

Orange County Public Schools

Sadler Elementary



2020-21 Schoolwide Improvement Plan

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Sadler Elementary

4000 W OAK RIDGE RD, Orlando, FL 32809

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

Demographics

Principal: Kahlil Ortiz

Start Date for this Principal: 6/10/2016

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: D (40%) 2017-18: C (45%) 2016-17: C (41%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	TIER 1
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

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

Demographic Information

Principal start date

Friday 6/10/2016, Kahlil Ortiz

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

1

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

8

Total number of teacher positions allocated to the school

59

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: D (40%) 2017-18: C (45%) 2016-17: C (41%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	TIER 1
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	84	130	112	125	153	127	0	0	0	0	0	0	0	731
Attendance below 90 percent	10	23	30	22	44	26	0	0	0	0	0	0	0	155
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	1	3	14	18	0	0	0	0	0	0	0	36
Course failure in Math	0	0	0	17	18	27	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	35	25	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	0	0	0	0	30	32	0	0	0	0	0	0	0	62

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	1	8	41	35	0	0	0	0	0	0	0	85

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 8/25/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	122	131	143	171	127	128	0	0	0	0	0	0	0	822
Attendance below 90 percent	28	23	35	34	20	19	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	6	19	11	6	9	8	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	96	59	71	0	0	0	0	0	0	0	226

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	6	7	23	18	17	0	0	0	0	0	0	0	76

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		0	0	0	7	0	0	0	0	0	0	0	0	7
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	122	131	143	171	127	128	0	0	0	0	0	0	0	822
Attendance below 90 percent	28	23	35	34	20	19	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	6	19	11	6	9	8	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	96	59	71	0	0	0	0	0	0	0	226

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	6	7	23	18	17	0	0	0	0	0	0	0	76

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	57%	57%	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%

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

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-6%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	54%	-21%	53%	-20%
	2018	35%	53%	-18%	55%	-20%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	36		22	36	9					
ELL	30	46	45	39	44	27	34				
BLK	41	60	55	49	54	38	63				
HSP	33	47	43	37	41	25	33				
WHT	62	73		31	36						
FRL	36	51	44	41	48	27	38				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	62		29	54						

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 2015-16	C & C Accel 2015-16
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

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

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

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

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

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

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

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

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

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Student achievement for all subgroups will improve in all content areas when teachers provide effective small group, differentiated instruction to meet learner needs based on data. (Narrow Achievement Gaps)

- Measureable Outcome:**
- ELA Proficiency will increase from 35% to 45%.
 - ELA Learning Gains will increase from 50% to 55%.
 - ELA Learning Gains in the bottom quartile will increase from 44% to 65%.
 - Math Proficiency will increase from 41% to 45%.
 - Math Learning Gains will increase from 47% to 50%.
 - Math Learning Gains in the bottom quartile will increase from 26% to 30%.
 - Science proficiency will increase from 41% to 45%.

Person responsible for monitoring outcome: Kahlil Ortiz (kahlil.ortiz@ocps.net)

Evidence-based Strategy: 1. School-based leadership team will support and monitor teacher implementation of small group, differentiated instruction.

Rationale for Evidence-based Strategy: With additional computer units in each classroom purchased during the 2019-20 school year with UniSig and title I funds, a greater number of students at a time will be able to continue to engage in the i-Ready online instructional program. This will allow teachers to pull smaller groups of students to the teacher table in order to provide effective small group, differentiated instruction. It will also allow students to meet their recommended number of minutes in the i-Ready program in order to improve their reading ability.

Action Steps to Implement

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

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

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

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

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

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Student achievement for all subgroups in ELA will improve when teachers implement close reading strategies through use of standards aligned, text dependent questioning. Using strategies learned through the District Professional Learning. Community will provide students with exposure to grade-level, complex text and provide them practice in answering standards-aligned text dependent questions.

Measureable Outcome:

- ELA Proficiency will increase from 35% to 45%.
- ELA Learning Gains will increase from 50% to 55%.
- ELA Learning Gains in the bottom quartile will increase from 44% to 65%

Person responsible for monitoring outcome: Kahlil Ortiz (kahlil.ortiz@ocps.net)

Evidence-based Strategy: Teachers will use close reading strategies to increase student achievement in reading.

Rationale for Evidence-based Strategy: Using strategies learned through the District Professional Learning Community will provide students with exposure to grade-level, complex text and provide them practice in answering standards-aligned text dependent questions.

Action Steps to Implement

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

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

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

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

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

Area of Focus Description and Rationale:

As a school, we will need to build and establish a culture for social and emotional learning with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs by providing continued support to our ESSA subgroups, which includes: English Language Learners, students with disabilities, and Hispanic students.

Measurable Outcome:

Improvement in Early Warning Systems indicator data
 Panorama survey data
 Cognia survey data
 Anticipated impact of a culture and climate on student achievement
 Student achievement will improve within the ESSA subgroups in both ELA and Mathematics.

Person responsible for monitoring outcome:

Kahlil Ortiz (kahlil.ortiz@ocps.net)

Evidence-based Strategy:

We will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

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

Person Responsible

Kahlil Ortiz (kahlil.ortiz@ocps.net)

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

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

Additional Schoolwide Improvement Priorities

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

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

Part IV: Positive Culture & Environment

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

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

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

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$187,454.30
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	1261 - Sadler Elementary	UniSIG	1.76	\$24,242.00
<i>Notes: 2 Program Assistants to support supplement instruction in the classroom</i>						
	5100	210-Retirement	1261 - Sadler Elementary	UniSIG		\$2,424.20
<i>Notes: Retirement benefits for 2 Program Assistants to support supplement instruction in the classroom</i>						
	5100	220-Social Security	1261 - Sadler Elementary	UniSIG		\$1,854.51
<i>Notes: Social Security benefits for 2 Program Assistants to support supplement instruction in the classroom</i>						
	5100	231-Health and Hospitalization	1261 - Sadler Elementary	UniSIG		\$9,288.60
<i>Notes: Health insurance benefits for 2 Program Assistants to support supplement instruction in the classroom</i>						
	5100	232-Life Insurance	1261 - Sadler Elementary	UniSIG		\$17.11
<i>Notes: Life insurance benefits for 2 Program Assistants to support supplement instruction in the classroom</i>						
	5100	240-Workers Compensation	1261 - Sadler Elementary	UniSIG		\$80.00
<i>Notes: Workers Compensation benefits for 2 Program Assistants to support supplement instruction in the classroom</i>						
	5100	250-Unemployment Compensation	1261 - Sadler Elementary	UniSIG		\$6.55
<i>Notes: Unemployment Compensation benefits for 2 Program Assistants to support supplement instruction in the classroom</i>						
	5100	290-Other Employee Benefits	1261 - Sadler Elementary	UniSIG		\$518.54
<i>Notes: Other Employee benefits for 2 Program Assistants to support supplement instruction in the classroom</i>						
	5100	130-Other Certified Instructional Personnel	1261 - Sadler Elementary	UniSIG	0.88	\$58,539.00
<i>Notes: Resource teacher for intervention in the classroom</i>						
	5100	210-Retirement	1261 - Sadler Elementary	UniSIG		\$5,853.90
<i>Notes: Retirement benefits for a Resource teacher for intervention in the classroom</i>						
	5100	220-Social Security	1261 - Sadler Elementary	UniSIG		\$4,478.23
<i>Notes: Social Security benefits for a Resource teacher for intervention in the classroom</i>						
	5100	231-Health and Hospitalization	1261 - Sadler Elementary	UniSIG		\$9,288.60
<i>Notes: Health Insurance benefits for a Resource teacher for intervention in the classroom</i>						
	5100	232-Life Insurance	1261 - Sadler Elementary	UniSIG		\$41.33
<i>Notes: Life Insurance benefits for a Resource teacher for intervention in the classroom</i>						

	5100	240-Workers Compensation	1261 - Sadler Elementary	UniSIG		\$193.18
			<i>Notes: Workers Compensation benefits for a Resource teacher for intervention in the classroom</i>			
	5100	250-Unemployment Compensation	1261 - Sadler Elementary	UniSIG		\$15.81
			<i>Notes: Unemployment Compensation benefits for a Resource teacher for intervention in the classroom</i>			
	5100	290-Other Employee Benefits	1261 - Sadler Elementary	UniSIG		\$1,252.15
			<i>Notes: Other Employee benefits for a Resource teacher for intervention in the classroom</i>			
	5900	120-Classroom Teachers	1261 - Sadler Elementary	UniSIG	0.86	\$43,200.00
			<i>Notes: 8 teachers for 30 Saturdays, four hours each Saturday at \$45 per hour</i>			
	5900	210-Retirement	1261 - Sadler Elementary	UniSIG		\$4,320.00
			<i>Notes: Retirement benefits for 8 teachers for 30 Saturdays, four hours each Saturday at \$45 per hour</i>			
	5900	220-Social Security	1261 - Sadler Elementary	UniSIG		\$3,304.80
			<i>Notes: Social Security benefits for 8 teachers for 30 Saturdays, four hours each Saturday at \$45 per hour</i>			
	5900	240-Workers Compensation	1261 - Sadler Elementary	UniSIG		\$876.96
			<i>Notes: Workers Compensation benefits for 8 teachers for 30 Saturdays, four hours each Saturday at \$45 per hour</i>			
	5100	510-Supplies	1261 - Sadler Elementary	UniSIG		\$17,658.83
			<i>Notes: Supplies for classroom 5% allowed \$19,110.44</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$174,650.27
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1261 - Sadler Elementary	UniSIG	0.88	\$40,700.00
			<i>Notes: Additional Teacher for 4th grade to reduce class size</i>			
	5100	210-Retirement	1261 - Sadler Elementary	UniSIG		\$4,070.00
			<i>Notes: Retirement benefits for an Additional Teacher for 4th grade to reduce class size</i>			
	5100	220-Social Security	1261 - Sadler Elementary	UniSIG		\$3,113.55
			<i>Notes: Social Security benefits for an Additional Teacher for 4th grade to reduce class size</i>			
	5100	231-Health and Hospitalization	1261 - Sadler Elementary	UniSIG		\$9,288.60
			<i>Notes: Health insurance benefits for an Additional Teacher for 4th grade to reduce class size</i>			
	5100	232-Life Insurance	1261 - Sadler Elementary	UniSIG		\$28.73
			<i>Notes: Life insurance benefits for an Additional Teacher for 4th grade to reduce class size</i>			
	5100	240-Workers Compensation	1261 - Sadler Elementary	UniSIG		\$134.31

			<i>Notes: Workers Compensation benefits for an Additional Teacher for 4th grade to reduce class size</i>		
5100	250-Unemployment Compensation	1261 - Sadler Elementary	UniSIG		\$10.99
			<i>Notes: Unemployment Compensation benefits for an Additional Teacher for 4th grade to reduce class size</i>		
5100	290-Other Employee Benefits	1261 - Sadler Elementary	UniSIG		\$870.57
			<i>Notes: Other Employee benefits for an Additional Teacher for 4th grade to reduce class size</i>		
5100	130-Other Certified Instructional Personnel	1261 - Sadler Elementary	UniSIG	2.0	\$81,400.00
			<i>Notes: 2 Resource Teachers to provide extra support in the classroom</i>		
5100	210-Retirement	1261 - Sadler Elementary	UniSIG		\$8,140.00
			<i>Notes: Retirement benefits for 2 Resource Teachers to provide extra support in the classroom</i>		
5100	220-Social Security	1261 - Sadler Elementary	UniSIG		\$6,227.10
			<i>Notes: Social Security benefits for 2 Resource Teachers to provide extra support in the classroom</i>		
5100	231-Health and Hospitalization	1261 - Sadler Elementary	UniSIG		\$18,577.20
			<i>Notes: Health insurance benefits for 2 Resource Teachers to provide extra support in the classroom</i>		
5100	232-Life Insurance	1261 - Sadler Elementary	UniSIG		\$57.47
			<i>Notes: Life insurance benefits for 2 Resource Teachers to provide extra support in the classroom</i>		
5100	240-Workers Compensation	1261 - Sadler Elementary	UniSIG		\$268.62
			<i>Notes: Workers Compensation benefits for 2 Resource Teachers to provide extra support in the classroom</i>		
5100	250-Unemployment Compensation	1261 - Sadler Elementary	UniSIG		\$21.98
			<i>Notes: Unemployment Compensation benefits for 2 Resource Teachers to provide extra support in the classroom</i>		
5100	290-Other Employee Benefits	1261 - Sadler Elementary	UniSIG		\$1,741.15
			<i>Notes: Other Employee benefits for 2 Resource Teachers to provide extra support in the classroom</i>		
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning			\$0.00
Total:					\$382,208.75