Saddlewood Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

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 is pending approval by the Marion County School Board.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Saddlewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/438314.

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 and Family Engagement Plan.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Lipira, Heather	Principal
Alvarez, Carol	Teacher, K-12
DiSanza, Christine	Other
Taylor, Toni	Teacher, K-12
Weeks, Patty	Teacher, K-12
Whitten-Lavery, Wendy	Teacher, K-12
St. Jean, Heather	Teacher, K-12

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:

Principal, Heather Lipira
Assistant Principal, Christine DiSanza
Counselor, Jan Brown
Counselor, Laura Flanagan
Content Area Specialist, Rebekah Winkler and Dana Pjillips
Psychologist, Lori Batte
Student Services Manager, Jeff Cook

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-maklng 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
Heather Lipira	Principal
Linda Spencer	Education Support Employee
Daniel Gentry	Parent
Ruther Brazzel	Parent
Allison Campbell	Business/Community
Christine DiSanza	Education Support Employee
Jackie Perez	Parent
Stacey Melancon	Parent
Christy Ardiles	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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
Lipira, Heather	Principal
DiSanza, Christine	Instructional Coach
Weeks, Patty	Teacher, K-12
Jones, Caren	Instructional Coach
Strickland, Chelsea	Teacher, K-12
Barner, Scott	Instructional Media

b. Duties

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

The major initiatives of the LLT for 2017-2018 will be to promote literacy throughout the school. The team will plan activities throughout the year to enhance the "love of reading" for students as well as teachers and staff. Some example activities will include: book studies, lunch-bunch club, principal "Leaders" club, book bowl and door decorating during "Literacy Week". Daily shout outs about number of words read to students and teachers from administration on the morning show. Lunch bunch will be a reading where students can read on the stage in a comfy location while eating lunch.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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 weekly PD offerings. These meetings provide opportunities to discuss relevant data and to ensure identified students are on target to make math and ELA 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. Heather Lipira, 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 Iready, quarterly 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:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

*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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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`

🔑 G095897

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Statewide Science Assessment Achievement	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Lack of true collaborative planning to provide sufficient professional development and common board configuration.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Content Area Specialists
- Electronic resources/technology
- Supplemental ELA, Science, and Math materials including authentic texts
- Para professionals

Plan to Monitor Progress Toward G1. `8`

Iready, formative assessments, and quarterly assessments

Person Responsible
Christine DiSanza

Schedule
Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion
Data from data notebooks which include iReady Progress Monitoring showing adequate growth, Quarterly Assessments with an average pass rate of 70%.

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`

🔑 G095897

G1.B1 Lack of true collaborative planning to provide sufficient professional development and common board configuration. `2`

🔑 B258100

G1.B1.S1 Administration will schedule 50 minute common planning time each week and attend to help facilitate good discussions and a uniform common board configuration throughout the school. `4`

🔑 S273220

Strategy Rationale

When teachers collaborate effectively, student achievement will increase.
When common boards are utilized correctly, students will have a better understanding of the standards and the expected outcome.

Action Step 1 `5`

Effective collaboration amongst teachers, students, and parents to ensure student success in all subjects.

Person Responsible

Heather Lipira

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Attendance of Mighty Mondays in weekly collaboration meetings. Heather Lipira and Mrs. DiSanza

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

Administration meets weekly with teams to ensure planning is standards based.

Person Responsible

Christine DiSanza

Schedule

On 5/25/2018

Evidence of Completion

Walkthroughs, quarterly assessments, and Iready data

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

Admin attends all collaboration meetings to help facilitate collaborations around standards based instruction.

Person Responsible

Heather Lipira

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Data from Iready, quarterly assessments, class walkthroughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M393193	Iready, formative assessments, and quarterly assessments	DiSanza, Christine	8/28/2017	Data from data notebooks which include iReady Progress Monitoring showing adequate growth, Quarterly Assessments with an average pass rate of 70%.	5/25/2018 monthly
G1.B1.S1.MA1 🔑 M393186	Admin attends all collaboration meetings to help facilitate collaborations around standards based...	Lipira, Heather	8/28/2017	Data from Iready, quarterly assessments, class walkthroughs	5/25/2018 weekly
G1.B1.S1.MA1 🔑 M393187	Administration meets weekly with teams to ensure planning is standards based.	DiSanza, Christine	8/28/2017	Walkthroughs, quarterly assessments, and Iready data	5/25/2018 one-time
G1.B1.S1.A1 🔑 A366750	Effective collaboration amongst teachers, students, and parents to ensure student success in all...	Lipira, Heather	8/28/2017	Attendance of Mighty Mondays in weekly collaboration meetings. Heather Lipira and Mrs. DiSanza	5/25/2018 weekly

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.B1 Lack of true collaborative planning to provide sufficient professional development and common board configuration.

G1.B1.S1 Administration will schedule 50 minute common planning time each week and attend to help facilitate good discussions and a uniform common board configuration throughout the school.

PD Opportunity 1

Effective collaboration amongst teachers, students, and parents to ensure student success in all subjects.

Facilitator

Heather Lipira and Chrissy DiSanza

Participants

Teachers

Schedule

Weekly, from 8/28/2017 to 5/25/2018

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	Effective collaboration amongst teachers, students, and parents to ensure student success in all subjects.				$185,909.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0681 - Saddlewood Elementary School			$0.00
	5100	120-Classroom Teachers	0681 - Saddlewood Elementary School	Title, I Part A		$37,400.00
			Notes: Notes			
	5100	100-Salaries	0681 - Saddlewood Elementary School	Title, I Part A		$16,875.00
			Notes: Notes			
	5100	210-Retirement	0681 - Saddlewood Elementary School	Title, I Part A		$3,097.00
			Notes: Notes			
	5100	200-Employee Benefits	0681 - Saddlewood Elementary School	Title, I Part A		$2,134.00
			Notes: Notes			
	5100	240-Workers Compensation	0681 - Saddlewood Elementary School	Title, I Part A		$603.00
			Notes: Notes			
	5100	290-Other Employee Benefits	0681 - Saddlewood Elementary School	Title, I Part A		$500.00
			Notes: Notes			
	5100	360-Rentals	0681 - Saddlewood Elementary School	Title, I Part A		$9,475.00
			Notes: Notes			
	6150	370-Communications	0681 - Saddlewood Elementary School	Title, I Part A		$810.00
			Notes: Notes			
	6150	390-Other Purchased Services	0681 - Saddlewood Elementary School	Title, I Part A		$3,100.00
			Notes: Notes			
	6400	100-Salaries	0681 - Saddlewood Elementary School	Title, I Part A		$67,437.00
			Notes: Notes			
	6400	210-Retirement	0681 - Saddlewood Elementary School	Title, I Part A		$6,070.00

			Notes: Notes			
	6400	200-Employee Benefits	0681 - Saddlewood Elementary School	Title, I Part A		$4,182.00
			Notes: Notes			
	6400	200-Employee Benefits	0681 - Saddlewood Elementary School	Title, I Part A		$3,081.00
			Notes: Notes			
	6400	231-Health and Hospitalization	0681 - Saddlewood Elementary School	Title, I Part A		$216.00
			Notes: Notes			
	6400	240-Workers Compensation	0681 - Saddlewood Elementary School	Title, I Part A		$1,181.00
			Notes: Notes			
	6400	290-Other Employee Benefits	0681 - Saddlewood Elementary School	Title, I Part A		$978.00
			Notes: Notes			
	5100	500-Materials and Supplies	0681 - Saddlewood Elementary School	Title, I Part A		$4,000.00
			Notes: Trade Books for instructional use			
	5100	360-Rentals	0681 - Saddlewood Elementary School	Title, I Part A		$4,750.00
			Notes: IXL Math instructional Program			
	6150	390-Other Purchased Services	0681 - Saddlewood Elementary School	Title, I Part A		$300.00
			Notes: Parent Compacts			
	6150	390-Other Purchased Services	0681 - Saddlewood Elementary School	Title, I Part A		$1,500.00
			Notes: Handbook			
	6150		0681 - Saddlewood Elementary School	Title, I Part A		$1,325.00
			Notes: Student Planners			
	6150	510-Supplies	0681 - Saddlewood Elementary School	Title, I Part A		$1,071.00
			Notes: Supplies and materials for parent night			
	5100	360-Rentals	0681 - Saddlewood Elementary School	Title, I Part A		$15,824.00
			Notes: Iready instruction and PD			
					Total:	**$185,909.00**