Marion County Public Schools

Saddlewood Elementary School

2016-17 Schoolwide Improvement Plan

Saddlewood Elementary School

3700 SW 43RD CT, Ocala, FL 34474

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	B

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Saddlewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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 Florida Standards.

2. School Environment

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

The school first learns about a students' culture when they enroll at our school. Teachers and support staff work to establish relationships with students by creating classroom communities that are accepting and tolerate of all cultures. Relationships are also formed between school and home through regular on-going communication.

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

We create a safe environment at our school in several different ways. First, we ensure a safe campus through the processes and procedures put into place with visitor check-in/check-out, through routine safety drills, and our screeening process for volunteers. Secondly, we ensure student safety through on-going communication with students. Students share concerns with teachers, the school dean, administration, or other support personnel. Staff members understand they must available to assist students with concerns. Additionally, parents understand they may utilize all available school resources to support their child when safety concerns arise.

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

Our school utilizes the PBS (Positive Behavior Support) System. PBS, in conjunction with teaching and practicing "The Big 3", is the basis for our discipline system. Students are taught "The Big 3" on a regular basis through a variety of modes, including a school-wide assembly to kick off the year and consistent classroom practice. Lesson plans and other support material is available to the teacher and documentation of instruction is noted in the lesson plans. Additionally, students are rewarded for making positive choices on our campus. Students earn Stallion Bucks which can be utilized to purchase rewards from the school store or special reward opportunities. Our school also utilizes a progressive discipline appproach when students fail to make the appropriate choices at school. Consequences are aligned with the incident or infraction with the expectation that poor behavior choices will desist.

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

Our school ensures the social-emotional needs of our students are met through the use of our guidance counselor who provides counseling and mentoring as needed. Additionally, our teachers maintain regular communication with parents when concerns arise with a student. School and district resources are provided to families who require additional supports or services.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Our school's early warning system include monitoring attendance that is below 90 percent, looking at students who have one or more suspensions, monitoring students who have experienced course failure in ELA or math, and looking at students who scored a level 1 on FSA the previous year. These students are routinely discussed at our monthly synergy team meetings and resources are allocated to these students based on their needs.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	17	13	10	6	10	0	0	0	0	0	0	0	70
One or more suspensions	12	8	2	16	4	18	0	0	0	0	0	0	0	60
Course failure in ELA or Math	11	15	23	17	9	20	0	0	0	0	0	0	0	95
Level 1 on statewide assessment	0	0	0	43	35	34	0	0	0	0	0	0	0	112

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	23	21	24	34	14	45	0	0	0	0	0	0	0	161

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

Students who have been identified by the early warning system are discussed at monthly Synergy Team meetings. The guidance counselor, psychologist, social worker, dean, Academic and Professional Development Specialist, and administration are present at the monthly meetings. Academic interventions are reviewed at this meeting, as well as quarterly PMP meetings. Intervention needs are discussed and revisions are made based on current data and process. For attendance concerns, the guidance counselor and school social worker work together to improve attendance by involving parents in Child Study Team Meetings. For behavior concerns, the dean and behavior specialist work together to construct Tier II behavior interventions that support the individual child. These interventions may include daily behavior charts or check in/check out procedures.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313061.

2. Description

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

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

The ways in which the school builds and sustains partnerships with the community is outlined in the Parent Involvement Plan.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Beck, Jennifer	Principal
Alvarez, Carol	Teacher, K-12
DiSanza, Christine	Other
Newmones, Stacie	Instructional Coach
Taylor, Toni	Teacher, K-12
Dyer, Holly	Instructional Coach
Weeks, Patty	Teacher, K-12
Whitten-Lavery, Wendy	Teacher, K-12
Taylor, Vonitra	Teacher, K-12
St. Jean, Heather	Teacher, K-12
Ford, Wendy	Other

b. Duties

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

We have a school-based MTSS Leadership Team. Members may include the administration, guidance, teachers, school level support (dean, Professional Development Specialist, academic coach, etc.) and district level support personnel (psychologist, social worker, behavior specialist, etc.)

The Assistant Principal is a core member of the MTSS team because she is the one that conducts the Progress Monitoring Meetings and works with the teachers to determine student proficiency. The Guidance Counselor is a core member of the MTSS team because she is the one that monitors all the required paper work and proper interventions that must take place before going to a Student Assistance Team meeting. Our Professional Development Specialist and Coordinator are members of this team because they work with the classroom teacher to ensure the proper interventions are being made in a timely, monitored fashion. The dean was selected to be on the team because many times students who struggle academically react with behavioral issues and the dean can provide input on the students' behaviors. The school psychologist and behavioral specialist are representatives from the district level that will assist with the Student Assistant Team as the student progresses through the level of interventions.
Saddlewood's MTSS team consists of the following people:

Assistant Principal, Christine DiSanza
Counselor, Jan Brown
Counselor, Laura Beth Lancaster
Stacie Newmones, Professional Development Specialist
Wendy Ford, Coordinator
Marguerite Cruz, Dean
Patty Dawkins-School Psychologist
Anne Howie-Behavior Specialist

In addition to the MTSS leadership team, we also have a school-based leadership team that meets with the principal to be apprised of school updates and to be a part of the decision-making process. This team is selected at the beginning of each school year and grade level teachers work together to determine the representatives for their group.

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

The school based leadership team will consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress will be monitored and interventions adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the CIM. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Student data is routinely utilized when making adjustments to the overall action plan.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Beck	Principal
Linda Spencer	Education Support Employee
Daniel Gentry	Parent
Ruther Brazzel	Parent
Allison Campbell	Business/Community
Christine DiSanza	Education Support Employee
Wendy Ford	Education Support Employee
Jackie Perez	Parent
Stacey Melancon	Parent
Sharon Newberg	Education Support Employee
Christy Ardiles	Teacher
Gina Marquez	Parent
Sanmantha Blanton	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Last year's school improvement plan will be reviewed at upcoming SAC meetings. Our previous goals will be reviewed and adjustments will be suggested by committee members based on previous FSA data and the current needs of our school.

b. Development of this school improvement plan

Expected improvements are discussed with SAC members throughout the year and each spring feedback is solicited from the SAC members regarding improvements in reading, math, writing, and science. Feedback from the school survey is also shared with the SAC committee.

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

Once district and Title I funds are made available to the principal, the information is shared with the SAC committee. The principal shares financial priorities for the upcoming year and input is solicited from the SAC committee members.

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

We did not utilize school improvement funds last year to purchase supplies or equipment. Instead, we utilized district allocated funds and Title I funds to purchase employees, supplies, and equipment to support instruction in the classroom.

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

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

Our school will be recruiting new SAC members at our upcoming Parent Information Night opportunities, as well as advertising our meetings in upcoming school newsletters. Additionally, our current SAC members will be encouraged to invite parents or community members that are ethnically and racially diverse to upcoming meetings.

3. Literacy Leadership Team (LLT)

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

Name	Title
Beck, Jennifer	Principal
Newmones, Stacie	Instructional Coach
DiSanza, Christine	Instructional Coach
Weeks, Patty	Teacher, K-12
Jones, Caren	Instructional Coach
Burnham, Gail	Teacher, K-12
Strickland, Chelsea	Teacher, K-12
Stewart-Steen, Kathleen	Teacher, K-12
Hughes, Braegan	Teacher, K-12

b. Duties

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

The major initiatives of the LLT for 2016-2017 will be to ensure that all students in 4th and 5th, as well as retained 3rd graders make learning gains in the area of reading. Another initiative will be to improve the parent attendance at parent involvement activities. The team will also work to ensure the successful implementation of Florida Standards and The Academies (K-2). The team can also examine data to see if additional resources are needed for subgroups.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Our school employs several strategies to encourage a positive working relationships between teachers. One of the ways this is accomplished is through monthly PLC meetings. These meetings provide opportunities to discuss relevant data and to ensure identified students are on target to make math learning gains. Additionally, grade levels work together on a weekly basis to plan for instruction based on formative assessment data and upcoming ELA and math needs. Additionally, new staff are invited to monthly sessions focusing on topics specific to Saddlewood. These small group opportunities help to strengthen relationships among peers enabling collaborative conversation.

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

Our recruitment and retention strategies include checking the references of possible new hires to ensure quality performance, we set expectations during the interview process, we assign new hires a mentor to ensure understanding of the grade level responsibilities, and we coordinate with district personnel

responsible for working with new teachers to orient them to district policies, procedures, and programs. Jennifer Beck, Principal and Christine DiSanza, Assistant Principal are responsible for recruiting and retaining quality staff at our school. This is accomplished through establishing an on-site training program for new teachers at the school. Additionally, all potential new hires are interviewed by administration and multiple background checks are conducted.

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

New teachers will be paired with veteran teachers within their grade level. Administration will take into account proximity of teachers within the building, experience, and willingness to serve in this capacity.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our programs and materials are aligned to the Florida standards utilizing a variety of strategies. Upcoming standards are deconstructed at PLC meetings and follow-up planning opportunities are scheduled with grade levels to ensure instructional planning is in alignment with the standards. Student progress on formative assessments and learning checks will be reviewed at data meetings to determine material and program needs. Our teachers utilize the core ELA and math material provided by the district, as well as supplemental material to ensure the standards are met.

b. Instructional Strategies

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

Our school uses formative and summative assessment data to differentiate instruction in the classroom. ELA and math small groups are formulated based on current data from AIMSWeb, learning checks, and regular formative assessments. Student groups are fluid based on data. Struggling students work more frequently with the teacher to attain proficiency of the curriculum. Reading instruction is also differentiated during intervention time when small groups of students work with our support staff in an intervention program that addresses their reading deficiency area.

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

Strategy: After School Program

Minutes added to school year: 1,440

A Title I, school-based tutoring program will be offered beginning in March 2017 utilizing research-based programs to support remedial instruction in core academic subjects.

Strategy Rationale

To provide additional time beyond the school day to remediate a select group of students in ELA, math, and science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Beck, Jennifer, jennifer.beck@marion.k12.fl.us

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

Pre and Post test data will be collected from participating students.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Saddlewood currently has one Pre-School ESE program based at the school of which several of the students feed into the regular Kindergarten program. Incoming kindergarten students who have not participated in a Voluntary Prekindergarten Program are encouraged to attend the summer VPK program. Efforts are made in the spring to facilitate early kindergarten registration so that incoming kindergarten students can take advantage of the summer VPK program. Flyers are sent home and the school marquee encourages early kindergarten registration.

During the first week of school, our district uses the "Stagger Start" procedure where kindergarten students are assigned just one day of attendance during those first three days. On each of these days, the kindergarten teacher has a small group of students that can be oriented to the school, as well as, individually assessed.

Our kindergarten parents also attend our Open House that occurs during the first few weeks of school.

Additionally, as students transition from one grade level to another, parents are invited to Parent Information Nights. These opportunities allow for a better understanding of grade level expectations.

b. College and Career Readiness

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard

provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:
• A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
• Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
• Independent and collaborative research projects embedded in the curricula.
• Collaboration, communication, and critical thinking skills threaded throughout the curricula.
• Real-world, problem-based applications.
• Content rich instruction.

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we intensify the rigor and relevance of our differentiated instruction in all subjects, then an increased percentage of students will demonstrate mastery of the Florida Standards as measured by district proficiency charts.

Strategic Goals Detail

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

G1. If we intensify the rigor and relevance of our differentiated instruction in all subjects, then an increased percentage of students will demonstrate mastery of the Florida Standards as measured by district proficiency charts. 1a

🔑 G087388

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	54.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Additional time needed to support intensive instruction during and beyond the school day
- Lack of collaborative planning time to provide sufficient professional development
- Lack of parent engagement
- Lack of resources to support rigorous instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Coach
- Electronic resources/technology
- Title I funded purchases
- Supplemental ELA and math resources
- Intervention paraprofessionals

Plan to Monitor Progress Toward G1. 8

AIMSWeb, formative assessments, and learning checks

Person Responsible
Christine DiSanza

Schedule
Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion
Data from data notebooks

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If we intensify the rigor and relevance of our differentiated instruction in all subjects, then an increased percentage of students will demonstrate mastery of the Florida Standards as measured by district proficiency charts. `1`

🔑 G087388

G1.B1 Additional time needed to support intensive instruction during and beyond the school day `2`

🔑 B232265

G1.B1.S1 To strategically schedule and utilize all available instructional and non-instructional support personnel to advance our students understanding of the Florida Standards. `4`

🔑 S245120

Strategy Rationale

All staff members contribute to our student's learning. When the team works towards the same goal, we increase our ability to positively influence student success.

Action Step 1 `5`

Recruit, hire, and retain quality instructional and paraprofessional staff who will deliver intervention services to K-5 students during and beyond the school day.

Person Responsible

Jennifer Beck

Schedule

Daily, from 8/3/2016 to 5/25/2017

Evidence of Completion

Documentation of responses from each interview conducted and staffing plan information, as well as tutoring PSN information.

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

Evidence of completion of all steps

Person Responsible

Jennifer Beck

Schedule

Every 6 Weeks, from 8/10/2016 to 5/25/2017

Evidence of Completion

Our school master schedule reflecting the grade and class assignment of each paraprofessional, the paraprofessional's Fidelity Monitoring sheets indicating who received intervention support each week and how frequently. Additionally, viewing the coaches log to review instructional tasks completed each week for the Professional Development Specialist. Prior to beginning our after school program, a schedule containing teacher/para responsibilities and instructional resource list will be created.

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

Instructional coach and paraprofessional evaluations

Person Responsible

Jennifer Beck

Schedule

Every 6 Weeks, from 8/10/2016 to 5/25/2017

Evidence of Completion

The evaluations of both instructional coaches observed during the recommended district time-line will include effective and highly effective ratings. Additionally, the informal paraprofessional evaluations conducted by admin will reflect instructional strengths and weaknesses.

G1.B2 Lack of collaborative planning time to provide sufficient professional development [2]

🔑 B232266

G1.B2.S1 Schedule and facilitate professional development that has relevance to the grade level standards and increases the rigor of instruction. [4]

🔑 S245121

Strategy Rationale

Teachers and Admin. want grade specific content that can be utilized in the classroom to assist with mastery of the Florida Standards. There should also be consistent opportunities for teachers to review data, reflect on their practices, and plan for instruction.

Action Step 1 [5]

Purchase, use, and provide on-going professional development for the Top Score Writing program for 2nd-5th grade and the Acaletics for 3rd-5th grade math teachers

Person Responsible

Jennifer Beck

Schedule

Semiannually, from 8/4/2016 to 5/25/2017

Evidence of Completion

Completion of documents to receive master inservice points

Action Step 2 [5]

Schedule on-going training focused on planning developed through district program managers in accordance with the district professional development calendar.

Person Responsible

Jennifer Beck

Schedule

Monthly, from 8/5/2016 to 5/25/2017

Evidence of Completion

Completion of documents to receive master inservice points

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

Evidence of completed paperwork for master inservice points

Person Responsible

Christine DiSanza

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teacher paperwork in True North Logic for course completion

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

Teacher effectiveness ratings in domain 2 and 3

Person Responsible

Jennifer Beck

Schedule

On 3/21/2017

Evidence of Completion

Teachers formal evaluation ratings will be collected January-March to demonstrate teacher effectiveness in domain 2 and 3. Teacher should be effective or highly effective in all categories in domains 2 and 3.

G1.B3 Lack of parent engagement 2

🔑 B232267

G1.B3.S1 Involve parents in the learning process, so they can contribute to our students understanding of the Florida Standards. 4

🔑 S245122

Strategy Rationale

When parents and caregivers are involved in their child's learning, there is greater likelihood that instruction will be reinforced beyond the school day.

Action Step 1 5

Provide parent training opportunities and on-going communication related to student learning

Person Responsible

Jennifer Beck

Schedule

Monthly, from 8/3/2016 to 5/25/2017

Evidence of Completion

Agendas

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

Evidence of completion of each step

Person Responsible

Jennifer Beck

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Evidence will include flyers, newsletters, invitations, agendas, and parent communication logs from Home School Liaison.

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

Increases in student achievement as measured by AIMSweb and district learning checks

Person Responsible

Christine DiSanza

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Assessment data

G1.B4 Lack of resources to support rigorous instruction `2`
🔑 B232268

G1.B4.S1 Supplement instruction with research-based resources that reinforce mastery of the Florida Standards. `4`
🔑 S245123

Strategy Rationale

The district adopted textbook material does not adequately provide enough support in teaching or practicing the Florida Standards; therefore additional resources are provided to reinforce skills and standards.

Action Step 1 `5`

Select and use resources for instruction supporting rigorous instruction

Person Responsible

Jennifer Beck

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

purchased supplemental material

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Observation of materials in use in the classroom

> **Person Responsible**
>
> Jennifer Beck
>
> **Schedule**
>
> Monthly, from 8/10/2016 to 5/25/2017
>
> *Evidence of Completion*
>
> Material use noted in teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Increases in student performance on AIMSWeb

> **Person Responsible**
>
> Christine DiSanza
>
> **Schedule**
>
> Semiannually, from 8/10/2016 to 5/25/2017
>
> *Evidence of Completion*
>
> AIMSWeb performance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.MA1 M330152	Teacher effectiveness ratings in domain 2 and 3	Beck, Jennifer	1/4/2017	Teachers formal evaluation ratings will be collected January-March to demonstrate teacher effectiveness in domain 2 and 3. Teacher should be effective or highly effective in all categories in domains 2 and 3.	3/21/2017 one-time
G1.MA1 M330158	AIMSWeb, formative assessments, and learning checks	DiSanza, Christine	8/10/2016	Data from data notebooks	5/25/2017 monthly
G1.B1.S1.MA1 M330150	Instructional coach and paraprofessional evaluations	Beck, Jennifer	8/10/2016	The evaluations of both instructional coaches observed during the recommended district time-line will include effective and highly effective ratings. Additionally, the informal paraprofessional evaluations conducted by admin will reflect instructional strengths and weaknesses.	5/25/2017 every-6-weeks
G1.B1.S1.MA1 M330151	Evidence of completion of all steps	Beck, Jennifer	8/10/2016	Our school master schedule reflecting the grade and class assignment of each paraprofessional, the paraprofessional's Fidelity Monitoring sheets indicating who received intervention support each week and how frequently. Additionally, viewing the coaches log to review instructional tasks completed each week for the Professional Development Specialist. Prior to beginning our after school program, a schedule containing teacher/para responsibilities and instructional resource list will be created.	5/25/2017 every-6-weeks
G1.B1.S1.A1 A317334	Recruit, hire, and retain quality instructional and paraprofessional staff who will deliver...	Beck, Jennifer	8/3/2016	Documentation of responses from each interview conducted and staffing plan information, as well as tutoring PSN information.	5/25/2017 daily
G1.B2.S1.MA1 M330153	Evidence of completed paperwork for master inservice points	DiSanza, Christine	8/10/2016	Teacher paperwork in True North Logic for course completion	5/25/2017 monthly
G1.B2.S1.A1 A317335	Purchase, use, and provide on-going professional development for the Top Score Writing program for...	Beck, Jennifer	8/4/2016	Completion of documents to receive master inservice points	5/25/2017 semiannually
G1.B2.S1.A2 A317336	Schedule on-going training focused on planning developed through district program managers in...	Beck, Jennifer	8/5/2016	Completion of documents to receive master inservice points	5/25/2017 monthly
G1.B3.S1.MA1 M330154	Increases in student achievement as measured by AIMSweb and district learning checks	DiSanza, Christine	8/10/2016	Assessment data	5/25/2017 monthly
G1.B3.S1.MA1 M330155	Evidence of completion of each step	Beck, Jennifer	8/10/2016	Evidence will include flyers, newsletters, invitations, agendas, and parent communication logs from Home School Liaison.	5/25/2017 monthly
G1.B3.S1.A1 A317337	Provide parent training opportunities and on-going communication related to student learning	Beck, Jennifer	8/3/2016	Agendas	5/25/2017 monthly
G1.B4.S1.MA1 M330156	Increases in student performance on AIMSWeb	DiSanza, Christine	8/10/2016	AIMSWeb performance data	5/25/2017 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1 M330157	Observation of materials in use in the classroom	Beck, Jennifer	8/10/2016	Material use noted in teacher lesson plans	5/25/2017 monthly
G1.B4.S1.A1 A317338	Select and use resources for instruction supporting rigorous instruction	Beck, Jennifer	8/10/2016	purchased supplemental material	5/25/2017 monthly

V. Professional Development Opportunities

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

G1. If we intensify the rigor and relevance of our differentiated instruction in all subjects, then an increased percentage of students will demonstrate mastery of the Florida Standards as measured by district proficiency charts.

G1.B2 Lack of collaborative planning time to provide sufficient professional development

G1.B2.S1 Schedule and facilitate professional development that has relevance to the grade level standards and increases the rigor of instruction.

PD Opportunity 1

Purchase, use, and provide on-going professional development for the Top Score Writing program for 2nd-5th grade and the Acaletics for 3rd-5th grade math teachers

Facilitator

Jennifer Beck, Principal

Participants

K-5 teachers

Schedule

Semiannually, from 8/4/2016 to 5/25/2017

PD Opportunity 2

Schedule on-going training focused on planning developed through district program managers in accordance with the district professional development calendar.

Facilitator

District program managers develop and school-based admin. faciliate

Participants

K-5 teachers by grade levels

Schedule

Monthly, from 8/5/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Recruit, hire, and retain quality instructional and paraprofessional staff who will deliver intervention services to K-5 students during and beyond the school day.				$133,309.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0681 - Saddlewood Elementary School	Title I, Part A		$133,309.00
			Notes: Quality paraprofessionals will be utilized to support the intervention needs of our students. They will be working with small groups of students daily on research-based intervention programs. Instructional and paraprofessional staff will be hired to work with students in our after school tutoring program, beginning March 2017.			
2	G1.B2.S1.A1	Purchase, use, and provide on-going professional development for the Top Score Writing program for 2nd-5th grade and the Acaletics for 3rd-5th grade math teachers				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0681 - Saddlewood Elementary School	Title I, Part A		$2,500.00
			Notes: Purchasing and providing professional development for the Top Score Writing and Acaletics Math program.			
3	G1.B2.S1.A2	Schedule on-going training focused on planning developed through district program managers in accordance with the district professional development calendar.				$3,035.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0681 - Saddlewood Elementary School	Title I, Part A		$3,035.00
			Notes: A collaboration will be scheduled to support data review, as well as to focus on planning for quality instruction utilizing district tools.			
4	G1.B3.S1.A1	Provide parent training opportunities and on-going communication related to student learning				$38,832.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0681 - Saddlewood Elementary School	Title I, Part A		$38,832.00
			Notes: The use of refreshments will be utilized to to encourage participation in parent training opportunities. The use of the parent handbook, parent compacts, and student planner will be utilized to maintain communication between home and school. Ink will be utilized to send flyer, newsletters, and other reminders of upcoming events and meetings that support instruction in the classroom. Additionally, a school-based Home School Liaison will be utilized to connect students and families to the learning process at school.			
5	G1.B4.S1.A1	Select and use resources for instruction supporting rigorous instruction				$2,300.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		0681 - Saddlewood Elementary School	Title I, Part A		$2,300.00
		Notes: Purchasing basic supplies for classroom use, as well as Top Score and Acaletics material. Additionally, purchasing updated hardware to support interactive instruction in the classroom, as well as supplemental software.			
				Total:	**$179,976.00**