

Sadler Elementary



2014-15 School Improvement Plan

Sadler Elementary

4000 W OAK RIDGE RD, Orlando, FL 32809

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	D	C

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Sadler has many opportunities outside of the classroom for students and teachers to build relationships. There are many evenings planned where families are invited to come and participate in activities at the school. At the end of the year, Sadler participates in a large multicultural event that highlights all the different cultures of both the students and the staff.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Before school all the students enter through the cafeteria where they are greeted along the way and in the cafeteria with "Good Morning" and friendly smiles. There is a routine in the cafeteria for students wanting breakfast and for students ready to go to class. While in school, teachers provide a safe learning environment with routines in place to make students feel successful. While at lunch and specials there are also routines that keep students safe and also give them the opportunity to socialize in an organized manner. After school students are escorted to their dismissal location where they are greeted by family members or they walk home with a "have a great day" or "see you tomorrow".

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teachers and staff were trained during pre-planning on our schoolwide behavior plan. Our dean has school rules and an if/then consequence chart in every classroom as well as in the hallways and all common areas. Teachers have their own management system in the classroom, but the consequences are common throughout the campus. There are positive rewards for those who show positive character traits such as Mustang Bucks and the Mighty Mustang. Mustang Bucks are given to individual students, at any time, by any staff member for showing positive character traits throughout the day. The Mustang Bucks then are turned in to the dean for a weekly drawing by grade level. Students whose name are drawn will go to the Spirit store and choose a prize. Mighty Mustangs are given to a class for showing positive character traits while at lunch. They earn a certain amount and then are rewarded for their accomplishment with a celebration of some sort. Also, there are student of the month celebrations and perfect attendance monthly celebrations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our dean has group discussions with identified students as often as needed. If there is a higher need than our dean is capable of handling, she refers students to outside services. Sadler also has two mentoring groups, Ladies of Excellence and Young Men of Integrity. They are led by staff members and meet with the students monthly to discuss etiquette, hygiene, etc. They will have a celebration at the end of the year at a high school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Sadler has weekly progress monitoring meetings where students' progress in all areas are discussed. Immediate interventions are put into place or updated as a result of the meeting. The early warning indicators are attendance below 90 percent, one or more suspensions, course failure in ELA or Math, and Level 1 on statewide assessment.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24	16	25	19	21	7	112
One or more suspensions	4	4	7	10	4	3	32
Course failure in ELA or Math	0	0	32	51	5	22	110
Level 1 on statewide assessment	0	0	0	68	56	40	164

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	12	41	15	20	89

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Identified students will be invited to after school tutoring beginning in September and going through March. It will be two days a week until November and then it will be three days a week. Also, there will be Kickstart Clubs in the morning, which provide specified areas of instruction for identified students. Kickstart Clubs meet five days a week every week of school. Within the school day, there will be Interventions school wide.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The participation of parents attending Parental Involvement opportunities will increase by 5% by June, 2015. Parents will be offered workshops and trainings to enhance their knowledge in Literacy, Mathematics, Writing strategies and Common Core to help their children increase their academic performance.

In order to measure the number of parents of those students in the lower performing quartile or subgroups that attend one or two engagement opportunities, a spreadsheet will be prepared and updated throughout the school year or after every activity. The spreadsheet will include the following data: targeted student, grade level, performing level, teacher name, parent name, activity attended, number of activities attended and percent of parents that attend each activity.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Sadler will establish a Parent/Teacher Association, School Advisory Committee, Partners in Education and Parental involvement coordinator. So far, Sadler had backpacks and school supplies donated for over 500 of our students. We will send home newsletters and share them with our community members to ensure family and community awareness and involvement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Ivory, Wendy	Principal
Watson, Lauren	Assistant Principal
McNealy, Carmen	Instructional Coach
Delucia, Stephanie	Instructional Coach
Burnham, Deanna	Other
Montijo, Melissa	Dean
imeidopf, jason	Instructional Coach
Montalvo, Maria	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Principal and Assistant Principal will ensure a safe learning environment, monitor all student data, ensure instructional best practices and coach teachers to perform at their best ability. The curriculum resource teacher (CRT) will provide and adjust as necessary all intervention/

enrichment curriculum to teachers. The CRT will also provide professional development for teachers as needed. Also, the CRT will serve as the 5th grade liaison guiding them through the planning process including rigor and best practices in their lessons.

The reading and math/science coach will provide support to teachers through the coaching cycle. They will also serve as liaisons for grade levels.

The dean will provide a school wide behavior plan to ensure a safe learning environment as well as support the teachers with their classroom management.

The TIF academic coaches will also serve as Liaisons for a grade level as well as support all teachers in best practices.

The intervention specialists will have groups of students daily providing targeted direct instruction. They will also serve as liaisons for grade levels.

The MTSS coach will lead the MTSS team meetings and guide teachers through the process to ensure success to the identified students.

The staffing specialist will set up meetings, conduct the administrative work to prepare for meetings, and complete necessary compliance paperwork.

The ESOL compliance teacher will provide all data and scores for English Language Learners, including Cella, Aprenda, and Tejas Lee scores.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The principal formed a leadership/resource team to monitor student growth, improve teaching strategies and implement best practices within the classroom.

The leadership/resource team is:

CRT-5th grade liaison, instructional coach, head of professional development

Math/Science coach- provides best practices, models lessons, and guides instruction for K-5 teachers

Reading Coach- provide best practices, modelling lessons, and guided instruction for K-5 teachers,
2nd grade liaison

K-2 intervention specialist- 1st grade liaison, meets with students in K-2 and provide data driven direct instruction

3-5 intervention specialist- MTSS coach, 4th grade liaison, meets with students in 3-5 and provides data driven direct instruction

Dean of students- instill school wide behavior plan, holds counseling groups for identified students to help with social/emotional needs, set up an organized routine in cafeteria, and ensures positive feedback for all students through positive behavior rewards.

TIF academic coaches- Kindergarten and 3rd grade liaisons, provides best practices, models lessons, and guides instruction for K-5 teachers.

The principal will hold weekly data meetings to discuss progress of all students. All members of the leadership team will be present to give feedback or help implement interventions if needed. Data collected from these meetings will be used to drive tier I and tutoring instruction and adjust intervention plans.

Title I funds are used for staff development, instructional books and materials, parental involvement activities,

tutoring, staffing for two Pre-Kindergarten teachers and paraprofessionals, and technology.

Title II funds are used for staff development activities that are designed to improve student achievement and instruction.

Title III funds are used to provide support for the ELL population in grades K-5. Services, instructional materials and other resources are provided through the district office to provide equal opportunities to all students.

The Homeless Education Program, headed by the dean through the McKinney Vento Act provides

services to our students who are classified as homeless. When parents register they complete the OCPS Housing questionnaire. The school counselor and parent coordinator are the contacts for this program and ensure parents are aware of services available to families.

Supplemental Academic Instruction (SAI), headed by the CRT, are used to provide free tutoring for students who are Level I and Level II on FSA. The tutoring focuses on Reading and Math. FSA Saturday tutoring in grades 3-5 is also provided by SAI funds.

Violence Prevention Programs:

The dean teaches social skills and character education to targeted students. The Magic curriculum is taught to our 5th grade students by our school resource officer. There is a School wide discipline program that is being implemented with fidelity.

Sadler offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch Program, as well as Breakfast in the Classroom program for students arriving late in the morning. Nutrition and health lessons are also taught by the PE teachers.

Head Start:

Sadler has two full time VPK classrooms.

Adult Education:

Sadler offers adult ESOL classes twice a week for the parents and family members of our ELL students. Classes are taught by our teachers and funded by Mid-Florida Tech. Workshops are provided to parents and families during the week and on Saturdays throughout the year.

Sadler has an AVID program for 3rd, 4th and 5th grade students. THE AVID program provides all students with the fundamental skills to promote academic success, self-efficacy and self-advocacy skills as they begin their educational journey. The students will be using planners, organizational tools and note-taking strategies and levels of questioning.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Wendy Ivory	Principal
Deanna Burnham	Teacher
Carmen McQueen	Teacher
Frinzetta Boman	Teacher
Melissa Montijo	Teacher
Wilda Soto	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC met in August to discuss the SIP from the 2013-2014 school year. They discussed areas that were successful and area in need.

Development of this school improvement plan

The SAC met in June to discuss the results of the FCAT 2.0, parental involvement, family nights and other curriculum events.

Preparation of the school's annual budget and plan

The SAC will meet in March/April for a half day planning session to discuss the upcoming school year plans with the budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC receives limited funds if any each year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Delucia, Stephanie	Instructional Coach
McNealy, Carmen	Instructional Coach
Watson, Lauren	Assistant Principal
Ivory, Wendy	Principal
Burnham, Deanna	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team will provide training in the continued implementation of CCSS, rigor, and increased focus on use of informational text with higher complexity/lexile levels. They will explore and provide resources incorporating reading and writing both in the classroom and for families. They will involve families and their students through Literacy Night, content curriculum nights and STEM connections. They will promote the Accelerated Reader program to increase reading skills in students in order to achieve fluency and reading comprehension. They will also implement an SSYRA program to encourage our students to read.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers were given the opportunity before pre-planning to plan as a team. The principal and assistant principal stated their expectations for common planning and assessments. Teachers will use the collaboration site to share lesson ideas, manage ideas, and promote best practices with their team. Grade levels have liaisons who are trained in the common planning process and who follow the vision and mission of the school. The liaisons lead planning meetings, and support teachers to ensure academic success of all students.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Network with colleagues and the district Human Resource Department to recruit highly qualified teachers: Wendy Ivory, Principal, Lauren Watson, Assistant Principal.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The purpose of the program is to provide support and professional growth for all non-tenured teachers at our school.

The goals of this program are to:

- assist in refining and extending the instructional skills of new teachers to ensure students success
- enhance professional relationships with common planning and resources
- retain new teachers

Mentor teachers are chosen based on their teaching expertise, ability to work with others, knowledge and responsibility.

Mentors and mentees will meet weekly or more frequently if needed to plan, discuss school and district policies and work on best teaching practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The assistant principal, CRT, reading coach and math coach are responsible for curriculum materials provided by the district and will highlight what would be best suited for instruction with appropriate alignment to the standards. They will model the use of other resources that could be used to support the integration of science and social studies into ELA.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All classes will take beginning of the year assessments, as directed by the principal and assistant principal, and results will be disaggregated at our first data meeting. The data collected from that meeting and every other data meeting will be used to drive core instruction, small groups, intervention groups, tutoring, and morning kickstart clubs. An example of differentiation is if the data is placing the students further along in the standard than expected, lessons will be adapted to increase the rigor so they are challenged and their knowledge will increase.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 7,200

Kickstart clubs will be 40 minutes a day, 5 days a week of direct instruction. They will be for identified students in the areas of math and reading.

Strategy Rationale

The students who are identified will have direct instruction daily on a specific standard they may need extra time with. In turn, students who need enrichment will have time to explore standards through projects and literature groups. All groups will provide an opportunity for students to enhance their knowledge in the standards and increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Every academic kickstart club will monitor student attendance. The student performance in common assessments, mini benchmarks, and computer based programs will determine if the extra instruction is working.

Strategy: After School Program

Minutes added to school year: 8,280

After school tutoring will be two days a week for 90 minutes each day. Identified students in K-5 will be divided into groups according to need. The groups will be adjusted as data is collected.

Strategy Rationale

The identified students will be placed in groups of similar need. They will have standards-based direct instruction by certified teachers. They will have one hour of math and one hour of reading per week.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McNealy, Carmen, carmen.mcnealy@ocps.net

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

The ATS Coordinator will monitor student attendance and data. The student performance in common assessments, mini benchmarks, and computer based programs will determine if the extra instruction is working.

Strategy: Weekend Program

Minutes added to school year: 3,240

Two hours of instructional time will be added to the week on Saturdays for 14 weeks beginning in November.

Strategy Rationale

The identified students will be placed in groups of similar need. They will have standards-based direct instruction by certified teachers. They will have one hour of math and one hour of reading per week.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McNealy, Carmen, carmen.mcnealy@ocps.net

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

The ATS Coordinator will monitor student attendance and data. The student performance in common assessments, mini benchmarks, and computer based programs will determine if the extra instruction is working.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Sadler's VPK teachers currently make home visits to establish relationships between home and school. Incoming kindergarten students from local day care programs are given the opportunity to visit Sadler in the Spring. Meet the Teacher is held before school starts so that students can meet their teacher and get acquainted with their classroom and school surroundings.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Sadler encourages college and career awareness within our school culture. In the hallways, there are pennants of different colleges around the country. There are signs posted saying "college bound scholars". Every Friday all staff is encouraged to wear a college shirt of their choice. All classrooms have discussions and/or projects giving students opportunities to learn about different careers and how they affect our everyday lives. Also 3rd-5th grade participate in AVID which also brings awareness to college and career readiness.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Sadler has given students multiple opportunities to prepare for careers and technical education through the use of computer programs throughout the school day. The digital curriculum includes

Lexia, Reading Plus, ST Math, Imagine Learning and HMH Think Central. These programs provide interaction with technology and digital experiences connected to real world experiences. The use of smart board technology in classrooms helps students to learn in a manner conducive to the 21st Century style of learning. Computer labs are utilized in the mornings for Kick Start programs and allows students to gain extra exposure and practice with technology integration.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

STEM (science, technology, engineering and math) investigations and experiments take place on a weekly basis in science and math classrooms. Lab opportunities are also a part of the weekly science instructional framework. Science and Social Studies texts and experiments based on real world problem solving experiences are integrated in math and reading. This encourages cross-curricula integration within daily academic instruction to improve student achievement. Math models and manipulatives are used to expose students to technical alternatives for problem solving. Additionally, computer-based programs provide differentiated instruction to all students. Programs such as Reading Plus, ST Math and Lexia motivate students to engage in instructional strategies that improve academic achievement.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students are engaged in AVID at Sadler. They are given the skills necessary to organize and prioritize tasks that will help them to be successful. Junior Achievement is also available and students make use of this opportunity to improve work skills and strategies that increase their readiness for public and post-secondary level experiences.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when teachers utilize standards-based instruction and implement research-based instructional strategies through the Marzano Framework.

- G2.** Student achievement will increase when our teachers utilize problem-based learning and 21st Century skills.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase when teachers utilize standards-based instruction and implement research-based instructional strategies through the Marzano Framework. 1a

G039522

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Common Core Standards, Webbs depth of knowledge, Marzano's Framework, Project based learning, District Adopted intervention resources

Targeted Barriers to Achieving the Goal 3

- Lack of standards-based instructional strategies and understanding the Marzano Framework.

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs with documented teacher feedback and teacher observation data recorded in iObservation along with student data.

Person Responsible

Lauren Watson

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Student Data showing progression

G2. Student achievement will increase when our teachers utilize problem-based learning and 21st Century skills. 1a

G039523

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Common Core Standards, Webb's Depth of Knowledge, Marzano Framework, Problem-based learning, District adopted resources.

Targeted Barriers to Achieving the Goal 3

- Lack of instructional support with problem-based learning and 21st Century skills in classroom instruction

Plan to Monitor Progress Toward G2. 8

teacher observation data along with student data; coaching logs

Person Responsible

Lauren Watson

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Student data showing progress

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase when teachers utilize standards-based instruction and implement research-based instructional strategies through the Marzano Framework. **1**

 G039522

G1.B1 Lack of standards-based instructional strategies and understanding the Marzano Framework. **2**

 B095337

G1.B1.S1 Facilitate professional development on the Florida State Standards and the Marzano Framework. **4**

 S106453

Strategy Rationale

The professional development along with follow up and modeling will enhance instructional delivery and increase student achievement.

Action Step 1 **5**

Provide a PD plan prioritizing the new Florida State Standards.

Person Responsible

Carmen McNealy

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Student data and observed instructional practices

Action Step 2 5

Provide opportunities for classroom observations using the Marzano Framework

Person Responsible

Wendy Ivory

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Observation discussion notes and feedback provided to teachers

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

Classroom walk-throughs with documented teacher feedback and teacher observation data recorded in iObservation

Person Responsible

Wendy Ivory

Schedule

Daily, from 9/16/2014 to 5/29/2015

Evidence of Completion

Lesson plans containing appropriate and increased use of Webb's DOK thinking levels and intentionally planned use of Marzano's Design Questions 3 and 4, and data from classroom walk-throughs and observations.

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

Analyze student data by class to determine specific teacher effectiveness.

Person Responsible

Lauren Watson

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Student data and iobservation data show a correlation to increased student achievement.

G2. Student achievement will increase when our teachers utilize problem-based learning and 21st Century skills. 1

G039523

G2.B1 Lack of instructional support with problem-based learning and 21st Century skills in classroom instruction 2

B095338

G2.B1.S1 Facilitate professional development on the problem-based learning and 21st Century skills 4

S106454

Strategy Rationale

The professional development along with follow up and modeling will enhance instructional delivery and increase student achievement.

Action Step 1 5

Provide professional development and coaching support for teachers to utilize problem-based learning and 21st Century skills

Person Responsible

Carmen McNealy

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Student data and observed instructional practices

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observation data with documented teacher feedback.

Person Responsible

Wendy Ivory

Schedule

Daily, from 9/16/2014 to 5/29/2015

Evidence of Completion

Lesson plans containing appropriate and increased use of Webb's DOK and intentionally planned use of Marzano's Design Question 3 & 4, iObservation data from classroom observations, and documented sign in sheets from completed professional development.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Observe effectiveness of problem-based learning and 21st Century skills during classroom walkthroughs and provide feedback

Person Responsible

Lauren Watson

Schedule

Weekly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Student data and iObservation data show a correlation to increase student achievement

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide a PD plan prioritizing the new Florida State Standards.	McNealy, Carmen	8/11/2014	Student data and observed instructional practices	5/29/2015 weekly
G2.B1.S1.A1	Provide professional development and coaching support for teachers to utilize problem-based learning and 21st Century skills	McNealy, Carmen	8/11/2014	Student data and observed instructional practices	5/29/2015 weekly
G1.B1.S1.A2	Provide opportunities for classroom observations using the Marzano Framework	Ivory, Wendy	9/8/2014	Observation discussion notes and feedback provided to teachers	6/1/2015 monthly
G1.MA1	Classroom walk-throughs with documented teacher feedback and teacher observation data recorded in iObservation along with student data.	Watson, Lauren	9/16/2014	Student Data showing progression	5/29/2015 weekly
G1.B1.S1.MA1	Analyze student data by class to determine specific teacher effectiveness.	Watson, Lauren	9/16/2014	Student data and iobservation data show a correlation to increased student achievement.	5/29/2015 weekly
G1.B1.S1.MA1	Classroom walk-throughs with documented teacher feedback and teacher observation data recorded in iObservation	Ivory, Wendy	9/16/2014	Lesson plans containing appropriate and increased use of Webb's DOK thinking levels and intentionally planned use of Marzano's Design Questions 3 and 4, and data from classroom walk-throughs and observations.	5/29/2015 daily
G2.MA1	teacher observation data along with student data; coaching logs	Watson, Lauren	9/16/2014	Student data showing progress	5/29/2015 weekly
G2.B1.S1.MA1	Observe effectiveness of problem-based learning and 21st Century skills during classroom walkthroughs and provide feedback	Watson, Lauren	9/16/2014	Student data and iObservation data show a correlation to increase student achievement	5/29/2015 weekly
G2.B1.S1.MA1	Observation data with documented teacher feedback.	Ivory, Wendy	9/16/2014	Lesson plans containing appropriate and increased use of Webb's DOK and intentionally planned use of Marzano's Design Question 3 & 4, iObservation data from classroom observations, and documented sign in sheets from completed professional development.	5/29/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase when teachers utilize standards-based instruction and implement research-based instructional strategies through the Marzano Framework.

G1.B1 Lack of standards-based instructional strategies and understanding the Marzano Framework.

G1.B1.S1 Facilitate professional development on the Florida State Standards and the Marzano Framework.

PD Opportunity 1

Provide a PD plan prioritizing the new Florida State Standards.

Facilitator

AP, CRT, reading coach, math/science coach, TIF academic coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/11/2014 to 5/29/2015

PD Opportunity 2

Provide opportunities for classroom observations using the Marzano Framework

Facilitator

Principal, AP, TIF academic coaches, reading coach, CRT

Participants

Instructional Staff

Schedule

Monthly, from 9/8/2014 to 6/1/2015

G2. Student achievement will increase when our teachers utilize problem-based learning and 21st Century skills.

G2.B1 Lack of instructional support with problem-based learning and 21st Century skills in classroom instruction

G2.B1.S1 Facilitate professional development on the problem-based learning and 21st Century skills

PD Opportunity 1

Provide professional development and coaching support for teachers to utilize problem-based learning and 21st Century skills

Facilitator

AP, CRT, reading coach, math/science coach, TIF academic coaches

Participants

Instructional staff

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0