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Sadler Elementary

4000 W OAK RIDGE RD, Orlando, FL 32809

<https://sadleres.ocps.net/t/net/>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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 Leadership Team

Membership

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

Name	Title
Ortiz, Kahlil	Principal
Dock, Arsha	Assistant Principal
Hughes, Wilicia	Other
Jimenez Tirado, Ana	Other
Castor, Nicole	Other
Lane, Molly	Other
Theodoredis, Sandra	Other

Duties

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

The school principal, Kahlil Ortiz, and assistant principal, Arsha Dock, will ensure a safe learning environment, monitor all student data, ensure implementation of instructional best practices and coach teachers to perform to the best of their best ability. Molly Lane, MTSS coach, and Sandra Theodoredis, Interventionist, will provide and adjust as necessary, all intervention/enrichment curriculum to teachers. Curriculum Resource Teacher (CRT), Wilicia Hughes will facilitate the testing process and schedules throughout the year. Math Coach, Nicole Castor, Reading Coach, Ana Tirado-Jimenez, CRT, Wilica Hughes, and MTSS Coach, Molly Lane, will provide on-going professional development, coaching support, and resources to teachers through the coaching cycle. They will also serve as liaisons for grade levels.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	2	0	0	0	0	0	0	0	0	2
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	21	15	14	8	3	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	78	65	51	0	0	0	0	0	0	0	194

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	9	9	27	18	9	0	0	0	0	0	0	0	72

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	
Retained Students: Previous Year(s)	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	27	22	18	11	12	0	0	0	0	0	0	0	107
One or more suspensions	0	1	2	6	3	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	1	13	4	12	4	3	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	66	47	65	0	0	0	0	0	0	0	178

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	7	3	15	13	15	0	0	0	0	0	0	0	53

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	27	22	18	11	12	0	0	0	0	0	0	0	107
One or more suspensions	0	1	2	6	3	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	1	13	4	12	4	3	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	66	47	65	0	0	0	0	0	0	0	178

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	7	3	15	13	15	0	0	0	0	0	0	0	53

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data component was learning gains in Math. This not a trend. Historically, Math data is usually higher at our school. (45% in 2017, 34% in 2018).

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was Math learning gains. (45% in 2017, 34% in 2018).

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap compared to the state average was Math proficiency (levels 3-5). School proficiency was 41% and the state average was 62%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was learning gains for the lowest 25% in ELA.

Describe the actions or changes that led to the improvement in this area

The actions that led to this improvement was a strategic plan for targeting students' specific academic needs in ELA for Tier II and Tier III interventions.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	56%	56%	41%	54%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	54%	55%	55%	50%	58%	57%
ELA Lowest 25th Percentile	67%	48%	48%	40%	53%	52%
Math Achievement	45%	63%	62%	47%	61%	61%
Math Learning Gains	34%	57%	59%	45%	64%	61%
Math Lowest 25th Percentile	26%	46%	47%	30%	54%	51%
Science Achievement	44%	55%	55%	32%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (17)	0 (27)	0 (22)	0 (18)	2 (11)	0 (12)	2 (107)
One or more suspensions	0 (0)	1 (1)	0 (2)	1 (6)	0 (3)	0 (5)	2 (17)
Course failure in ELA or Math	0 (1)	21 (13)	15 (4)	14 (12)	8 (4)	3 (3)	61 (37)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	78 (66)	65 (47)	51 (65)	194 (178)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	55%	-16%	57%	-18%
	2017	34%	57%	-23%	58%	-24%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	40%	54%	-14%	56%	-16%
	2017	42%	57%	-15%	56%	-14%
Same Grade Comparison		-2%				
Cohort Comparison		6%				
05	2018	40%	55%	-15%	55%	-15%
	2017	34%	51%	-17%	53%	-19%
Same Grade Comparison		6%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	61%	-18%	62%	-19%
	2017	46%	63%	-17%	62%	-16%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	37%	62%	-25%	62%	-25%
	2017	56%	64%	-8%	64%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-19%				
Cohort Comparison		-9%				
05	2018	40%	59%	-19%	61%	-21%
	2017	31%	56%	-25%	57%	-26%
Same Grade Comparison		9%				
Cohort Comparison		-16%				

Subgroup Data

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
WHT	64			57							
BLK	45	63	72	44	46	36	35				
HSP	44	50	63	44	29	20	46				
SWD	16	62		29	54						
FRL	43	54	67	44	34	28	44				
ELL	36	55	67	41	35	29	30				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	64	50		77							
BLK	32	38	30	38	46	8	26				
HSP	42	54	43	46	42	33	34				
SWD	10	29	29	15	24	10					
FRL	41	50	40	47	45	30	32				
ELL	33	46	38	47	44	35	25				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Continued Focus on Tier I and Tier II ELA Instruction and Intervention
Rationale	This area of focus was identified as a critical need based on the amount of level 1 and level 2 readers.
Intended Outcome	Student achievement will increase when teachers collaboratively plan for scaffolded, rigorous, standards-based instruction that includes content specific complex texts and standards-aligned tasks. As Tier I instruction is strengthened and interventions are implemented and executed, student achievement in proficiency and learning gains will continue to increase in ELA.
Point Person	Ana Jimenez Tirado (ana.jimeneztirado@ocps.net)
Action Step	
	Ensure that close reading strategies and DPLC components are being incorporated.
	Look at individual scores of Level 1 and 2 students to determine specific needs for differentiated instruction and interventions needed.
Description	Provide teachers with the necessary resources, lesson plans, and materials to implement and execute interventions and differentiated instruction. Ensure fidelity of small group instruction with appropriate differentiated materials and instruction. Increased use of district Curriculum Resource Materials (CRMs).
Person Responsible	Ana Jimenez Tirado (ana.jimeneztirado@ocps.net)
Plan to Monitor Effectiveness	
	Conduct weekly classroom walkthroughs to ensure that interventions are being implemented with fidelity.
Description	Administrators and coaches will look for the following evidences to monitor effectiveness of core instruction, as well as DPLC close reading strategies and components: - Complex higher rigor and text dependent questions - Grade-level appropriate complex text - Standards-based instruction and use of multiple, complex texts - Aligned and rigorous standards-based centers for ELA and Math - Close reading strategies for ELA and Math - Building endurance in students' ability to read multiple complex texts
Person Responsible	Kahlil Ortiz (kahlil.ortiz@ocps.net)

Activity #2

Title Tier I and Tier II Math Instruction

Rationale This area of focus was identified as a critical need based on the decrease in Math data in the areas of proficiency, learning gains, and learning gains of the lowest 25%.

Intended Outcome Student achievement will increase when teachers execute scaffolded, rigorous, standards-based lessons that include cognitively complex tasks.

Point Person Nicole Castor (nicole.castor@ocps.net)

Action Step

Lesson plans will reflect the rigor and focus of the standard and there will be an increase in the use of CRMs.

Strategies will be implemented to increase basic math facts outside of core instructional time.

Description

School-based leadership team (SBLT) will increase monitoring of math instruction and interventions.

SBLT will have an increased focus on progress monitoring Math data.

SBLT will develop a school-wide math rotational model.

Person Responsible Nicole Castor (nicole.castor@ocps.net)

Plan to Monitor Effectiveness

Conduct weekly classroom walkthroughs to ensure that tier 1 core instruction and tier 2 interventions are being implemented with fidelity.

Administrators and coaches will look for the following evidences to monitor effectiveness of core instruction, as well as interventions:

Description

- Complex rigorous tasks
- Grade-level appropriate complex tasks
- Standards-based instruction
- Aligned and rigorous standards-based centers for Math
- Close reading strategies for Math
- Building endurance in students' ability to solving complex math tasks

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

Activity #3

Title Focus on establishing strong relationships with students and reducing the discontinuity often found between home and school contexts for students from the non-dominant culture by incorporating cultural responsive instruction.

Rationale Teachers need continued support in developing relationships with students and families from the non-dominant culture in order to help students bridge the achievement gap and establish positive relationships between school and home.

Narrowing of achievement gaps – disproportionality in target initiative

Intended Outcome Elimination of duplication of efforts

Increased collaboration between school and MAO

Point Person Arsha Dock (arsha.dock@ocps.net)

Action Step

Description Assign a administrative lead to oversee and monitor MAO Initiatives.

Person Responsible Arsha Dock (arsha.dock@ocps.net)

Plan to Monitor Effectiveness

Hold monthly progress monitoring meetings with initiative leads with quarterly reviews.

Provide actionable feedback to leads.

Description Ensure leads are accountable and deadlines are met.

Provide principal with bi-monthly updates.

Monitor the school's cultural responsive plan.

Person Responsible Arsha Dock (arsha.dock@ocps.net)

Activity #4

Title Engage students in activities that will enhance their enthusiasm for school and create a climate of inclusion thereby enhancing their academic achievement.

Rationale Students that are enthusiastic about attending school and feel safe within the learning environment often perform better in school.

Intended Outcome increased exposure to activities that are not easily accessed just outside of the school community

Increased exposure to opportunities that allow for students to think of the world differently

Increases student enthusiasm for school in general

Point Person Arsha Dock (arsha.dock@ocps.net)

Action Step

Provide students with opportunities for advancement in their areas of study.

Description Strategically recruit students for acceleration opportunities.

Ensure that Acceleration/Mentor sponsors are employing equitable practices.

Continue implementation of MBK/Acceleration.

Person Responsible Arsha Dock (arsha.dock@ocps.net)

Plan to Monitor Effectiveness

Description Monitor, observe, and provide feedback to the MBK and all MAO acceleration programs.

Person Responsible Arsha Dock (arsha.dock@ocps.net)

Activity #5

Title	Increase parental involvement and communication
Rationale	Parental involvement and engagement is critical in the educational development of students.
Intended Outcome	Gain cross-cultural skills necessary for successful exchange and collaboration. Partner with parents and families in order to support students. Strengthen parent and teacher relationships and communication.
Point Person	Arsha Dock (arsha.dock@ocps.net)

Action Step

Description	SBLT and staff will greet and converse with parents at both arrival and dismissal times. Administrators will create a space on campus for parents to access resources and speak with school liaison. Administrators will ensure parents are informed of services offered and school events. School staff will host family nights.
Person Responsible	Arsha Dock (arsha.dock@ocps.net)

Plan to Monitor Effectiveness

Description	Ensure that the Parent Engagement Liaison (PEL) provides parents with resources that are needed and is available to speak with parents. Monitor school events. Ensure that all communication is sent out in a timely manner.
Person Responsible	Arsha Dock (arsha.dock@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Parent participation at parental involvement opportunities will increase by 5% by June, 2019 . Parents will be offered training and workshops to enhance their knowledge in literacy, mathematics, writing strategies and Florida Standards 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.

PFEP Link

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

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

Our new guidance counselor will meet with socio-emotional groups to provide counseling services to specified students. Outside services are offered to students who may need more strategies to address social-emotional concerns. Sadler also has two mentoring groups: Ladies of Excellence and Young Men of Integrity. These groups are led by staff members who meet with students monthly to discuss etiquette, hygiene, etc. At the end of the year there is a celebration that is hosted to acknowledge students yearly accomplishments in the program.

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.

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 team to monitor student growth, improve teaching strategies and implement best practices within the classroom.

The leadership team includes:

CRT-Title I contact, textbook manager, testing coordinator, provides on-going coaching and serves as a resource to teachers

Reading Coach- provides best practices, model lessons, and guided instruction for reading for teachers in grades kindergarten through fifth grade

Guidance Counselor - holds counseling groups for identified students to help with social-emotional needs and ensures positive feedback for all students through positive behavior rewards

Math Coach-provides best practices, model lessons, and guided instruction for math for teachers in grades kindergarten through fifth grade

MTSS Coach- provides teachers with materials and resources for intervention instruction: helps the principal and assistant principal with implementing and monitoring the MTSS process and all schoolwide interventions.

Media Specialist-provides teachers with materials and resources to help with writing instruction through

the Reading and the Media Center. Also teaches each grade level of students daily by use of best practices for writing instruction supported through reading and writing standards using informational and literary text

The principal holds 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, Tier II, and Tier III instruction

Title I funds are used for staff development, instructional books and materials, parental involvement activities, tutoring, staffing for two pre-kindergarten teachers, 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 English Language Learner (ELL) population in kindergarten through fifth grades. 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 their children for school, they complete the OCPS Housing questionnaire. The school counselor and (PEL) are the contacts for this program and ensure parents are aware of services available to families

Supplemental Academic Instruction (SAI) funds are used to provide free tutoring for students who scored Level I and Level II on the Florida State Assessments (FSA). The tutoring focuses on reading and math and is offered on Saturdays for students in grades three through five.

Violence Prevention Programs:

The guidance counselor teaches social skills and character education to targeted students. The Magic curriculum is taught to our fifth grade students by our school resource officer. A schoolwide discipline program is being implemented with fidelity.

Sadler offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch Program. Supper is offered to students in extended day and any other after-school program. Nutrition and health lessons are taught by the PE teachers.

Head Start:

Sadler has two full time VPK classrooms.

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 signs posted saying "college bound scholars". All classrooms have discussions and/or projects giving students opportunities to learn about different careers and how they affect our everyday lives.

Part V: Budget

Total:	\$0.00
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