

Orange County Public Schools

Sadler Elementary



2021-22 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: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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.

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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">86%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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SIP Authority

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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. 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	Position Title	Job Duties and Responsibilities
Smestad, Lindsey	Principal	The school principal, Lindsey Smestad, will ensure a safe learning environment, monitor all student data, ensure implementations of instructional best practices and coach teacher to perform to the best of their ability. The school principal will also monitor instruction and data and provide timely and actionable feedback for improving classroom instruction.
Mott, Rachel	Assistant Principal	The school assistant principal, Rachel Mott, will help Ms. Smestad will 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 ability. The assistant principal will also monitor instruction and data and provide timely yet effective feedback for improving classroom instruction.
	Reading Coach	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.
Kuhns, Rebecca	Math Coach	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.
Almeida, Veronica	School Counselor	The Guidance Counselor will provide on-going professional development and resources to teachers as it relates to social and emotional learning. She will work with small groups of students throughout the week to target their social and emotional needs.
Clark, Cristal	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.
Guerra, Arelis	Staffing Specialist	The Staffing Specialist is responsible for coordinating the staffing and educational planning process for students with IEPs and 504s on campus. She provides professional development when necessary to the staff.

Demographic Information

Principal start date

Wednesday 7/1/2020, 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.*

0

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.*

5

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

725

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

Demographic Data

Early Warning Systems

2021-22

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	36	111	128	109	115	136	0	0	0	0	0	0	0	635
Attendance below 90 percent	13	30	42	28	15	34	0	0	0	0	0	0	0	162
One or more suspensions	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	1	3	16	0	0	0	0	0	0	0	20
Course failure in Math	0	0	0	0	11	11	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	22	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	33	0	0	0	0	0	0	0	35

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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - 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	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	0

2020-21 - 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	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	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	57%	57%	45%	56%	56%
ELA Learning Gains				50%	58%	58%	54%	55%	55%
ELA Lowest 25th Percentile				47%	52%	53%	67%	48%	48%
Math Achievement				41%	63%	63%	45%	63%	62%
Math Learning Gains				45%	61%	62%	34%	57%	59%
Math Lowest 25th Percentile				26%	48%	51%	26%	46%	47%
Science Achievement				37%	56%	53%	44%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	23%	55%	-32%	58%	-35%
Cohort Comparison						
04	2021					
	2019	42%	57%	-15%	58%	-16%
Cohort Comparison		-23%				
05	2021					
	2019	34%	54%	-20%	56%	-22%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	62%	-30%	62%	-30%
Cohort Comparison						
04	2021					
	2019	42%	63%	-21%	64%	-22%
Cohort Comparison		-32%				
05	2021					
	2019	38%	57%	-19%	60%	-22%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	54%	-21%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- District created 5th Grade Science PMA data
- K-5 i-Ready Reading Diagnostic data
- K-5 i-Ready Math Diagnostic data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	9	14
	Economically Disadvantaged	12	13	15
	Students With Disabilities	17	17	25
	English Language Learners	6	2	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	9	13
	Economically Disadvantaged	18	8	14
	Students With Disabilities	8	8	18
	English Language Learners	9	5	12

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7	11	17
	Economically Disadvantaged	9	13	24
	Students With Disabilities	0	0	0
	English Language Learners	5	9	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	3	12
	Economically Disadvantaged	3	3	17
	Students With Disabilities	0	10	20
	English Language Learners	2	2	10

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3	9	14
	Economically Disadvantaged	5	10	12
	Students With Disabilities	0	0	0
	English Language Learners	2	7	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	3	8
	Economically Disadvantaged	0	2	7
	Students With Disabilities	0	0	0
	English Language Learners	3	3	10

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4	6	11
	Economically Disadvantaged	4	7	13
	Students With Disabilities	0	4	8
	English Language Learners	3	5	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	3	12
	Economically Disadvantaged	2	2	13
	Students With Disabilities	0	0	8
	English Language Learners	3	3	10

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2	2	2
	Economically Disadvantaged	1	3	3
	Students With Disabilities	0	0	0
	English Language Learners	0	1	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	5	8
	Economically Disadvantaged	0	4	9
	Students With Disabilities	0	0	0
	English Language Learners	0	4	6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	32	26	35
	Economically Disadvantaged	33	32	44
	Students With Disabilities	25	8	13
	English Language Learners	26	19	27

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	5	17	23	9	40	64	19				
ELL	16	28	29	21	26	48	25				
BLK	19	27		25	24		41				
HSP	18	32	32	22	30	52	28				
FRL	18	31	50	22	25	44	31				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Data trends across grade levels, subgroups, and core content areas show a decrease in previous performance in almost every category, except math learning gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

During the 2018 - 2019 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.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Challenges with mobility among leadership team members led to teachers needing more support with differentiating instruction in order to meet learner needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

During the 2018 - 2019 school year the only data component that showed improvement was learning gains in Math. There was an increase of 11%, with 45% of students achieving a learning gain in 2019 compared to 34% of students in 2018.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A small group rotational model was implemented in all grade levels for the 2018 - 2019 school year.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, an intense focus on targeted student learning will happen throughout the school year. This will include fluid small groups focusing on individual student needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development will be provided in order to accelerate learning:

- Core Connections
- ESE/ESOL strategies
- Foundations of Reading
- Math CRA model
- Gradual Release Model of Instruction
- CHAMPS
- Zones of Regulation
- MTSS
- Research-based reading and math intervention programs

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Sadler will use the acceleration model of instruction during after-school learning opportunities and small group instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally

Area of Focus Description and Rationale: Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school’s culture for social and emotional learning, we will address the following school needs:

1. Implement school-wide SEL curriculum
2. Integrating aligned instructional and SEL strategies
3. Deliberate School SEL Supports for Families

Measurable Outcome: Early Warning Systems indicator data
 Alex Incident/SESIR data
 Culture & Climate Continuum data
 DESSA data
 Panorama survey data:

1. Student Survey - School Climate, Sense of Belonging
2. Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL
3. Family Members - Barriers to Engagement, School Climate

Monitoring: Schools should consider the systems and processes they will put in place to monitor the measurable outcome throughout the year.

1. Culture & Climate Continuum data
2. Classroom Walkthrough trend data
3. Evaluative instructional and leadership practice observational data
4. Qualitative data from students, staff, and families

Person responsible for monitoring outcome: Rachel Mott (rachel.mott@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Evidence-based Strategy: Description of Monitoring: Our school will plan and implement 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 the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Rationale for Evidence-based Strategy: Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, 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 integration of instructional strategies and deliberate school supports

necessary for collective organizational improvement and change.

Resources/Criteria: 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

Implement a school-wide SEL curriculum

1. Ensure a school team receives training on implementation of a school-wide SEL curriculum
2. Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum
3. Implement a school-wide SEL curriculum

Person Responsible Rachel Mott (rachel.mott@ocps.net)

Deliberate School SEL Supports for Families

1. Strengthening Communication

Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open

2. House, principal breakfast)

Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

2. Building Community

Establish a family resource center where families can access resources and information to support student and school success

Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)

Host events, workshops, and opportunities that are relational, connected to family interests and culture, and are linked to learning

Person Responsible Rachel Mott (rachel.mott@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale: Student achievement for all subgroups will improve in Reading, Math, and Science when teachers provide effective small group, differentiated instruction to meet learner needs based on data.

State Assessment Data will be added once provided:

Measurable Outcome:

ELA Proficiency will increase from 19% to 35%
 ELA Learning Gains will increase from 29% to 65%
 ELA Learning Gains in the bottom quartile will increase from 36% to 65%
 Math Proficiency will increase from 23% to 50%
 Math Learning Gains will increase from 27% to 65%
 Math Learning Gains in the bottom quartile will increase from 48% to 65%

Monitoring: Science Proficiency will increase from 32% to 40%
 The administration, school leadership team, and teachers will participate in ongoing data analysis in order to ensure students receive remediation and/or enrichment based on individual performance.

Person responsible for monitoring outcome: Lindsey Smestad (lindsey.smestad@ocps.net)

Evidence-based Strategy: The school leadership team will support and monitor teacher implementation of small group, differentiated instruction.

Rationale for Evidence-based Strategy: With additional instructional staff to support small group learning, students will be provided the opportunity to engage in targeted small group instruction based on individual needs. Students will engage in research-based interventions, utilize the online platforms of Reading Plus and Symphony Math which will provide students with instruction based on their greatest areas of need,

Action Steps to Implement

The Leadership Team will collaborate to develop small group rotational models for both ELA, Math, and Science.

Person Responsible Lindsey Smestad (lindsey.smestad@ocps.net)

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

Person Responsible Lindsey Smestad (lindsey.smestad@ocps.net)

As needed, teachers will be provided with professional development in the areas of Reading, Math, and Science to ensure a full understanding of the standards, effective instructional strategies, student engagement, and active monitoring.

Person Responsible Lindsey Smestad (lindsey.smestad@ocps.net)

Instructional coaches will provide strategies/modeling to teachers during collaborative planning that meet the needs of all learners in their classrooms.

Person Responsible Rachel Mott (rachel.mott@ocps.net)

#3. Other specifically relating to Multi-Tiered System of Supports

Area of Focus Description and Rationale: Sadler Elementary will continue to implement the Multi-Tiered System of Supports (MTSS) framework to meet the needs of all students and increase student achievement. Student achievement data indicates that teachers will benefit from additional support and professional development on the MTSS framework and disaggregate data and use it to drive instruction. In addition, specific resources will be aligned to individual student needs when providing all Tiers of instruction.

By May of 2022, students in grades Kindergarten through 5th grade will show an increase in proficiency and learning gains in Reading, Math, and Science.

Measurable Outcome:
 ELA Proficiency will increase from 19% to 35%
 ELA Learning Gains will increase from 29% to 65%
 ELA Learning Gains in the bottom quartile will increase from 36% to 65%
 Math Proficiency will increase from 23% to 50%
 Math Learning Gains will increase from 27% to 65%
 Math Learning Gains in the bottom quartile will increase from 48% to 65%

Monitoring:
 Science Proficiency will increase from 32% to 40%
 The administration, school leadership team, and teachers will participate in ongoing data analysis in order to ensure students receive remediation and/or enrichment based on individual performance. In addition, administration and school leadership will ensure Tier 1 instruction is standards-based.

Person responsible for monitoring outcome:
 Lindsey Smestad (lindsey.smestad@ocps.net)

Evidence-based Strategy:
 Teachers will discuss students' data during data meetings and common planning meetings. During the monthly MTSS meetings, teachers will identify and discuss students with significant academic deficiencies. During the meetings, teachers and coaches will review data and provide students with appropriate interventions based on students' needs.

Rationale for Evidence-based Strategy:
 Student achievement data indicates that teachers will benefit from additional support and professional development on the MTSS framework and disaggregate data and use it to drive instruction. As a result of the implementation of the MTSS framework with fidelity student achievement will increase.

Action Steps to Implement

During data and common planning meetings, student achievement data will be reviewed and reteaching plans will be developed.

Person Responsible Rachel Mott (rachel.mott@ocps.net)

Support will be given to teachers in the area of Tier I and Tier II instruction to ensure that fewer students move to Tier III.

Person Responsible Rachel Mott (rachel.mott@ocps.net)

The Fidelity of MTSS implementation will be monitored weekly and student information groups will be adjusted in response to the data.

Person Responsible Rachel Mott (rachel.mott@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that 81% of students scored below a level 3 in English Language Arts (ELA).

Measurable Outcome: The 2022 ELA FSA will show an increase of at least 16% percentage points from 19% to 35%.

Monitoring: i-Ready Diagnostics
 i-Ready Growth Monitoring
 SIPPA Mastery Assessments
 Classroom Walkthroughs
 District Standards-based Unit Assessments
 Heggerty Assessments

Person responsible for monitoring outcome: Lindsey Smestad (lindsey.smestad@ocps.net)

Evidence-based Strategy: Evidence-based Strategy:
 Develop awareness of the segments of sounds in speech and how they link to the letters.
 Teach students to decode words, analyze word parts, and write and recognize words.
 Rationale for Strategy Selection:
 This selected instructional practices have a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28

Rationale for Evidence-based Strategy: Resources/Criteria:
 The following strategies/resources were selected because the evidence-based program/practices address the identified need and shows a proven record of effectiveness for the target population.
 Resource links:
 IES Guide for Foundational Skills to Support Reading for Understanding:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28
 Schoolwide Improvement Plan Evidence Based Strategies: <https://drive.google.com/file/d/1INgfjmFJAAtVQJVFvqSHIQxeLBcgLZyyi/view>

Action Steps to Implement

Strengthen the common planning process.
 Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions
 Include foundational planning in K-2

Person Responsible Rachel Mott (rachel.mott@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible Rachel Mott (rachel.mott@ocps.net)

Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the Safe Schools For Alex website, Sadler ranks #901 out of 1,395 elementary schools statewide and #31 out of 126 schools in the county.

During the 20019 -2020 school year, Sadler had 7 violent incidents, which is considered to be in the high range, and 0 property incidents and drug/public order incidents, which is considered to be in the very low range.

There were 0 total reported suspensions for the 2019 - 2020 school year.

Based on this data there is a need to focus school-based efforts on threats and intimidation and physical attacks. In order to decrease this number, identified students will be provided with SEL curriculum presented by the classroom teacher and guidance counselor. Targeted behavior plans will be established to ensure the students are rewarded when demonstrating positive behaviors. The team will be in charge of monitoring the individualized plans to ensure student progress is being made as needed.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support

a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The following stakeholders will assist in promoting a positive culture and environment of the school:

1. Faculty & Staff
2. Families
3. PTA Board & Members
4. SAC
5. Community partners

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$21,818.78
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	1261 - Sadler Elementary	UniSIG		\$17,271.38
			<i>Notes: Reading and Math assessments for grade 3- 600 students @ 7.95 each, grade 4- 625 students @ 7.95 each, grade 5- 150 students@7.95 each plus 10% shipping and handling \$1,570.13</i>			
	5100	510-Supplies	1261 - Sadler Elementary	UniSIG		\$4,547.40
			<i>Notes: Grade 2 Supplemental Math assessments for 7 classes; 520 students @7.95 each, plus 10% shipping and handling \$413.40 = \$4,547.40.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$63,620.82
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900	120-Classroom Teachers	1261 - Sadler Elementary	UniSIG	1.25	\$54,000.00
			<i>Notes: 10 tutors x 6 hours per day x 30 weeks x 30.00 per hour. Tutors will assist with small group instruction in grades 2-5</i>			
	5900	210-Retirement	1261 - Sadler Elementary	UniSIG		\$5,482.80
			<i>Notes: Retirement benefits for 10 tutors x 6 hours per day x 30 weeks x 30.00 per hour</i>			
	5900	220-Social Security	1261 - Sadler Elementary	UniSIG		\$4,131.00
			<i>Notes: Social Security Benefits for 10 tutors x 6 hours per day x 30 weeks x 30.00 per hour</i>			
	5900	240-Workers Compensation	1261 - Sadler Elementary	UniSIG		\$7.02
			<i>Notes: Workers Compensation for 10 tutors x 6 hours per day x 30 weeks x 30.00 per hour</i>			

3	III.A.	Areas of Focus: Other: Multi-Tiered System of Supports				\$248,914.90
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	1261 - Sadler Elementary	UniSIG		\$4,977.11
<i>Notes: Supplemental Science instructional materials for 5th grade</i>						
	5100	510-Supplies	1261 - Sadler Elementary	UniSIG		\$4,603.50
<i>Notes: Supplemental science materials will be purchased to provide support to 5th-grade students. Science scrimmage.</i>						
	5100	510-Supplies	1261 - Sadler Elementary	UniSIG		\$16,718.00
<i>Notes: Allowable 5% for classroom supplies</i>						
	5100	369-Technology-Related Rentals	1261 - Sadler Elementary	UniSIG		\$5,719.00
<i>Notes: Renaissance Accelerated Reading/Star Reader Site License for all grades.</i>						
	5100	510-Supplies	1261 - Sadler Elementary	UniSIG		\$11,718.29
<i>Notes: Educational resources for instructional and practice in Math for all students grades 2-5</i>						
	5100	510-Supplies	1261 - Sadler Elementary	UniSIG		\$11,706.75
<i>Notes: Educational resources for instructional and practice in English Language Arts for all students grades 2-5</i>						
	5100	160-Other Support Personnel	1261 - Sadler Elementary	UniSIG	5.0	\$120,337.28
<i>Notes: 5 Program Assistants to support instruction in the classroom. Grades 2-5 in the content areas of reading and math</i>						
	5100	210-Retirement	1261 - Sadler Elementary	UniSIG		\$13,067.13
<i>Notes: Retirement Benefits for 5 Program Assistants to support supplemental instruction in the classroom.</i>						
	5100	220-Social Security	1261 - Sadler Elementary	UniSIG		\$9,134.55
<i>Notes: Social Security Benefits for 5 Program Assistants to support supplemental instruction in the classroom.</i>						
	5100	231-Health and Hospitalization	1261 - Sadler Elementary	UniSIG		\$47,649.50
<i>Notes: Health Benefits for 5 Program Assistants to support supplemental instruction in the classroom</i>						
	5100	232-Life Insurance	1261 - Sadler Elementary	UniSIG		\$87.22
<i>Notes: Life Insurance benefits for 5 Program Assistants to support supplemental instruction in the classroom</i>						
	5100	240-Workers Compensation	1261 - Sadler Elementary	UniSIG		\$401.69
<i>Notes: Workers Compensation Benefits for 5 Program Assistants to support supplemental instruction in the classroom.</i>						
	5100	250-Unemployment Compensation	1261 - Sadler Elementary	UniSIG		\$14.91
<i>Notes: Unemployment Compensation Benefits for 5 Program Assistants to support supplemental instruction in the classroom</i>						
	5100	290-Other Employee Benefits	1261 - Sadler Elementary	UniSIG		\$2,779.97
<i>Notes: Other Employee Benefits for 5 Program Assistants to support supplemental instruction in the classroom</i>						
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00

	Total: \$351,072.50
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