Marion County Public Schools

Saddlewood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Saddlewood Elementary School

3700 SW 43RD CT, Ocala, FL 34474

[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 Saddlewood is to provide all students with the opportunity to achieve their personal best, to build good character, to learn respect for themselves and others, to accept responsibility for their actions, while developing a love of learning as they become lifelong learners.

Provide the school's vision statement.

The faculty and staff of Saddlewood Elementary School are committed to providing our students with quality educational experiences, integrating curriculum content with real world experiences, to ensure an understanding of the BEST Standards in Kindergarten through Fifth grades.

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
Lipira, Heather	Principal	The principal will be responsible for raising student achievement by supporting teachers with curriculum resources, modeling, providing feedback, behavior management support, student counseling, goal setting with students, and academic interventions. The principal will provide timely feedback to teachers on instructional practices to improve instruction will track feedback implementation when doing daily walkthroughs. The principal oversees the leadership team and delegates tasks such as coaching and modeling for teachers, data collection, collaboration meetings, behavior support, counseling services, data meetings held by coaches and assistant principals. The principal will ensure funding is spent appropriately and that we are being fiscally responsible with Title I funding. Lastly, the principal is responsible for a safe and orderly learning environment and works closely with the dean, School Resource Officer, and the district Safe Schools Department to ensure students are safe at school and can learn in classroom free from distractions.
Smithies, Lesa	Assistant Principal	The assistant principal along with the the principal will be responsible for raising student achievement by supporting teachers with curriculum resources, modeling effective instructional practices, data collection, and will keep track of all students' progress. Dr. Smithies will oversee all testing throughout the school year and will ensure teachers understanding the data and how to use it to drive instruction. Dr. Smithies will provide timely feedback to teachers for all teachers as well as help paraprofessionals with instructional strategies to use to work with students in small groups.
Robledo, Natalia	Assistant Principal	The assistant principal along with the the principal will be responsible for raising student achievement by supporting teachers with curriculum resources, modeling effective instructional practices, data collection, and will keep track of all students' progress. Mrs. Robledo will oversee all testing throughout the school year and will ensure teachers understanding the data and how to use it to drive instruction. Mrs. Robledo will provide timely feedback to teachers for all teachers as well as help paraprofessionals with instructional strategies to use to work with students in small groups. Mrs. Robledo will work with our ESOL paraprofessionals to ensure testing is completed for our students who speak another language and schedule ESOL paraprofessionals into classrooms where these students are scheduled to ensure they are receiving support to acquire English. language.
Ramage, Danielle	Reading Coach	Content Area Specialists will model lessons for teachers, provide side by side coaching, monitor student progress, provide professional development to teachers in their subject area. Mrs. Ramage will provide support and modeling of best practices in grades 2-5 in the area of reading and writing. Mrs. Ramage will support interventions for students in Tier II and Tier III interventions in grades 3-5. Mrs. Ramage will support our Tier II students and our students with disabilities being served in inclusionary settings by working in small groups, helping teachers plan small group lesson using their data, and tracking progress students are making with teachers. Mrs. Ramage will work

Name	Position Title	Job Duties and Responsibilities
		to help teachers effectively plan during collaboration meetings ensuring the level of instruction meets the rigor of the benchmarks.
Rasdall, Kimberly	School Counselor	Mrs. Rasdall will support our students social emotional needs by providing counseling, working with parents to assist with outside resources as needed, and will help teachers with students who may need more support academically and with behavior within the classroom. Mrs. Rasdall will be in charge of 1st, 3rd, 5th grades and VPK. She will provide small groups, will track student attendance data, academic data and behavior data. Mrs. Rasdall is in charge of ESOL testing and ensuring our students are receiving support from an ESOL endorsed teacher. Mrs. Rasdall will work with Mrs. Bennett to keep track of MDT meetings and the data that is tracked accurately.
Cook, Jeffrey	Dean	Mr. Cook will support systems that support a safe and orderly environment where all students can learn. He will monitor discipline data, provide mentoring for students, be the lead on our PBIS team, ensure students feel safe, and provide valuable life lessons for students so they understand appropriate responses to anger, frustrations, and disappointments. Mr. Cook is the lead on our school's safety committee and will have monthly meetings to address needs or concerns. Mr. Cook is in charge of duty stations to ensure students have adequate supervision in all areas of campus and that staff members are there when needed.
Alvarez, Jennifer	Instructional Media	Mrs. Alvarez will ensure all books are vetted and approved for students to access. She will ensure teachers have instructional materials needed, ensure all students have access to technology, and will track students' reading data. Mrs. Alvarez will provide reading incentives for students, have class contests, and organize reading events around literacy. Mrs. Alvarez will provide digital citizenship courses to students in grades K-5 so students understand how to stay safe while using technology at school and at home.
Crimi, Heather	Math Coach	Content Area Specialists will model lessons for teachers, provide side by side coaching, monitor student progress, provide professional development to teachers in their subject area. Mrs. Crimi will provide support and modeling of best practices in grades 2-5 in the area of math and science. Mrs. Crimi will support our Tier II students and our students with disabilities being served in inclusionary settings by working in small groups, helping teachers plan small group lesson using their data, and tracking progress students are making with teachers. Mrs. Crimi will work to help teachers effectively plan during collaboration meetings ensuring the level of instruction meets the rigor of the benchmarks. Mrs. Crimi will work with 5th grade teachers on providing students with more opportunities for science explorations and experiments. Lessons will be planned weekly to ensure are students have the background knowledge in science for a better understanding of concepts. Lastly, Mrs. Crimi will work with Mrs. Ramage to help teachers plan science content in the reading block.

Name	Position Title	Job Duties and Responsibilities
Paton, Ciera	Teacher, K-12	Ms. Paton is in charge of ensuring students are receiving the appropriate interventions, she will provide K-2 ELA Support, model UFLI lessons for teachers who are new to the program, and will serve as our Data Dashboard Liaison for our school.
Bennett, Arnishia	School Counselor	Mrs. Bennett will support our students social emotional needs by providing counseling, working with parents to assist with outside resources as needed, and will help teachers with students who may need more support academically and with behavior within the classroom. Mrs. Bennett will be in charge K,2,4 grades and ASD modified classrooms, and ESE Pre-K. She will provide small groups, will track student attendance data, academic data and behavior data. Mrs. Bennett will work with Mrs. Rasdall to ensure our MDT data is tracked accurately and that we are providing support to our students who may indicate a need. Mrs. Bennett is in charge of the Florida Alternative Assessments for our students on the modified curriculum track.

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.

The school leadership met and went over our schoolwide data from the end of the 2022-2023 data, then met with teachers to formulate a plan to address our lowest area and how we would make adjustments to our master schedule. Our area of focus was determined by the data and we have a laser focus in the area of reading schoolwide, as this is our area of greatest concern. The SAC committee met and agreed on our schoolwide focus, based on the data we shared. Once the School Improvement is approved, we will review at our first SAC meeting and make additions based on our first testing period in the 2023-2024 school year.

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's leadership team meets monthly to monitor the data of each student. Our data will also be reviewed at our quarterly SAC meetings with parents and SAC members. We will revise our plan as needed throughout the year based on the data we are monitoring.

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	97%
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) Asian Students (ASN) 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: B
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	1	19	64	44	45	45	0	0	0	218
One or more suspensions	0	8	2	10	10	12	0	0	0	42
Course failure in English Language Arts (ELA)	0	0	0	0	30	47	0	0	0	77
Course failure in Math	0	0	0	0	20	18	0	0	0	38
Level 1 on statewide ELA assessment	0	0	0	12	62	41	0	0	0	115
Level 1 on statewide Math assessment	0	0	0	12	60	44	0	0	0	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	17	40	63	54	0	0	0	184
	0	0	0	0	0	0	0	0	0	

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	1	35	12	34	51	52	0	0	0	185

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	1	2	1	12	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	42	40	39	37	31	46	0	0	0	235
One or more suspensions	10	10	3	9	10	17	0	0	0	59
Course failure in ELA	28	38	59	36	9	41	0	0	0	211
Course failure in Math	24	17	56	27	11	62	0	0	0	197
Level 1 on statewide ELA assessment	0	0	0	50	27	34	0	0	0	111
Level 1 on statewide Math assessment	0	0	0	33	25	38	0	0	0	96
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	8	4	0	0	0	0	0	15

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	27	23	53	34	10	48	0	0	0	195

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	0	12	1	0	0	0	0	14
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	42	40	39	37	31	46	0	0	0	235
One or more suspensions	10	10	3	9	10	17	0	0	0	59
Course failure in ELA	28	38	59	36	9	41	0	0	0	211
Course failure in Math	24	17	56	27	11	62	0	0	0	197
Level 1 on statewide ELA assessment	0	0	0	50	27	34	0	0	0	111
Level 1 on statewide Math assessment	0	0	0	33	25	38	0	0	0	96
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	2	8	4	0	0	0	0	0	15

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	27	23	53	34	10	48	0	0	0	195

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	0	12	1	0	0	0	0	14
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*	51			56	47	56	56		
ELA Learning Gains				65	56	61	57		
ELA Lowest 25th Percentile				55	51	52	50		
Math Achievement*	62			67	54	60	65		
Math Learning Gains				74	62	64	61		
Math Lowest 25th Percentile				52	52	55	54		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	55			48	42	51	60		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	63			65			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	2
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
2022-23 ESSA SUBGROUP DATA SUMMARY				
SWD	34	Yes	4	
ELL	49			
AMI				
ASN	89			
BLK	37	Yes	1	
HSP	51			
MUL	61			
PAC				
WHT	63			
FRL	49			

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	36	Yes	3	
ELL	52			
AMI				
ASN	84			
BLK	48			
HSP	61			
MUL	69			
PAC				
WHT	63			
FRL	57			

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)

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	51			62			55					63
SWD	28			36			15				5	60
ELL	40			63			38				5	63
AMI												
ASN	84			94							2	
BLK	33			45			48				4	
HSP	44			57			44				5	59
MUL	54			68							2	
PAC												
WHT	61			68			62				4	
FRL	41			51			49				5	67

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	56	65	55	67	74	52	48					65
SWD	27	38	38	36	50	38	24					
ELL	44	60	56	54	74	56	6					65
AMI												
ASN	77	90		90	95		67					
BLK	38	49	57	56	65	45	26					
HSP	55	68	59	64	74	50	52					67
MUL	63	68		69	74							
PAC												
WHT	61	67	50	72	76	53	63					
FRL	48	58	49	59	69	55	38					77

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	56	57	50	65	61	54	60					74
SWD	15	28	27	26	41		24					40
ELL	43	62		56	62		50					74

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
AMI												
ASN	77			80			53					89
BLK	37	56		46	59		37					
HSP	47	46	62	61	54	43	54					67
MUL	41			59								
PAC												
WHT	67	63	40	74	65	58	72					
FRL	49	53	48	56	56	54	51					67

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	59%	49%	10%	54%	5%
04	2023 - Spring	51%	48%	3%	58%	-7%
03	2023 - Spring	43%	39%	4%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	52%	48%	4%	59%	-7%
04	2023 - Spring	60%	53%	7%	61%	-1%
05	2023 - Spring	67%	50%	17%	55%	12%

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.

Looking closely and comparing the data from 2022 to 2023, our scores on ELA proficiency have decreased from 53% to 47% in 3rd grade, 60% to 58% in 4th grade, and 58% to 56% in 5th grade.

Looking closely and comparing the data from 2022 to 2023, our scores on Math proficiency have decreased from 60% to 52% in 3rd grade, 72% to 60% in 4th grade, and increased from 65% to 67% in 5th grade.

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

Reading proficiency is an area of need when looking and analyzing our data. Each year, proficiency has decreased, which shows an area of improvement school-wide. Our ELA proficiency has decreased over several years, which is why our area of focus will be Tier I reading instruction, small group instruction, and fluency.

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 data component that shows our greatest gap between school and state average is in the area of reading, specifically in 3rd and 4th grade, showing a 7% gap. Students are lacking foundational skills needed to be a successful reader. To build up the foundational skills, we are continuing the implementation of the UFLI program in grades K-2, as well as the addition of the program in targeted 3rd grade students.

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

The data component showing the most improvement is math proficiency, specifically 5th grade. We added a math coach this past year to support teachers and students with math instruction. We will continue to push in the math coach support throughout this upcoming year.

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

When analyzing the EWS data, one potential area of concern is attendance. 31-46 students in each grade level have exhibited an early warning indicator of being absent 10% or more days. By targeting attendance, we will increase instructional time for these students, thus increasing student achievement.

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

Reading proficiency/learning gains
Math proficiency/learning gains

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

#1. 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.

Our school incorporates Positive Behavior Support in all that we do. We have the Big 3: Do what is right, do your best, treat others the way you want to be treated! We have mentorship programs for students who need assistance in social skills, self esteem concerns, and anger management. We look closely at our MDT data on mental health as well as discipline data to determine what is needed. Our goal is that all students come to Saddlewood and feel loved, respected and included. Students are welcome to come to any adult on campus for assistance when needed. Each day on the morning show, we will be talking about a resiliency skill of the month and recognizing students school wide who exhibit that skill. We will be closely monitoring attendance data daily, making positive phone calls to parents encouraging attendance, and rewarding students who have improved their attendance monthly. We utilize Caring School Community curriculum in all classrooms daily.

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

If we have students attend school consistenly and can decrease number of office discipline referrals, our campus will have a more positive culture. When students are in school and in class, the more our students will learn. Our attendance data will increase by 3% points from 92% to 95% daily attendance if we focus on positive incentives for attedance with our daily number og the day.If we work with individual students on social skills with others and in the classrooms, we will reduce the number of office discipline referrals by 20% from the 2022-2023 school year from 472 to 380.

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

Monthly leadership meetings where will look at data and set goals for needed improvement. We have established a group of students we will target from the beginning to increase attendance and reduce discipline incidences. In addition we have a mentorship program that will begin in September for our students who need more support.

Person responsible for monitoring outcome:

Heather Lipira (heather.lipira@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.)

PBIS and Caring School Community will be implemented school wide.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

PBIS and Caring School Community is our district adopted programs we are to allowed and encouraged to implement.

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.

Meet with the school leadership team and plan to be prepared with implementation on day one of school starting. All 3-5 grade teachers will have students take the Canvas course on the Student Code of Conduct the first week of school. All students and parents received a calendar with school wide expectations to review at home. Teachers teach and model the Big 3 from the start of school and review those throughout the school year infused within the school day. Do what is right, do your best, and treat others the way you want to be treated is something we teach and reteach on the morning show and in all areas around campus.

Person Responsible: Heather Lipira (heather.lipira@marion.k12.fl.us)

By When: First day of school and monitoring weekly

#2. Instructional Practice specifically relating to ELA

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.

After reviewing data from the last three years on our district assessments, state assessment data, and classroom assessment data it is evident we need to work on collecting formative assessment data to plan for small group instruction in the area of reading. When teachers collect in the moment data from students while teaching a lesson, students will get feedback that will help them clear up misunderstandings. In addition, teachers are able to know where students are at and drive their instruction for remediation or enrichment needs. In addition, our school focus will be on Tier I reading instruction with an emphasis on fluency practice and students being actively engaged with the reading passages with eyes on text.

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

On the 2022-2023 ELA FAST Assessment, 50% of our 3rd grade students scored 3 or higher. 51% of our 4th grade students scored a level 3 or higher. In 5th grade, 59% of our students scored a level 3 or higher. If we focus on small group read instruction and fluency practice with students that all students students then in 3rd grade students will increase proficiency by 5% to 55%, our students will increase in 4th grade will increase 5% from 51% to 56%, and our students will improve by 3% in 5th grade from 59% to 62%.

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

Weekly classroom walkthrough data, as well as district and state assessment data each reporting period(FAST data three times per year, classroom assessment data, IXL data, MTSS intervention data.), will be used to monitor the effectiveness of Tier 1 instruction as well as teachers will utilize well-planned formative checks and other formative assessment data to provide targeted small group instruction with administration monitoring implementation weekly. The Content Area Specialists and Intervention Teacher will provide support and guidance on Tier 1 instruction, task alignment, and help plan for formative assessments throughout instruction. In addition, coaches will assist and model small group instruction using the data collected. Fluency will be another area will will focus on this school year so student can read more accurately. Fluency practice will be monitored and collected by the teacher once per week and discussed at weekly collaboration meetings.

Person responsible for monitoring outcome:
Heather Lipira (heather.lipira@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.)

Providing Formative evaluations have an effect size of .9 which from Hattie's High Effect size. When teachers are required to use data and evidence of learning, students learn at a higher level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that students who have increased opportunities to get feedback and clear up misunderstanding while learning with the use of formative assessment data being collected by the teacher, those students learn at a higher rate and achievement is higher. Research from John Hattie: Visible 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.

Professional development will be provided to all instructional staff and paraprofessionals focusing on formative assessment and how to use this data within the lesson as well as small group instruction. Planning for this will be embedded in collaborative planning twice per week. Instructional coaches will provide modeling to teachers as well as give feedback along with administration. Lastly, we will work on questioning and engagement strategies during collaboration meetings and plan for those with each lesson teachers teach to students.

Person Responsible: Heather Lipira (heather.lipira@marion.k12.fl.us)

By When: First week of school and provided weekly in collaboration meetings with teachers.

#3. ESSA Subgroup specifically relating to Students with Disabilities

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.

Planning for differentiated instructional and Universal Design for Learning (UDL) guidelines will be the focus for all students with our teachers. According to our data through ESSA, our students with disabilities are significantly lagging behind their general education peers for the past three years in learning gains and proficiency. In addition, support facilitators will work on acceleration lessons with students by previewing the week before the benchmark that is being taught and the vocabulary will be frontloaded for our students with disabilities.

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

If we provide students are provide more chocies of how they complete tasks in our inclusion classrooms as well as provide targetted instruction on their IEP goals learning gains will increase by 5% in the area of ELA for our students with disabilities. Proficiency for our students with disabilities will increase from 39% to 45%.

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

Weekly classroom walkthrough data with evidence of implementation being observes, as well as district and state assessment data (such as FAST, MTSS data, Benchmark Assessment Data, etc.) will be used to monitor learning gains for students with disabilities. IEP goals will be adjusted during meetings as needed increasing students' goals that are achievable while raising expectations. ESE teachers will be scheduled to meet students' needs daily and exceed the minutes of assistance on their IEPs with additional paraprofessional support. In addition, classroom teachers will plan with the ESE teachers to ensure high-quality instruction is happening consistently.

Person responsible for monitoring outcome:
Heather Lipira (heather.lipira@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.)

Teaching learning strategies (.62 Effect Size on Hattie's Index of Teaching & Learning Strategies), building the capacity of our teachers in the realm of learning strategies will enable teachers to know which strategy to use and when to use it. Providing students with small group instruction using formative assessment data and raising expectations will assist students in becoming proficient. In addition, a focus on UDL design for guidelines in classrooms with students will help our students gain access to a higher-level curriculum and be more successful. Teachers will plan with coaches with UDL guidelines to give students a choice, voice, and different means of representation for students to learn standards to be successful in all classrooms.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that students who have access to the curriculum in different ways through the guidelines in Universal Design for Learning raise achievement levels across all subject areas. We will use the district-adopted ELA curriculum, guided reading professional development, differentiated instruction using check for understanding data, and multiple intervention resources to increase students proficiency. Book: UDL Now by Katie Novak

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.

Kimberly Rasdall, Guidance Counselor, is a former ESE self-contained teacher as well as taught inclusion. She will be modeling strategies with teachers, planning for instruction to scaffold instruction, and plan for formative assessments with teachers. In addition, Elizabeth Rockey a lead teacher will provide modeling on best practices using UDL practices in the classroom. Our CASs and Intervention Teacher will work with ESE teachers and paraprofessionals on preview lessons for students.

Person Responsible: Heather Lipira (heather.lipira@marion.k12.fl.us)

By When: First week of school August 10, 2023

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).

The principal utilizes funding to add additional support staff that directly work with our student with disabilities, students who have reading deficiencies, and for support in interventions. Each inclusion classroom has a paraprofessional assigned to the room to better support students who need additional small group support. Title I funding pays for two Title I paraprofessionals to achieve this goal. Content Area Specialists and Intervention teacher is funded through Title I to support our struggling learners, model for teachers in the classrooms, and work with small groups of students. Title I funding is used for consumables that support learning in the classrooms.

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

Our focus area is on improving Tier I instruction that is all aligned to the B.E.S.T benchmarks in all classrooms. We will specifically work on teachers working in small groups to better meet the needs of our struggling learners. Teachers in K-2 will continue to implement UFLI in classrooms with the goals of all students learning to read with fluently. If students learn how to read well in K-2, reading to learn will be easier for our students entering 3rd grade. Currently, our students in grade K-2 are 60% on track to being proficient.

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

Teachers will work with students who are non proficient in small group daily to remediate skills students they are struggling with. In addition, our Content Area Specialists and Intervention teacher will be pulling students in small groups to work on specific interventions to help our students close the achievement gap. Currently, our 4th grade students from the FAST data last year were 50% proficient. The school has created a student watch list and those students data will be monitored in monthly and adjustments made to our small group rotation schedule as well as changes to the interventions.

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

N/A

Grades 3-5 Measurable Outcomes

Our current 4th graders scored 50% on 2022-2023 F.A.S.T assessment in 3rd grade. Our current 4th graders will improve overall proficiency by 5% to 55% percent proficient.

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.

We will use formative assessment data weekly to assess student progress. In addition, we will use K-5 FAST PM1, PM2, and PM3, our district benchmark assessments, classroom walkthrough data by administration, and our weekly common assessment in 4th grade that will be computer based that we will create in collaboration meetings.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lipira, Heather, heather.lipira@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?

The evidence-based strategy being implemented for this Area of Focus is small group systematic instruction on the benchmark areas students are showing difficulty with. Teachers will use formative assessment data and PM1 and PM2 to determine which students need small group remediation. We will also use our approve interventions with our students in 4th grade to close the achievement gaps with each student.

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?

SIPPS will be used for students with phonics deficits, Read 180 for vocabulary and comprehension, and Read Live will be used for fluency in MTSS block daily. Small group instruction will help students get remediation on the skills/benchmarks they are not mastering in Tier I instruction.

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
In collaboration, teachers and content area specialist will create a common assessment for all students in 4th grade. Using this data, small groups will be determined for teachers and Content Area Specialists to work with daily.	Lipira, Heather, heather.lipira@marion.k12.fl.us
Fluency checks will be completed with students weekly to ensure students speed and accuracy is improving. The goal for all students will be to read 133 words a minute by the end of 4th grade.	Lipira, Heather, heather.lipira@marion.k12.fl.us
The Saddlewood Literacy team will meet monthly to evaluate student literacy assessment data (District Progress Monitoring Assessments, FAST assessments data, and weekly common assessments) This information will be used to determine the literacy focus each month and a plan for supported literacy coaching, based on needs, will be devised. The content area specialist will serve as the literacy leader by supporting tier 1 literacy instruction by coaching and modeling for teachers. In addition, our school will have reading contests between classes and grade levels using Accelerated Reader. The Literacy Leadership team will help teachers with goal setting for students to increase the time their students are reading each day and how many points they are earning.	Lipira, Heather, heather.lipira@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.

The SIP plan and budget will be shared via our school website marionschool.net, on Class Dojo School Story, a copy shared for viewing in the front office, our SAC meetings with parents. All information is

shared in multiple languages so all families can have access to the information. School Improvement Plan is available on our school webpage at https://www.marionschools.net/sde.

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))

The school will work hard to communicate with parents, families and other stakeholders on a regular basis. All parents have access to Family Access to view current grades, test data, and attendance/ discipline information. Teachers will hold conferences either virtually, via telephone or face to face when requested by the parent. Every nine week students and families receive the students report cards to share progress. We will send messages to parents frequently to advertise how to get their child's progress on School Story Dojo and the school website as well as call outs through our automated call system. Family Engagement Plan is available on our school webpage at https://www.marionschools.net/ sde.

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))

We will continue to focus on Tier I instruction looking at data to drive instruction. Collaboration meetings will be focused and targeted for the greatest impact for our teachers in reading and in math. The administration team will complete weekly walkthroughs looking for trends to continue to monitor improvement. Walkthrough forms will be kept in Google forms where leadership can assess trends by grade levels and see how teachers are progressing in their instructional practice. Targeted feedback is provided to teachers looking for high yield instructional strategies. In addition, the leadership team will be doing scheduled walkthroughs in the teachers UFLI block on the master schedule and providing support by coaches and district program specialists. Next, sharing formative assessment best practices collecting formative assessment data within the Tier I lesson will be a focus throughout the year in faculty meetings and collaboration. Lastly, we will have individual data meetings with teachers after each assessment period and establish a targeted plan to help those students not achieving proficiency.

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))

N/A