

Marion County Public Schools

Saddlewood Elementary School



2019-20 Schoolwide Improvement Plan

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Saddlewood Elementary School

3700 SW 43RD CT, Ocala, FL 34474

[no web address on file]

Demographics

Principal: Heather Lip IR A

Start Date for this Principal: 10/10/2016

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (55%) 2016-17: B (61%) 2015-16: C (53%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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<https://www.floridacims.org>.

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Part 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 Florida Standards that will prepare them for their future.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Lipira, Heather	Principal	The entire leadership team will be responsible for raising students achievement by supporting teachers with curriculum resources, modeling, behavior support, student counseling, and interventions.
Smithies, Lesa	Assistant Principal	The entire leadership team will be responsible for raising students achievement by supporting teachers with curriculum resources, modeling, behavior support, student counseling, and interventions.
Cook, Jeffrey	Dean	The entire leadership team will be responsible for raising students achievement by supporting teachers with curriculum resources, modeling, behavior support, student counseling, and interventions.
Rasdall, Kimberly	School Counselor	The entire leadership team will be responsible for raising students achievement by supporting teachers with curriculum resources, modeling, behavior support, student counseling, and interventions.
Bramlett, Jessica	Instructional Coach	The entire leadership team will be responsible for raising students achievement by supporting teachers with curriculum resources, modeling, behavior support, student counseling, and interventions.
Hallam, Zayda	Instructional Coach	The entire leadership team will be responsible for raising students achievement by supporting teachers with curriculum resources, modeling, behavior support, student counseling, and interventions.
Flanagan, Laura	School Counselor	The entire leadership team will be responsible for raising students achievement by supporting teachers with curriculum resources, modeling, behavior support, student counseling, and interventions.
Kaminski, Kelly	Teacher, ESE	The entire leadership team will be responsible for raising students achievement by supporting teachers with curriculum resources, modeling, behavior support, student counseling, and interventions.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	130	135	137	160	173	157	0	0	0	0	0	0	0	892
Attendance below 90 percent	1	3	6	12	15	4	0	0	0	0	0	0	0	41
One or more suspensions	1	3	0	6	2	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	32	12	53	0	0	0	0	0	0	0	97

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	12	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

63

Date this data was collected or last updated

Wednesday 7/24/2019

Prior Year - As Reported
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	8	7	7	6	6	0	0	0	0	0	0	0	48
One or more suspensions	2	4	2	3	3	5	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	19	28	27	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	14	13	9	7	11	0	0	0	0	0	0	0	68

Prior Year - Updated
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	8	7	7	6	6	0	0	0	0	0	0	0	48
One or more suspensions	2	4	2	3	3	5	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	19	28	27	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	14	14	13	9	7	11	0	0	0	0	0	0	0	68

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	47%	57%	62%	52%	55%
ELA Learning Gains	57%	56%	58%	63%	57%	57%
ELA Lowest 25th Percentile	55%	52%	53%	61%	53%	52%
Math Achievement	70%	51%	63%	62%	52%	61%
Math Learning Gains	76%	58%	62%	63%	54%	61%
Math Lowest 25th Percentile	58%	49%	51%	59%	43%	51%
Science Achievement	47%	47%	53%	60%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	130 (0)	135 (0)	137 (0)	160 (0)	173 (0)	157 (0)	892 (0)
Attendance below 90 percent	1 (14)	3 (8)	6 (7)	12 (7)	15 (6)	4 (6)	41 (48)
One or more suspensions	1 (2)	3 (4)	0 (2)	6 (3)	2 (3)	2 (5)	14 (19)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (19)	12 (28)	53 (27)	97 (74)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	56%	44%	12%	58%	-2%
	2018	71%	46%	25%	57%	14%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	64%	49%	15%	58%	6%
	2018	50%	43%	7%	56%	-6%
Same Grade Comparison		14%				
Cohort Comparison		-7%				
05	2019	43%	45%	-2%	56%	-13%
	2018	59%	46%	13%	55%	4%
Same Grade Comparison		-16%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	49%	14%	62%	1%
	2018	72%	48%	24%	62%	10%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	82%	54%	28%	64%	18%
	2018	62%	47%	15%	62%	0%
Same Grade Comparison		20%				
Cohort Comparison		10%				
05	2019	55%	45%	10%	60%	-5%
	2018	64%	50%	14%	61%	3%
Same Grade Comparison		-9%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	44%	-1%	53%	-10%
	2018	53%	49%	4%	55%	-2%
Same Grade Comparison		-10%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	21	38	41	44	65	50	16				

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
ELL	67	57		83	81		70				
ASN	61	64		87	79						
BLK	39	63	54	51	71	55	13				
HSP	57	57	65	70	78	75	51				
MUL	57	46		52	46						
WHT	68	54	55	78	79	50	57				
FRL	49	54	53	64	72	52	33				
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	16	45	46	28	45	37	18				
ELL	49	70	62	53	53	44	38				
ASN	72	67		92	56		83				
BLK	44	52	47	47	44	36	39				
HSP	52	61	54	54	51	32	42				
MUL	50	27		50	55						
WHT	74	66	50	82	66	39	71				
FRL	53	58	50	58	52	37	44				
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	30	66	71	30	59	63	55				
ELL	47	61	71	51	63	85	56				
ASN	68	53		76	84						
BLK	64	64	50	49	52	58	38				
HSP	55	64	66	55	52	55	60				
MUL	53	50		78	91						
WHT	67	66	63	68	70	63	63				
FRL	53	60	64	55	56	52	53				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	505

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Students with disabilities shows the lowest gains and proficiency. The contributing factors was we used dual certified teachers in our inclusion classes in 3rd grade instead having an added support facilitator to support our students with disabilities. In addition our 5th grade had a significant population of students with disabilities who were 2 our more grade levels below.

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

Our ELA data showed the most decline with proficiency and learning gains. The factor that we feel contributed to this was our MTSS block and interventions were not done to fidelity.

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.

Students with disabilities had the largest gap compared to the state average. We feel this is contributed from less support from ESE teacher throughout the school year.

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

We had an increase in Math proficiency school wide. We incorporated an additional fifteen minutes called "Mighty Math" at the beginning of the day where teachers pulled students to remediate from the data they had collected from district assessments and check for understandings.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students with disabilities is an area of concern in the area of reading. An additional area of concern is students in 3rd grade that are not proficient in the area of ELA. Most of these students will be entering 4th grade significantly below grade level.

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

1. SWD Learning Gains in ELA and Math
2. Increase the number of students proficient in the area of ELA
3. Increase students who are proficient in the area of Science
4. Improve students writing and discussion abilities in all subject areas and all classrooms
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Planning for Authentic Literacy through all subject areas
Rationale	Our students who are proficient in reading and making learning gains is an area of concern so if we increase the time spent on reading, writing, and class discussions in all subject areas this area of weakness for our students should be reduced.
State the measurable outcome the school plans to achieve	If teachers plan and incorporate additional reading, writing, and class discussions in the classrooms in all subject areas our learning gains in the area of ELA will increase from 57% to 62%.
Person responsible for monitoring outcome	Heather Lipira (heather.lipira@marion.k12.fl.us)
Evidence-based Strategy	Teachers will increase students opportunities for writing, class discussions, and reading through all subject areas. Through PLCs, collaboration meetings, and staff development opportunities teachers will learn how to increase students writing to explain their thinking and increase opportunities for students to initiate questions in class discussions.
Rationale for Evidence-based Strategy	Research shows that students who have increased opportunities for writing and reading in all areas, increase their overall abilities in all areas. We will use CKLA curriculum, iReady Reading Workbooks and iReady Teacher Toolbox lessons, Top Score Writing curriculum, Social Studies and Science Weeklys, interactive notebooks, differentiated instruction using check for understanding data, and multiple intervention resources to improve learning gains.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will be trained on interactive notebooks to increase students writing in all subjects 2. Teachers will be trained in Kagan strategies to increase student discussion 3. Teachers will be trained on number talks to increase student discourse in the area of math 4. Teachers will be trained on the how to use the data from their check for understanding to better differentiation in the their small group instruction. 5. Guidance counselors will work with small groups on strategies for increasing student attendance 6. Staff attendance of capacity building conferences such as Model Schools (Orlando/June 28- July 1) and Get Your Teach On (Orlando/June 28- July 1).
Person Responsible	Heather Lipira (heather.lipira@marion.k12.fl.us)

#2	
Title	Planning for Authentic Literacy through all subject areas
Rationale	According to our data through ESSA, our students with disabilities are lagging behind their general education peers for the passed two years in learning gains and proficiency.
State the measurable outcome the school plans to achieve	If teachers increase students writing and class discussion opportunities then students with disabilities making learning gains will increase as measured by ELA FSA from 39% to 45%.
Person responsible for monitoring outcome	Heather Lipira (heather.lipira@marion.k12.fl.us)
Evidence-based Strategy	According to research increasing opportunities for students to read, write and discuss in all subject areas will increase students reading comprehension.
Rationale for Evidence-based Strategy	Research shows that students who have increased opportunities for writing and reading in all areas, increase their overall abilities in all areas. We will use CKLA curriculum, iReady Reading Workbooks and iReady Teacher Toolbox lessons, Top Score Writing curriculum, Social Studies and Science Weeklys, interactive notebooks, differentiated instruction using check for understanding data, and multiple intervention resources to improve learning gains. In addition, and intervention teacher certified in ESE will work with students with disabilities in grades 3-5 as well as provide interventions for students in 2nd grade.
Action Step	
Description	<ol style="list-style-type: none"> 1. Our intervention teacher will provide additional support for students in grades 3-5 2. Our intervention teacher and instructional coach will provide interventions for Tier III students as well as our SWD in grades 3-5. 3. Training will be provided for teachers on differentiation strategies to reach all learner types 4. Monthly MTSS meetings will focus on our Tier III students as well as our SWD to monitor progress and move students fluidly through interventions and remediation 5. Staff attendance of capacity building conferences such as Model Schools (Orlando/June 28- July 1) and Get Your Teach On (Orlando/June 28- July 1).
Person Responsible	Kelly Kaminski (kelly.kaminski@marion.k12.fl.us)

#3	
Title	Process/Parent trainings with a Focus on Literacy
Rationale	When the learning can continue in the home, then student achievement will improve.
State the measurable outcome the school plans to achieve	If we provide families with strategies, skills, and activities aligned with reading standards, then continued learning will occur in the home and will increase proficiency in ELA as measured by ELA FSA. Grade 3- Baseline 58% with target of 60% Grade 4-Baseline 65% with target of 67% Grade 5-Baseline 49% with a target of 55%
Person responsible for monitoring outcome	Zayda Hallam (zayda.hallam@marion.k12.fl.us)
Evidence-based Strategy	Evidence shows students with engaged families perform better academically overall.
Rationale for Evidence-based Strategy	Research shows that families with parents who are engaged in their children's education improve academic achievement. Family engagement liaison will provide trainings with ESOL and ESE families on ways to help their children at home with reading.
Action Step	
Description	1. Parent liaison will provide training on increasing vocabulary with students with English as a second language 2. Parent liaison will provide training to help families build capacity in fluency and comprehension strategies for students 3. Capacity building activities and strategies for staff and families as listed within our Parent & Family Engagement Plan (PFEP).
Person Responsible	Zayda Hallam (zayda.hallam@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Our site-based Parent & Family Engagement Plan (PFEP) will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Saddlewood will hold quarterly parent nights to engaged families in the learning process with the focus on math, reading, and science. In addition, parents will have the opportunity to attend a parent conference night in January to receive progress on their students as well as received resources to assist families on helping their students at home with areas of weaknesses. In addition, we will have a parent event for our ESOL and ESE students' families to help them with strategies they can do at home with their students that will help their children be more successful.

PFEP Goal: If Saddlewood provides families with capacity building instructional strategies and activities for home, then student proficiency will increase by 5% as measured by local assessment data.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.

Crisis Response Resources:

Information and resources to assist parents and educators help students through a time of crisis:

Talking to Children About Violence: Tips for Parents and Teachers

Bullies and Victims: A Primer for Parents

When Grief/Loss Hits Close to Home: Tips for Caregivers

Care for the Caregiver: Tips for Families and Educators

What You CAN Do - Meaningful Action Matters in the Face of Violence

Helping Children Cope With Traumatic Events

Trauma Informed Care Resources

Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide

Prevención del Suicidio Juvenil: Consejos para Padres y Educadores?

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 as well as a VPK classroom. 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. 5th grade students meet with our two feeder middle schools in April to assist those students with the transition from elementary school to middle school.

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

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 team identifies areas in need of improvement and sets annual goals that are articulated in the CIM. An action plan is then created and 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. The school based leadership team will consistently monitor student achievement data and provide intervention or enrichment opportunities to students as needed. Progress will be monitored and interventions adjusted based on student growth data. Our intervention teacher will focus on our students in grades 3-5 during MTSS as well as service additional SWD in reading and math. iReady will be utilized to monitor progress on a monthly basis for all Tier II and Tier III students. Progress Monitoring Meetings will be held quarterly and Student Assistance Team meetings will be held on Tier III students when students are not making adequate progress.

MTSS block is thirty minutes per day focusing on Reading interventions. Teachers will work in small groups with students identified as Tier II and Tier III students. Teachers will use iReady Teacher Toolbox to target specific standards with students and use district approved intervention programs. Our intervention teacher will monitor data and adjust groups as needed based on data.

Saddlewood has incorporated a fifteen minutes Math MTSS block every morning from 7:45-8:00 where teachers work with Tier II-Tier III students on specific math interventions while the Tier I students are working on morning math such as Acaletics, math practice activities, or iReady math online instruction.

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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.

The district of 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 level (K-12) and subject area, so they will be prepared to succeed in college, a career and be functional in society on a daily basis. At the elementary level, this is established through STEM and STEAM

curriculum, off and on campus field trips, and business and community volunteers.

Our school has a 4H program, FANS program, and will hold a career day for our students in grades K-5.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Planning for Authentic Literacy through all subject areas	\$0.00
2	III.A.	Areas of Focus: Planning for Authentic Literacy through all subject areas	\$0.00
3	III.A.	Areas of Focus: Process/Parent trainings with a Focus on Literacy	\$0.00
Total:			\$0.00