# Sadler Elementary



## 2020-21 Schoolwide Improvement Plan

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# Sadler Elementary

### 4000 W OAK RIDGE RD, Orlando, FL 32809

### https://sadleres.ocps.net/

**Demographics**

## Principal: Lindsey Smestad

Start Date for this Principal: 6/10/2016

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2019-20 Title I School** | Yes |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students*<br>White Students<br>Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: D (40%)<br><br>2017-18: C (45%)<br><br>2016-17: C (41%)<br><br>2015-16: C (42%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | [LaShawn Russ-Porterfield](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | CS&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 Orange 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.](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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# Sadler Elementary

4000 W OAK RIDGE RD, Orlando, FL 32809

https://sadleres.ocps.net/

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2019-20 Title I School** | **2019-20 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 | 98% |

## School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| Grade | D | D | C | C |

## School Board Approval

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## SIP Authority

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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.

## 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.

# Part I: School Information

## School Mission and Vision

**Provide the school's mission statement.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

**Provide the school's vision statement.**

To ensure every student has a promising and successful future.

## School Leadership Team

**Membership**
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

| Name | Title | Job Duties and Responsibilities |
|------|-------|-------------------------------|
| Ortiz, Kahlil | Principal | The school principal, Kahlil Ortiz, will ensure a safe learning environment, monitor all student data, ensure implementation of instructional best practices and coach teachers to perform to the best of their best ability. The school principal will also monitor instruction and data and provide timely yet effective feedback for improving classroom instruction. |
| Dock, Arsha | Assistant Principal | The school assistant principal, Arsha Dock, will help Mr. Ortiz with ensuring a safe learning environment, monitoring all student data, ensuring implementation of instructional best practices and coaching teachers to perform to the best of their best ability. The assistant principal will also monitor instruction and data and provide timely yet effective feedback for improving classroom instruction. |
| Castor, Nicole | Other | The Math/Science Coach will provide on-going professional development, coaching support, and resources to teachers through the coaching cycle as it pertains to math and science instruction. |
| Lemieux, Jacqueline | Instructional Coach | The Instructional coach will provide on-going professional development, coaching support, and resources to teachers through the coaching cycle as it pertains to pedagogy and instruction. |
| Jimenez Tirado, Ana | Other | The MTSS coach will provide on-going professional development, coaching support, and resources to teachers as it relates to the MTSS process and all school wide interventions. |
| Hoevenberg, Jennifer | Other | The Reading Coach will provide on-going professional development, coaching support, and resources to teachers through the coaching cycle as it pertains to reading and writing instruction. |

## Demographic Information

**Principal start date**
Friday 6/10/2016, Lindsey Smestad

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

**Total number of teacher positions allocated to the school**
59

**Demographic Data**

| | |
|---|---|
| **2020-21 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 |
| **2019-20 Title I School** | Yes |
| **2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
| **2019-20 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* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: D (40%) 2017-18: C (45%) 2016-17: C (41%) 2015-16: C (42%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | [LaShawn Russ-Porterfield](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | CS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#). | |

## 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 | 84 | 130 | 112 | 125 | 153 | 127 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 731 |
| Attendance below 90 percent | 10 | 23 | 30 | 22 | 44 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 |
| One or more suspensions | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 1 | 3 | 14 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Course failure in Math | 0 | 0 | 0 | 17 | 18 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 35 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 30 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |

**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 | 1 | 8 | 41 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |

**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 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Date this data was collected or last updated**

Tuesday 8/25/2020

### 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 | |
| Number of students enrolled | 122 | 131 | 143 | 171 | 127 | 128 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 822 |
| Attendance below 90 percent | 28 | 23 | 35 | 34 | 20 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |
| One or more suspensions | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 6 | 19 | 11 | 6 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 96 | 59 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 226 |

**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 | 5 | 6 | 7 | 23 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |

**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 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | |
| Number of students enrolled | 122 | 131 | 143 | 171 | 127 | 128 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 822 |
| Attendance below 90 percent | 28 | 23 | 35 | 34 | 20 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |
| One or more suspensions | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 6 | 19 | 11 | 6 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 96 | 59 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 226 |

**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 | 5 | 6 | 7 | 23 | 18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |

**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 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## 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 | 35% | 57% | 57% | 41% | 54% | 55% |
| ELA Learning Gains | 50% | 58% | 58% | 50% | 58% | 57% |
| ELA Lowest 25th Percentile | 47% | 52% | 53% | 40% | 53% | 52% |
| Math Achievement | 41% | 63% | 63% | 47% | 61% | 61% |
| Math Learning Gains | 45% | 61% | 62% | 45% | 64% | 61% |
| Math Lowest 25th Percentile | 26% | 48% | 51% | 30% | 54% | 51% |
| Science Achievement | 37% | 56% | 53% | 32% | 50% | 51% |

| Indicator | K | 1 | 2 | 3 | 4 | 5 | Total |
|---|---|---|---|---|---|---|---|
| **EWS Indicators as Input Earlier in the Survey** | | | | | | | |
| | **Grade Level (prior year reported)** | | | | | | **Total** |
| | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | 23% | 55% | -32% | 58% | -35% |
| | 2018 | 39% | 55% | -16% | 57% | -18% |
| Same Grade Comparison | -16% | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 42% | 57% | -15% | 58% | -16% |
| | 2018 | 40% | 54% | -14% | 56% | -16% |
| Same Grade Comparison | 2% | | | | | |
| Cohort Comparison | 3% | | | | | |
| 05 | 2019 | 34% | 54% | -20% | 56% | -22% |
| | 2018 | 40% | 55% | -15% | 55% | -15% |
| Same Grade Comparison | -6% | | | | | |
| Cohort Comparison | -6% | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | 32% | 62% | -30% | 62% | -30% |
| | 2018 | 43% | 61% | -18% | 62% | -19% |
| Same Grade Comparison | -11% | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 42% | 63% | -21% | 64% | -22% |
| | 2018 | 37% | 62% | -25% | 62% | -25% |
| Same Grade Comparison | 5% | | | | | |
| Cohort Comparison | -1% | | | | | |
| 05 | 2019 | 38% | 57% | -19% | 60% | -22% |
| | 2018 | 40% | 59% | -19% | 61% | -21% |
| Same Grade Comparison | -2% | | | | | |
| Cohort Comparison | 1% | | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2019 | 33% | 54% | -21% | 53% | -20% |

| SCIENCE | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 35% | 53% | -18% | 55% | -20% |
| Same Grade Comparison | -2% | | | | | |
| 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 | 11 | 36 | | 22 | 36 | 9 | | | | | |
| ELL | 30 | 46 | 45 | 39 | 44 | 27 | 34 | | | | |
| BLK | 41 | 60 | 55 | 49 | 54 | 38 | 63 | | | | |
| HSP | 33 | 47 | 43 | 37 | 41 | 25 | 33 | | | | |
| WHT | 62 | 73 | | 31 | 36 | | | | | | |
| FRL | 36 | 51 | 44 | 41 | 48 | 27 | 38 | | | | |

### 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 | 62 | | 29 | 54 | | | | | | |
| ELL | 36 | 55 | 67 | 41 | 35 | 29 | 30 | | | | |
| BLK | 45 | 63 | 72 | 44 | 46 | 36 | 35 | | | | |
| HSP | 44 | 50 | 63 | 44 | 29 | 20 | 46 | | | | |
| WHT | 64 | | | 57 | | | | | | | |
| FRL | 43 | 54 | 67 | 44 | 34 | 28 | 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 | 10 | 29 | 29 | 15 | 24 | 10 | | | | | |
| ELL | 33 | 46 | 38 | 47 | 44 | 35 | 25 | | | | |
| BLK | 32 | 38 | 30 | 38 | 46 | 8 | 26 | | | | |
| HSP | 42 | 54 | 43 | 46 | 42 | 33 | 34 | | | | |
| WHT | 64 | 50 | | 77 | | | | | | | |
| FRL | 41 | 50 | 40 | 47 | 45 | 30 | 32 | | | | |

## 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) | CS&I |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% All Students | NO |

| ESSA Federal Index | |
|---|---|
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 57 |
| Total Points Earned for the Federal Index | 338 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 25 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 40 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **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% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 52 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 39 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| 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% | 0 |
| White Students | |
| Federal Index - White Students | 51 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 43 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## 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.**

During the 2018-19 school year the lowest performance was in mathematics bottom quartile. Only 26% of students in the bottom quartile achieved a learning gain. Challenges with mobility among leadership team members led to teachers needing more support with differentiating instruction in order to meet learner needs.

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

During the 2018-19 school year the data component that showed the greatest decline was the lowest quartile in ELA learning gains. Only 47% of students in the bottom quartile achieved a learning gain in 2019, compared to 67% in 2018. Challenges with mobility among leadership team members led to teachers needing more support with differentiating instruction in order to meet learner needs.

**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.**

During the 2018-19 school year the data component having the greatest gap compared to the state was math learning gains in the lowest quartile. Only 26% of students in the bottom quartile earned a learning gain, compared to 51% of students state-wide. Challenges with mobility among leadership team members led to teachers needing more support with differentiating instruction in order to meet learner needs.

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

During the 2018-19 school year the only data component that showed improvement was learning gains in Mathematics. There was an increase of 11%, with 45% of students achieving a learning gain in 2019 compared to 34% of students in 2018. A small group rotational model was implemented in all grade levels for the 2018-19 school year.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

During the 2018-19 school year an area of concern was third grade. It had the greatest number of students with two or more indicators (23), and the greatest number of students achieving Level 1 on the FSA (96). Third grade also performed lower than grades four and five in ELA proficiency. For this upcoming school year (2020-21) this same group of students will be fifth graders and are still a concern based on their overall data and performance as 4th graders during the 2019-20 school year.

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

1. Increasing the percentage of students in the bottom quartile who achieve a learning gain in ELA.
2. Increasing the percentage of students in the bottom quartile who achieve a learning gain in mathematics.
3. Improving proficiency in mathematics.
4. Improving proficiency for ELA.
5 .Improving proficiency in Science.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to Small Group Instruction | |
|---|---|
| **Area of Focus Description and Rationale:** | Student achievement for all subgroups will improve in all content areas when teachers provide effective small group, differentiated instruction to meet learner needs based on data. (Narrow Achievement Gaps) |
| **Measurable Outcome:** | - ELA Proficiency will increase from 35% to 45%.<br>- ELA Learning Gains will increase from 50% to 55%.<br>- ELA Learning Gains in the bottom quartile will increase from 44% to 65%.<br>- Math Proficiency will increase from 41% to 45%.<br>- Math Learning Gains will increase from 47% to 50%.<br>- Math Learning Gains in the bottom quartile will increase from 26% to 30%.<br>- Science proficiency will increase from 41% to 45%. |
| **Person responsible for monitoring outcome:** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |
| **Evidence-based Strategy:** | 1. School-based leadership team will support and monitor teacher implementation of small group, differentiated instruction. |
| **Rationale for Evidence-based Strategy:** | With additional computer units in each classroom purchased during the 2019-20 school year with UniSig and title I funds, a greater number of students at a time will be able to continue to engage in the i-Ready online instructional program. This will allow teachers to pull smaller groups of students to the teacher table in order to provide effective small group, differentiated instruction. It will also allow students to meet their recommended number of minutes in the i-Ready program in order to improve their reading ability. |

### Action Steps to Implement

Leadership team will collaborate to develop small group rotational models for both ELA and mathematics.

| **Person Responsible** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |
|---|---|

Leadership team will consistently conduct classroom walkthroughs to monitor effectiveness of small group, differentiated instruction and provide teachers with immediate, actionable feedback.

| **Person Responsible** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |
|---|---|

Teachers will incorporate culturally responsive teaching strategies in order to meet individual learner needs during differentiated instruction.

| **Person Responsible** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |
|---|---|

| #2. Instructional Practice specifically relating to ELA | |
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| **Area of Focus Description and Rationale:** | Student achievement for all subgroups in ELA will improve when teachers implement close reading strategies through use of standards aligned, text dependent questioning.Using strategies learned through the District Professional Learning. Community will provide students with exposure to grade-level, complex text and provide them practice in answering standards-aligned text dependent questions. |
| **Measurable Outcome:** | - ELA Proficiency will increase from 35% to 45%.<br>- ELA Learning Gains will increase from 50% to 55%.<br>- ELA Learning Gains in the bottom quartile will increase from 44% to 65% |
| **Person responsible for monitoring outcome:** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |
| **Evidence-based Strategy:** | Teachers will use close reading strategies to increase student achievement in reading. |
| **Rationale for Evidence-based Strategy:** | Using strategies learned through the District Professional Learning Community will provide students with exposure to grade-level, complex text and provide them practice in answering standards-aligned text<br>dependent questions. |

### Action Steps to Implement

Leadership team will support teachers with development of standards-aligned text dependent questions aligned to grade-level, complex text.

| **Person Responsible** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |
|---|---|

Leadership team will consistently conduct classroom walkthroughs to monitor effectiveness of close reading strategies and provide teachers with immediate, actionable feedback.

| **Person Responsible** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |
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## #3. Culture & Environment specifically relating to Social Emotional Learning

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| **Area of Focus Description and Rationale:** | As a school, we will need to build and establish a culture for social and emotional learning with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs by providing continued support to our ESSA subgroups, which includes: English Language Learners, students with disabilities, and Hispanic students. |
| **Measurable Outcome:** | Improvement in Early Warning Systems indicator data<br>Panorama survey data<br>Cognia survey data<br>Anticipated impact of a culture and climate on student achievement<br>Student achievement will improve within the ESSA subgroups in both ELA and Mathematics. |
| **Person responsible for monitoring outcome:** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |
| **Evidence-based Strategy:** | We will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs. |
| **Rationale for Evidence-based Strategy:** | In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student. |

### Action Steps to Implement

Teachers will need to understand how social and emotional learning is connected to instructional strategies. Teachers will receive professional development in social emotional learning provided by the district.

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| **Person Responsible** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |

As a school we will implement strategies for SEL with adults and students to positively impact our school climate and culture.

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| **Person Responsible** | Kahlil Ortiz (kahlil.ortiz@ocps.net) |

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**ESSA subgroup gaps will be addressed through a focus on intervention and support of the action steps listed in the Small Group Instruction Area of Focus. Based on the 2018-2019 FSA data, our Exceptional Student Education (ESE) ESSA subgroup demonstrated the largest gap in proficiency. Additional small group support and frequent formative assessments will be planned into students' daily schedules to ensure monitoring and intervention are in place to support increased student achievement.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In order to build positive relationships with parents, families, and other community stakeholders, the principal will host monthly meetings that will encourage parents to voice their concerns, learn strategies for academic support at home, and to learn about the daily operations that take place within the school. Monthly academic nights will also be held for students, parents, and families. During academic nights, families will learn various skills
to better their knowledge and understanding of how to better support their child's academic goals and success.

**Parent Family and Engagement Plan (PFEP) Link**
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

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

| 1 | III.A. | **Areas of Focus: Instructional Practice: Small Group Instruction** | | | | **$187,454.30** |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 160-Other Support Personnel | 1261 - Sadler Elementary | UniSIG | 1.76 | $24,242.00 |
| | | | *Notes: 2 Program Assistants to support supplement instruction in the classroom* | | | |
| | 5100 | 210-Retirement | 1261 - Sadler Elementary | UniSIG | | $2,424.20 |
| | | | *Notes: Retirement benefits for 2 Program Assistants to support supplement instruction in the classroom* | | | |

| | 5100 | 220-Social Security | 1261 - Sadler Elementary | UniSIG | | $1,854.51 |
|---|---|---|---|---|---|---|
| | | | *Notes: Social Security benefits for 2 Program Assistants to support supplement instruction in the classroom* | | | |
| | 5100 | 231-Health and Hospitalization | 1261 - Sadler Elementary | UniSIG | | $9,288.60 |
| | | | *Notes: Health insurance benefits for 2 Program Assistants to support supplement instruction in the classroom* | | | |
| | 5100 | 232-Life Insurance | 1261 - Sadler Elementary | UniSIG | | $17.11 |
| | | | *Notes: Life insurance benefits for 2 Program Assistants to support supplement instruction in the classroom* | | | |
| | 5100 | 240-Workers Compensation | 1261 - Sadler Elementary | UniSIG | | $80.00 |
| | | | *Notes: Workers Compensation benefits for 2 Program Assistants to support supplement instruction in the classroom* | | | |
| | 5100 | 250-Unemployment Compensation | 1261 - Sadler Elementary | UniSIG | | $6.55 |
| | | | *Notes: Unemployment Compensation benefits for 2 Program Assistants to support supplement instruction in the classroom* | | | |
| | 5100 | 290-Other Employee Benefits | 1261 - Sadler Elementary | UniSIG | | $518.54 |
| | | | *Notes: Other Employee benefits for 2 Program Assistants to support supplement instruction in the classroom* | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 1261 - Sadler Elementary | UniSIG | 0.88 | $58,539.00 |
| | | | *Notes: Resource teacher for intervention in the classroom* | | | |
| | 5100 | 210-Retirement | 1261 - Sadler Elementary | UniSIG | | $5,853.90 |
| | | | *Notes: Retirement benefits for a Resource teacher for intervention in the classroom* | | | |
| | 5100 | 220-Social Security | 1261 - Sadler Elementary | UniSIG | | $4,478.23 |
| | | | *Notes: Social Security benefits for a Resource teacher for intervention in the classroom* | | | |
| | 5100 | 231-Health and Hospitalization | 1261 - Sadler Elementary | UniSIG | | $9,288.60 |
| | | | *Notes: Health Insurance benefits for a Resource teacher for intervention in the classroom* | | | |
| | 5100 | 232-Life Insurance | 1261 - Sadler Elementary | UniSIG | | $41.33 |
| | | | *Notes: Life Insurance benefits for a Resource teacher for intervention in the classroom* | | | |
| | 5100 | 240-Workers Compensation | 1261 - Sadler Elementary | UniSIG | | $193.18 |
| | | | *Notes: Workers Compensation benefits for a Resource teacher for intervention in the classroom* | | | |
| | 5100 | 250-Unemployment Compensation | 1261 - Sadler Elementary | UniSIG | | $15.81 |
| | | | *Notes: Unemployment Compensation benefits for a Resource teacher for intervention in the classroom* | | | |
| | 5100 | 290-Other Employee Benefits | 1261 - Sadler Elementary | UniSIG | | $1,252.15 |
| | | | *Notes: Other Employee benefits for a Resource teacher for intervention in the classroom* | | | |
| | 5900 | 120-Classroom Teachers | 1261 - Sadler Elementary | UniSIG | 0.86 | $43,200.00 |
| | | | *Notes: 8 teachers for 30 Saturdays, four hours each Saturday at $45 per hour* | | | |
| | 5900 | 210-Retirement | 1261 - Sadler Elementary | UniSIG | | $4,320.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
|---|---|---|---|---|---|---|
| | | | *Notes: Retirement benefits for 8 teachers for 30 Saturdays, four hours each Saturday at $45 per hour* | | | |
| | 5900 | 220-Social Security | 1261 - Sadler Elementary | UniSIG | | $3,304.80 |
| | | | *Notes: Social Security benefits for 8 teachers for 30 Saturdays, four hours each Saturday at $45 per hour* | | | |
| | 5900 | 240-Workers Compensation | 1261 - Sadler Elementary | UniSIG | | $876.96 |
| | | | *Notes: Workers Compensation benefits for 8 teachers for 30 Saturdays, four hours each Saturday at $45 per hour* | | | |
| | 5100 | 510-Supplies | 1261 - Sadler Elementary | UniSIG | | $17,658.83 |
| | | | *Notes: Supplies for classroom 5% allowed $19,110.44* | | | |
| **2** | **III.A.** | **Areas of Focus: Instructional Practice: ELA** | | | | **$174,650.27** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 120-Classroom Teachers | 1261 - Sadler Elementary | UniSIG | 0.88 | $40,700.00 |
| | | | *Notes: Additional Teacher for 4th grade to reduce class size* | | | |
| | 5100 | 210-Retirement | 1261 - Sadler Elementary | UniSIG | | $4,070.00 |
| | | | *Notes: Retirement benefits for an Additional Teacher for 4th grade to reduce class size* | | | |
| | 5100 | 220-Social Security | 1261 - Sadler Elementary | UniSIG | | $3,113.55 |
| | | | *Notes: Social Security benefits for an Additional Teacher for 4th grade to reduce class size* | | | |
| | 5100 | 231-Health and Hospitalization | 1261 - Sadler Elementary | UniSIG | | $9,288.60 |
| | | | *Notes: Health insurance benefits for an Additional Teacher for 4th grade to reduce class size* | | | |
| | 5100 | 232-Life Insurance | 1261 - Sadler Elementary | UniSIG | | $28.73 |
| | | | *Notes: Life insurance benefits for an Additional Teacher for 4th grade to reduce class size* | | | |
| | 5100 | 240-Workers Compensation | 1261 - Sadler Elementary | UniSIG | | $134.31 |
| | | | *Notes: Workers Compensation benefits for an Additional Teacher for 4th grade to reduce class size* | | | |
| | 5100 | 250-Unemployment Compensation | 1261 - Sadler Elementary | UniSIG | | $10.99 |
| | | | *Notes: Unemployment Compensation benefits for an Additional Teacher for 4th grade to reduce class size* | | | |
| | 5100 | 290-Other Employee Benefits | 1261 - Sadler Elementary | UniSIG | | $870.57 |
| | | | *Notes: Other Employee benefits for an Additional Teacher for 4th grade to reduce class size* | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 1261 - Sadler Elementary | UniSIG | 2.0 | $81,400.00 |
| | | | *Notes: 2 Resource Teachers to provide extra support in the classroom* | | | |
| | 5100 | 210-Retirement | 1261 - Sadler Elementary | UniSIG | | $8,140.00 |
| | | | *Notes: Retirement benefits for 2 Resource Teachers to provide extra support in the classroom* | | | |
| | 5100 | 220-Social Security | 1261 - Sadler Elementary | UniSIG | | $6,227.10 |
| | | | *Notes: Social Security benefits for 2 Resource Teachers to provide extra support in the classroom* | | | |
| | 5100 | 231-Health and Hospitalization | 1261 - Sadler Elementary | UniSIG | | $18,577.20 |

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| | | | *Notes: Health insurance benefits for 2 Resource Teachers to provide extra support in the classroom* | | | |
| | 5100 | 232-Life Insurance | 1261 - Sadler Elementary | UniSIG | | $57.47 |
| | | | *Notes: Life insurance benefits for 2 Resource Teachers to provide extra support in the classroom* | | | |
| | 5100 | 240-Workers Compensation | 1261 - Sadler Elementary | UniSIG | | $268.62 |
| | | | *Notes: Workers Compensation benefits for 2 Resource Teachers to provide extra support in the classroom* | | | |
| | 5100 | 250-Unemployment Compensation | 1261 - Sadler Elementary | UniSIG | | $21.98 |
| | | | *Notes: Unemployment Compensation benefits for 2 Resource Teachers to provide extra support in the classroom* | | | |
| | 5100 | 290-Other Employee Benefits | 1261 - Sadler Elementary | UniSIG | | $1,741.15 |
| | | | *Notes: Other Employee benefits for 2 Resource Teachers to provide extra support in the classroom* | | | |
| 3 | III.A. | **Areas of Focus: Culture & Environment: Social Emotional Learning** | | | | **$0.00** |
| | | | | | **Total:** | **$382,208.75** |