2013-2014 SCHOOL IMPROVEMENT PLAN

Saddlewood Elementary School
3700 SW 43RD CT
Ocala, FL 34474
352-291-4075

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	43%

Alternative/ESE Center	Charter School	Minority Rate
No	No	64%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Saddlewood Elementary School

Principal
Jennifer Beck

School Advisory Council chair
Andrew Lazar

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jennifer Beck	Principal
Joy Baxley	Assistant Principal
Stacie Newmones	Reading Coach
Christine DiSanza	Academic Coach
Jessica Cannon	Kindergarten teacher
Jessica Bramlett	1st grade teacher
Bobbie Wallace	2nd grade teacher
Amanda Carr	3rd grade teacher
Melanie Newhouse	ESE teacher
Braegan Poole	5th grade teacher
Chrissy Ardiles	4th grade teacher

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

Date of school board approval of SIP
11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal-Jennifer Beck
Assistant Principal-Joy Baxley
SAC Chair-Daniel Gentry (Parent)
SAC Co-Chair-Amy Barup (Parent)

Parents:
Mr. Dan Galassi
Ms. Linda Wheeler
Ms. Sarah Williams
Ms. Angela Echeverri
Mr. Francisco Leal
Ms. Ruther Brazzel
Mr. Chen
Ms. Olivia Primo
Teachers:
Ms. Pamela Freeman
Ms. Carol Alvarez
Ms. Jessica Laurito
Ms. Jessica Cannon
Non-Instructional-
Linda Spencer

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

SAC members will participate in the creation of the SIP Plan.
Members will provide feedback regarding the programs and activities offered this school year.
Members will review the strengths and weaknesses of our data and determine how our SIP funds should be utilized.

Projected use of school improvement funds, including the amount allocated to each project

We have not identified how the funds will be utilized at this time; however decisions will be based upon a review of our school FCAT data.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Currently, we do not have a school business partner, but we are actively recruiting a partnership through our school newsletter, school open house nights, and through established community relationships.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jennifer Beck

Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	BAE in Elementary Education MAE in Educational Leadership Certification in Primary Education, Elementary Education, and School Leadership
Performance Record	This is my second year as the Principal at Saddlewood Elementary. During the 2012-2013 school year, we received a "B" school grade. The percent of students scoring level 3 and above was 63% in reading and 67% in math. Our percent of students scoring level 3.0 and higher in writing was 56% and our science level 3 and above was 63%. Our learning gains in reading were 73% and 57% in math. The lowest 25% of students making learning gains in reading was 65% and 52% in math. I received an overall effective rating for 2012-2013 school year. Prior to this, I served seven years as an Assistant Principal at two elementary schools. From 2010-2012, I was the Assistant Principal at Eighth Street Elementary and from 2005-2010, I served as the Assistant Principal at Sparr Elementary. For the 11-12 school year, we received an "A" school grade. The percent of students scoring level 3 or higher was 67% in reading and 71% in math. Additionally, 60% of our student met writing standards, and 69% met science standards scoring level 3 or higher. 69% of our students made learning gains in reading, while 79% made learning gains in math. 58% of our lowest 25% made learning gains in reading, while 71% of our lowest 25% made learning gains in math. For the 10-11 school year, we maintained an A, with 91% of our students scoring a level 3 or higher in reading and 91% scoring a level 3 or higher in math. Additionally, 82% met writing standards and 65% met science standards with a level 3 or higher. 77% or our lowest 25% made gains in reading and 67% of the lowest 25% made gains in math. For the 09-10 school year, we received a "B" school grade with 76% of our students scoring a level 3 or higher in reading and 72% scoring a level 3 or higher in math. 76% of the students met writing standards, while 42% met science standards with a level 3 or higher. 60% of our lowest 25% made learning gains in reading, 65% of our lowest 25% made learning gains in math. From 2005-2010, we received a school grade of a "B", with the exception of the 07-08 school year, in which our school received a "C" school grade.

Joy Baxley		
Asst Principal	Years as Administrator: 7	Years at Current School: 2

Credentials	M.A.E in Educational Leadership, Certification in Elementary Education, Primary Education, and Reading Endorsement
Performance Record	I served as Assistant Principal at Osceola Middle from 2007-08 to 2010-11, with certification in Educational Leadership, Elementary Education, Primary Education, and a Reading Endorsement. The school maintained an A grade for all four years. In 2007-08, 76% met high standards in reading, 78% in math, 97% in writing and 51% in science. Students who met learning gains in reading were 66%, and 76% in math. Of the lowest quartile, 70% made gains in reading and 69% in math. In 2008-09 we were the first secondary school in Marion County to score more than 600 points, and the highest scoring secondary school in the county with 621 points. We had 83% meeting high standards in reading, 81% in math, 99% in writing and 68 % in science. Students making learning gains were 72% in reading and 73% in math. Of the lowest quartile, 76% made gains in reading and 69% in math. During 2009-10, 80% of students met high standards in reading, 78% in math, 93% in writing, and 64% in science. Making learning gain in reading were 66% of students and 73% in math. The lowest quartile showed 62% making gains in reading and 64% in math. In 2010-2011, 77% met high standards in reading, 78% in math, 89% in writing, and 60% in science. Making learning gains in in reading, we had 64%, and in math, 73%. Of the lowest quartile, 66% made gains in reading and 69% in math. The drops during the final year are attributed to FCAT 2.0 and new standards. However, each year the school scored well above the district and state in every area, in spite of the fact that our percentage of students receiving free/reduced lunch increased from 37% to 43% over this time. We were an A school all four years I was there. I was assistant principal at Saddlewood for the 2011-12 year, where we were again an A school. In 3rd and 4th grade reading, as well as 3rd, 4th and 5th grade math, we exceeded the state and district proficiency levels. 80% of our lowest 25%ile made learning gains in reading and math. During the 2012-2013 school year, we received a "B" school grade. The percent of students scoring level 3 and above was 63% in reading and 67% in math. Our percent of students scoring level 3.0 and higher in writing was 56% and our science level 3 and above was 63%. Our learning gains in reading were 73% and 57% in math. The lowest 25% of students making learning gains in reading was 65% and 52% in math. I received an overall effective rating for 2012-2013 school year.

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Stacie Newmones		
Full-time / District-based	Years as Coach: 6	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelor Degree in Elementary Education
Performance Record	This is my first year as Reading Coach at Saddlewood Elementary. My coaching experience spans from the 2007-20013. The first five years were at Sparr Elementary. Last year I served as a District Reading Coach at Sparr Elementary (K-5) and Fessenden Elementary (K-2). During the 2012-2013 Sparr received a school grade of "C". The percentage of students scoring at level 3 or above resulted in reading-41%, math- 51%, Science-29%, and Writing-21% (level 3.5 or above). The percentage of learning gains was 53% for reading and 51% for math. Our lowest quartile reported at 61% for math and 50% for reading. As a result of 2010-2011 efforts Sparr received a school grade of "B". The percentage of students scoring at level 3 or above in reading-64%, Math-77%, Science-42%, and Writing-72% were reported. The percentage of learning gains was 54% for reading and 71% for Math. Our lowest quartile reported at 48% for reading and 77% for math. Sparr received a school grade of "B" during the 2009-2010 school year. The percentage of student score at level 3 or above in reading-76%, math-72%, Science-42%, and Writing-76%. The percentage of learning gains was 65% for reading and 62% for math. Our lowest quartile reported at 60% for reading and 65% for math. During the 2008-2009, Sparr received a school grade of "B". The percentage of student score at level 3 or above in reading-80%, math-73%, Science-27%, and Writing -65%. The percentage of learning gains was 68% for reading and 73% for Math. Our lowest quartile reported at 57% for reading and 67% for math. The 2007-2008 yielded a school grade of "C". The percentage of student scores at level 3 or above in reading-67%, math- 66%, Science-31%, and Writing - 50%. The percentage of learning gains was 61% for reading and 69% for Math. Our lowest quartile reported at 53% for reading and 70% for math.

Christine DiSanza		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas   Mathematics, Science

Credentials
K-6 Elementary Ed
ESOL Endorsement
K-12 Ed Leadership

Performance Record

This is my first year as the Academic Coach at Saddlewood Elementary. Prior to this position I served as both a fifth and second grade teacher at Eighth Street Elementary. I worked at Eighth Street from 2005-2012. During that time, Eighth Street maintained a school grade of "A." During the 2012-2013 school year, 69% of students scored a level 3 and above in reading, while 71% scored a 3 and above in math. During the 2012-2013 school year 49% of students scored a level 3.0 and above in writing and 75% scored a 3 and above in science. 73% of students made learning gains in reading and 80% of students made learning gains in math. The lowest 25% making gains in reading was 65% and 80% in math. During the 2011-2012 school year 67% of students scored a level 3 and above in reading and 71% in math. In addition, 60% of students met writing standards and 69% of students scored a level 3 and above in science. 69% of students this year made learning gains in reading, while 79% showed gains in math. 58% of our lowest 25% made learning gains in reading and 71% of our lowest 25% made learning gains in math. During the 2010-2011 school year, 91% of students scored a level 3 and above in reading and 91% of students scored a level 3 and above in math. 82% of students met standards in writing and 65% of students met the level 3 and above standards in science. 77% of students made learning gains in reading and 72% of students made learning gains in math. Of the lowest 25% of students, 77% made learning gains in reading and 67% made gains in math. During the 2009-2010 school year, 91% of students scored a level 3 and above in reading and 89% of students scored a level 3 and above in math. 81% of students met the standard in writing and 78% of students scored a level 3 and above in science. 70% of students made learning gains in reading and 68% made learning gains in math. Of the lowest 25% of students 60% made learning gains in reading and 70% made gains in math. During 2008-2009 school year 95% of students scored a level 3 and above in reading while 89% of students scored a level 3 and above in math. 72% of students scored a level 3 and above in science and 74% of students met standards in writing. 69% of students made learning gains in reading and 76% made learning gains in math. Of the lowest 25% of students, 60% made learning gains in reading and 60 % made learning gains in math.

Classroom Teachers

# of classroom teachers
46

 # receiving effective rating or higher
46, 100%

 # Highly Qualified Teachers
98%

 # certified in-field
45, 98%

 # ESOL endorsed
23, 50%

 # reading endorsed
3, 7%

 # with advanced degrees
14, 30%

 # National Board Certified
1, 2%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
12, 26%

 # with 6-14 years of experience
19, 41%

 # with 15 or more years of experience
15, 33%

Education Paraprofessionals

# of paraprofessionals
17

 # Highly Qualified
117, 688%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Check references of possible new hires to ensure quality performance, set expectations during the interview process, assign new hires a mentor to ensure understanding of responsibilities of the grade level, and coordinate with district personnel responsible for working with new teachers to orient them to district policies, procedures, and programs. Jennifer Beck, Principal and Joy Baxley, Assistant Principal are responsible for recruiting and retaining quality staff at our school. This 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers with 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should 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 SIP. 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. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS Leadership Team is comprised of members of the Problem Solving Team, the Student Assistance Team (SAT). Members may include the administration, guidance, teachers, school level support (dean, reading coach, 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 Reading Coach and Academic Coach 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 Peer Counselor was selected to be on the team because many times students who struggle academically react with behavioral issues and the Peer Counselor can provide input on the students' behaviors. The school psychologist and behavioral specialist are representatives from the district level that will assist with the Student Assistant Team as the student progresses through the level of interventions.

Saddlewood's MTSS team consists of the following people:
Assistant Principal, Joy Baxley
Counselor, Jan Brown
Stacie Newmones, Reading Coach
Christine DiSanza, Academic Coach
Marguerite Cruz, Peer Counselor
Patty Dawkins-School Psychologist
Isabel Goenaga-Behavior Specialist

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS leadership team will meet once a month to monitor the fidelity of the school process. Groups of students will be discussed, as well as our processes for collecting and recording data. Staff development needs for teachers will be discussed if concerns arise and a detailed action plan will be created when gaps in the process occur.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data include State Assessments (FCAT, FAIR) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Demand Writing Assessments, etc..)
Performance Matters also allows for teacher comparisons by student, standard, and demographics.
School and district are able to compare data as well as similar schools across the state. This year we will also be utilized data obtained from Aims Web to determine strengths and weaknesses in reading and math.
Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (Custom Reports).
Tiered data can be found in Performance Matters where intervention tiers are identified and progress monitoring notes are documented. Teachers also maintain data notebooks with individualized student information relative to the progress within the relative tier of intervention.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS support occurs at the District and School levels. The District provides support by allocating resources based on need. The district will progress monitor schools on a regular basis looking at student data within Performance Matters. Collaborative conversations will be scheduled during regular meetings with all schools.
Support at the school level includes on-going professional development and recognition of success. Resources will be allocated based on need of both teacher and students.
Support will be provided to parents during parent conferences and problem solving meetings. Parents will be provided graphable data with an explanation of how the data is to be read and interpreted. Additionally, parents will be provided information regarding MTSS when student proficiency information is sent home.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

A Title I, school-based tutoring program will be offered beginning in January 2014 utilizing research-based programs to support remedial and enrichment instruction in core academic subjects.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 30

Success Maker reading and math will be offered beginning in January 2014 in the computer lab to support remedial instruction in reading and math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Increased reading and math level growth from January-April with an acceptable level of performance

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Stacie Newmones	Reading Coach
Jennifer Beck	Principal
Joy Baxley	Assistant Principal
Jessica Laurito	Kindergarten teacher
Patty Weeks	1st grade teacher
Christine Mazzuoccolo	2nd grade teacher

Name	Title
Bethany Packer	3rd grade teacher
Kelly Price	4th grade teacher
Pamela Freeman	5th grade teacher

How the school-based LLT functions

The LLT will be directed by the Principal for the purposes of improving the reading performance of students in Grades K-5. Data will be examined, especially the data for specific subgroups such as Students with Disabilities and white student population. Parent Involvement events will be planned, i.e. Grade Level Information Nights and Parent Training Nights. One of the members of the LLT will volunteer to serve as chairman. Intervention groups and strategies will be discussed. Teacher surveys will be generated from the LLT to ensure teacher needs are being met in the areas of resources and professional development.

Major initiatives of the LLT

The major initiatives of the LLT for 2013-14 will be to ensure that all subgroups meet AMO requirements in the area of reading. Another initiative will be to improve the parent attendance at parent involvement activities. They will also work to ensure the successful implementation of Common Core and The Academies (K-2). They can also examine data to see if additional resources are needed for subgroups.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers contribute to the reading improvement of every student in the following ways:
1. Teachers will participate in on-going reading professional development at the school level.
2. Teachers will utilize data obtained through Performance Matters and Aims Web to make instructional decisions for the class and groups of students.
3. Teachers will identify students in need of additional reading support and will work with the reading coach and administration to create an intervention plan for students.
4. Teachers will utilize the new core reading curriculum, as well as the district-created maps and calendars to ensure all reading skills are taught.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Saddlewood currently has two Pre-School ESE programs based at the school of which several of the students feed into the regular Kindergarten program. We also host an orientation program during the month of May for several local private Pre-School programs. 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.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	63%	Yes	67%
American Indian				
Asian				
Black/African American	48%	50%	Yes	53%
Hispanic	65%	66%	Yes	69%
White	70%	67%	No	73%
English language learners	44%	49%	Yes	50%
Students with disabilities	43%	36%	No	49%
Economically disadvantaged	58%	58%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	20%	25%
Students scoring at or above Achievement Level 4	127	40%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		71%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	73%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	30	65%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	51	51%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	45	44%	49%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	35%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	68	56%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	67%	No	75%
American Indian				
Asian				
Black/African American	55%	48%	No	60%
Hispanic	76%	70%	No	78%
White	76%	72%	No	78%
English language learners	63%	65%	Yes	66%
Students with disabilities	54%	36%	No	59%
Economically disadvantaged	70%	63%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	33%	38%
Students scoring at or above Achievement Level 4	125	38%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		71%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	104	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	52%	57%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	35%	40%
Students scoring at or above Achievement Level 4	24	22%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		38%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	160	19%	24%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	59	7%	3%
Students retained, pursuant to s. 1008.25, F.S.	11	1%	1%
Students who are not proficient in reading by third grade	92	11%	6%
Students who receive two or more behavior referrals	14	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We are a Title I school and our Title I Parent Involvement plan will be created as a separate document.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Our goal is for 67% of 3rd-5th grade students to score at a proficient level (level 3-5 on FCAT, proficient on Cella, and levels 7-9 on FAA) in Reading, 76% in Math, and 62% in science on end of the year assessments.

G2. 61% of students will score a 3.5 or higher as identified on FCAT Writing.

G3. 78% of students will achieve a learning gain as identified on the 2014 FCAT Reading Assessment and 62% of students will achieve a learning gain as identified on the 2014 FCAT Math Assessment

G4. Less than 1% of our total population will receive a referral that results in an out of school suspension.

Goals Detail

G1. Our goal is for 67% of 3rd-5th grade students to score at a proficient level (level 3-5 on FCAT, proficient on Cella, and levels 7-9 on FAA) in Reading, 76% in Math, and 62% in science on end of the year assessments.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Title I funded materials

Targeted Barriers to Achieving the Goal

- Lack of research-based quality resources to promote reading, math, and science proficiency.

Plan to Monitor Progress Toward the Goal

Documentation maintained from classroom walkthroughs, as well as student performance data from Performance Matters.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student data reports and teacher evaluation data

G2. 61% of students will score a 3.5 or higher as identified on FCAT Writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Wonders Reading Series
- Academic Coach

Targeted Barriers to Achieving the Goal
- Lack of writing resources

Plan to Monitor Progress Toward the Goal

Student writing data

Person or Persons Responsible
Administration and Academic Coach

Target Dates or Schedule:
Monthly from September 2013-June 2014

Evidence of Completion:
Proficient student writing data

G3. 78% of students will achieve a learning gain as identified on the 2014 FCAT Reading Assessment and 62% of students will achieve a learning gain as identified on the 2014 FCAT Math Assessment

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Title I funded materials
- Personnel
- Transportation

Targeted Barriers to Achieving the Goal
- Lack of additional time to remediate or accelerate student growth in the area of reading and math.

Plan to Monitor Progress Toward the Goal

Student data including Benchmark Assessment, FCA, and classroom assessments

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly beginning in September

Evidence of Completion:
Student Data results

G4. Less than 1% of our total population will receive a referral that results in an out of school suspension.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- School purchased incentives for positive behavior
- Personnel

Targeted Barriers to Achieving the Goal
- Lack of incentives promoting positive behavior at school

Plan to Monitor Progress Toward the Goal

Monthly student referrals that result in an out of school suspension

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly-September 2013-June 2014

Evidence of Completion:
Student referral data

Action Plan for Improvement

Problem Solving Key

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

G1. Our goal is for 67% of 3rd-5th grade students to score at a proficient level (level 3-5 on FCAT, proficient on Cella, and levels 7-9 on FAA) in Reading, 76% in Math, and 62% in science on end of the year assessments.

G1.B1 Lack of research-based quality resources to promote reading, math, and science proficiency.

G1.B1.S2 Utilize software support to enhance reading, math and science instruction in classroom

Action Step 1

Technology resources, such as STAR Reading and AIMSweb will be utilized for monitoring reading and math levels. Additionally, select software, such as Success Maker, AR, Earobics, Waterford, FASTT Math, and FCAT Explorer will enhance and reinforce reading, math, and science instruction.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Purchase orders and student data

Facilitator:

Reading Coach and Administration

Participants:

Administration and teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Documentation in teacher lesson plans and monthly student performance reports (when applicable).

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson plans and student data

Plan to Monitor Effectiveness of G1.B1.S2

Student performance data (Waterford, Success Maker, Star Reading, FASTT Math, AIMSweb) and Documentation of use in the teacher plan book

Person or Persons Responsible

Administration

Target Dates or Schedule

December 2013 and May 2014

Evidence of Completion

Documentation reports

G2. 61% of students will score a 3.5 or higher as identified on FCAT Writing.

G2.B1 Lack of writing resources

G2.B1.S1 Implementation of Wonder's Reading/Writing Workshop

Action Step 1

Teachers will implement the Wonder's Reading and Writing Workshop to begin the transition to Common Core Standards, as well as building grammar and convention skills for prompt writing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Documentation in lesson plan book, as well as classroom walkthroughs.

Facilitator:

ELA Lead and District Writing support

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Student writing prompts

Person or Persons Responsible

Administration

Target Dates or Schedule

Once a month beginning in September 2013

Evidence of Completion

Student writing prompts and documentation in teacher lesson plans.

Plan to Monitor Effectiveness of G2.B1.S1

4th grade students ability to consistently write to a given prompt with proficiency

Person or Persons Responsible

Academic Coach and administration

Target Dates or Schedule

December 2013 and February 2014

Evidence of Completion

G3. 78% of students will achieve a learning gain as identified on the 2014 FCAT Reading Assessment and 62% of students will achieve a learning gain as identified on the 2014 FCAT Math Assessment

G3.B1 Lack of additional time to remediate or accelerate student growth in the area of reading and math.

G3.B1.S1 Remediate and enrich beyond the school day utilizing highly qualified teachers and paraprofessionals with research-based material.

Action Step 1

A before school and after school tutoring opportunity will be offered to select students in 3rd-5th grade who require additional assistance in the area of reading and math. Teachers will utilize research-based material to support skill development.

Person or Persons Responsible

Administration, Reading Coach, Academic Coach, and tutoring teachers

Target Dates or Schedule

December 2013-April 2014

Evidence of Completion

Student Attendance Rosters Pre-Post Student Data Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom Walkthroughs during before and after school tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Once a month-January, Febraury, March and April of 2014

Evidence of Completion

Administrator notes from walkthrough

Plan to Monitor Effectiveness of G3.B1.S1

Pre and Post Student Data

Person or Persons Responsible

Administration

Target Dates or Schedule

April 2014

Evidence of Completion

Lesson plans Pre and Post Student Data

G4. Less than 1% of our total population will receive a referral that results in an out of school suspension.

G4.B1 Lack of incentives promoting positive behavior at school

G4.B1.S1 Continued implementation of the Positive Behavior System including a school-wide currency system (Stallion Bucks), a school-wide store that can be utilized to purchase items using Stallion Bucks, and quarterly school-wide activities that enable students to attend using Stallion Bucks.

Action Step 1

The PBS team will meet monthly to establish monthly character traits. The team will also discuss grade level and school-wide successes and/or concerns. Stallion Bucks will be made available to promote positive recognition of behavior on campus. Bucks may be utilized in the school store or at one of the quarterly events.

Person or Persons Responsible

PBs team and teachers

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

PBS meeting minutes, documentation of character trait instruction in teacher lesson plans, and completion of quarterly PBS events.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Attendance at monthly PBS meetings Lesson plan review documenting character trait instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly beginning September 2013-June 2014

Evidence of Completion

PBS meeting minutes and teacher lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Student attendance at school-wide events Student referral data

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly-October 2013, January 2014, March 2012, May 2014 for school-wide events and monthly beginning September 2013 for student referral data

Evidence of Completion

Reduction in student referral data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A funds are used to provide the Saddlewood students with enhanced technology instruction through the purchase of hardware for engaged classrooms. Monies are also used to provide students with extended learning opportunities after school. Students are also provided the opportunity to participate in the after school Supplemental Education Services tutorial program. Title I funds are also used to purchase an Academic Coach and two paraprofessionals that assist teachers with students needing interventions. These monies are also used to purchase quality professional development for Saddlewood teachers. Additionally, materials and supplies are purchased to enhance each teacher's instructional program.

Title I, Part C funds are provided by the district to support those students who have been identified as "migrant students." Funds are used to purchase school supplies, after school tutoring, and a migrant liaison that works with the families. Families must meet the federal eligibility to participate in the program.

Title I Part D funds have been used by the district to improve the basic education programs through the purchase of small equipment to supplement education programs in technology in the classrooms that will increase the instructional strategies provided to the students and for instructional software that will enhance literacy and math skills of struggling students and early childhood students.

Title II funds are used to provide staff development for activities to improve the basic educational programs and to assist administrators and teachers in meeting the highly qualified status.

Title III funds are used to purchase education materials and provide ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X funds are used through the District Homeless Social Worker to provide resources such as school supplies, clothing, or other needed items to students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction-Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not to be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Violence Prevention Programs

Our Guidance Counselor works with students indicating suicidal tendencies and refers them to the Centers for crisis intervention and evaluation.

Nutrition Programs

Saddlewood coordinates with the district Health Education Department and the Marion County Health Department to support such programs as the Absences Program and the Asthma Program. Marion County's Health Department also provided support to the district by staffing targeted schools with a full time nurse.

Housing Programs

Saddlewood's social worker and social worker assistant work very closely with families having housing needs. Contacts are made and information is provided to assist families in meeting their needs.

Head Start

For five summers, Saddlewood has housed a Voluntary Prekindergarten Program on campus. Although Summer VPK was not housed on site this past year, we solicited age appropriate students to attend this

program at a neighboring elementary school. In additional to the VPK program for preschool students, Title I funds also provide parents resources through the HIPPY program. Students entering kindergarten for the first time also participate in Stagger Start, which allows the students to attend one full day of school during the first three days to become better oriented to the school setting.

Adult Education

Marion County provides an outstanding adult education program on the Community and Technical Adult Education campus.

Career and Technical Education

Marion County has an outstanding career and technical program that is offered to high school students at the Marion Technical Institute. The Career and Technical Adult Education program of Marion County offers several career programs to our post-secondary adults. Advertising of the programs appears frequently in our local newspaper as well as the world wide web.

Job training is available on both the MTI and CTAE campuses.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Our goal is for 67% of 3rd-5th grade students to score at a proficient level (level 3-5 on FCAT, proficient on Cella, and levels 7-9 on FAA) in Reading, 76% in Math, and 62% in science on end of the year assessments.

G1.B1 Lack of research-based quality resources to promote reading, math, and science proficiency.

G1.B1.S2 Utilize software support to enhance reading, math and science instruction in classroom

PD Opportunity 1

Technology resources, such as STAR Reading and AIMSweb will be utilized for monitoring reading and math levels. Additionally, select software, such as Success Maker, AR, Earobics, Waterford, FASTT Math, and FCAT Explorer will enhance and reinforce reading, math, and science instruction.

Facilitator

Reading Coach and Administration

Participants

Administration and teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Purchase orders and student data

G2. 61% of students will score a 3.5 or higher as identified on FCAT Writing.

G2.B1 Lack of writing resources

G2.B1.S1 Implementation of Wonder's Reading/Writing Workshop

PD Opportunity 1

Teachers will implement the Wonder's Reading and Writing Workshop to begin the transition to Common Core Standards, as well as building grammar and convention skills for prompt writing.

Facilitator

ELA Lead and District Writing support

Participants

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Documentation in lesson plan book, as well as classroom walkthroughs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal is for 67% of 3rd-5th grade students to score at a proficient level (level 3-5 on FCAT, proficient on Cella, and levels 7-9 on FAA) in Reading, 76% in Math, and 62% in science on end of the year assessments.	$9,102
G3.	78% of students will achieve a learning gain as identified on the 2014 FCAT Reading Assessment and 62% of students will achieve a learning gain as identified on the 2014 FCAT Math Assessment	$23,499
	Total	$32,601

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
Title I funded	$9,102	$0	$9,102
TItle I funded	$0	$23,499	$23,499
Total	$9,102	$23,499	$32,601

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Our goal is for 67% of 3rd-5th grade students to score at a proficient level (level 3-5 on FCAT, proficient on Cella, and levels 7-9 on FAA) in Reading, 76% in Math, and 62% in science on end of the year assessments.

G1.B1 Lack of research-based quality resources to promote reading, math, and science proficiency.

G1.B1.S2 Utilize software support to enhance reading, math and science instruction in classroom

Action Step 1

Technology resources, such as STAR Reading and AIMSweb will be utilized for monitoring reading and math levels. Additionally, select software, such as Success Maker, AR, Earobics, Waterford, FASTT Math, and FCAT Explorer will enhance and reinforce reading, math, and science instruction.

Resource Type

Evidence-Based Program

Resource

Star Reading/Brain Pop

Funding Source

Title I funded

Amount Needed

$9,102

G3. 78% of students will achieve a learning gain as identified on the 2014 FCAT Reading Assessment and 62% of students will achieve a learning gain as identified on the 2014 FCAT Math Assessment

G3.B1 Lack of additional time to remediate or accelerate student growth in the area of reading and math.

G3.B1.S1 Remediate and enrich beyond the school day utilizing highly qualified teachers and paraprofessionals with research-based material.

Action Step 1

A before school and after school tutoring opportunity will be offered to select students in 3rd-5th grade who require additional assistance in the area of reading and math. Teachers will utilize research-based material to support skill development.

Resource Type

Other

Resource

After School Personnel/Transportation/Materials

Funding Source

TItle I funded

Amount Needed

$23,499