeting those groups of students that fall under the 41%.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy has been chosen as it fosters intentionality in our everyday practice of instruction. The reality is that unless we strategically target students for instruction, we will not see the change and increase needed in their learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attend planning meetings and introduce /coach teachers through the strategic small group planning process.

Person Responsible: Anna Streater-McAllister (anna.streater-mcallister@marion.k12.fl.us)

By When: The first collaboration meeting and throughout the school year.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Daily attendance at Shady Hill averaged 85% in 2022, and held the same average this year at 85%. We understand the importance of attendance as it relates to academic achievement. We are planning to implement more attendance incentives for students to attend school by engaging our families through events to achieve our goal.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Shady Hill Elementary will increase attendance by 5%; from 85% to 90 % by the end of the 2023-24 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance clerk will run daily reports, and student services manager and counselor will create opportunities for students to participate in attendance celebrations(ice cream parties, attendance dances, lunch with the principal etc) and family engagement activities, like Family Academic Conference Night.

Person responsible for monitoring outcome:

Susan Catalanotto (susan.catalanotto@marion.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research evidence shows that if students are engaged in school activities, then academic achievement will increase (Mapp, 2017). Students must be in school to learn and illustrate academic growth. Families must be engaged to assist in the academic growth of their child.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale is to increase student attendance, which in turn increases student academic performance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

FACE Committee will create opportunities for students and families to increase the attendance of students by offering engaging activities.

Person Responsible: Anna Streater-McAllister (anna.streater-mcallister@marion.k12.fl.us)

By When: Meeting monthly for planning activities and implementing family engagement strategies for families of students.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Shady Hill Elementary will utilize our Title I funds to address the needs of our ESSA subgroups through family engagement activities and our Acceleration and Innovation strategies.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Kindergartens will increase from 41-46 %

First grade will increase from 57% to 62%

Second grade will increase from 56% to 61%

Our area of focus will utilize strategic small group planning using the data from formative assessment to provide targeted instruction for students.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

At Shady Hill Elementary are in a mission to ensure our ESSA subgroups are increasing in proficiency in the areas of ELA. Our African American students are non-proficient with 81% of students not scoring a 3 or above on the 3-5th 22-23 FAST Spring assessment. Our students that are English language learners are at 78% not scoring 3 or above on the 22-23 FAST assessment. Our priority must be that we provide targeted intentional small group instruction to these students. Our area of focus will utilize strategic small group planning using the data from formative assessment to provide targeted instruction for these students.

Third grade will increase from 39% to 44%

Fourth grade will increase from 62% to 66%

Fifth grade will increase from 61% to 65%

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Kindergarten will increase from 41% to 46%

First grade will increase from 50% to 55%

Second grade will increase from 56-61%

Grades 3-5 Measurable Outcomes

Third grade will increase from 39% to 44%

Fourth grade will increase from 62% to 66%

Fifth grade will increase from 61% to 65%

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student data from these outcomes will be analyzed during data digs, collaborative planning, and professional development to ensure students data is monitored for academic success.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Streater-McAllister, Anna, anna.streater-mcallister@marion.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will not only have the opportunity to plan during the day, but the ESSER grant allows them to use time after school for 5 hours weekly to strategically plan using scientifically based resources for small group targeted instruction.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale is that strategic instructional planning produces targeted instruction . These methods are best practices that if implemented with fidelity, will produce strong and promising levels of evidence for student achievement, especially in the subgroups of African- American (28% proficiency) and students with disabilities at (25% proficiency).

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will collaborate and develop the plans for targeted small group instruction that will be implemented in the classroom. Administrators and coaches will provide feedback to teachers on their practice to ensure student get the targeted instruction needed. Data from formative, benchmark, district, and state assessments will provide teachers with several data sources to continue the goal of strategic targeted planning for small group instruction.	Streater-McAllister, Anna, anna.streater-mcallister@marion.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Shady Hill Elementary uses the School Advisory Council meetings, or SAC to review the School improvement plan when reviewing data. These meetings are held quarterly and we invite all of our stakeholders to our meeting which includes parent, teachers, business partners, and school volunteers to take part in the committee. We let parents know by utilizing our Skylert communication tool, school marquee, Class Dojo, and flyers home for parents. We also have it available on our school website at www.marionschools.net/she.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We are hosting a plethora of family engagement events this year, and are offering two parent conference nights for our families. The first will be in held in November ant the second in February. Along with flexible meeting for parents, as in parent conferences, we encourage families to come be a part of our family. Our school is part of the Acceleration and Innovation schools which participates in Family Academic Conference and Engagement, or FACE, based on the research of Dr. Karen Mapp. The intention is to create positive environments for families so that academic achievement soars. We will advertise all of our events publicly, and on our website at www.marionschools.net/she We also advertise on our marquee, Skylert communication, and Class Dojo. We send flyers home and have parent volunteers that are willing to help in all ways possible to ensure that families feel in partnership with our school. We invite our business partners, and all stakeholders to come and partner with us for the academic success of our students.<https://www.marionschools.net/Page/50551>

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 III of the SIP. (ESSA 1114(b)(7)ii)

The goal is that the programs we put in place from our FACE Conference nights and increase in family engagement, along with the goal of strategic small group planning for targeted instruction.

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 ESSA, 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). (ESSA 1114(b)(5))

We develop this plan with all students and stakeholders in mind. Our business partners, families, district resources, and are all a part of the development of this plan. We have our food backpack program for students identified as homeless, and lunch programs that provide dinner for families.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

The MDT or Multi Disciplinary Team, meets to discuss students and the needs of them from our screeners. We utilize the BESS screener to identify students that may need resources for behavior, mental health, or socioeconomic needs.

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. (ESSA 1114(b)(7)(iii)(II))

We host Career Day, Veterans Day, and many other events that students are exposed to the workforce. During several events our high school students will come to volunteer and speak about their high school or middle school during the 5th grade transition meeting.

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. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We also use the Multi Tiered Support System, or MTSS behavior processes for students that are identified during our MDT meetings. The student services manager maintains the data needed for these students, and assist our behavior specialist and technicians in collecting needed data for interventions for our all of our students which include students with disabilities.

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. (ESSA 1114(b)(7)(iii)(IV))

Our early release days will be used as professional development days to disaggregate our data and use it for intentional tier 1 instruction. Para- professionals support the instruction in the classroom, and it is imperative they take part in the professional development that is offered on campus.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We host VPK nights at our schools and ESE Pre- K nights. We also host stagger start to ensure students have an experience prior to the first day of school