

Laura C. Saunders Elementary School



2016-17 Schoolwide Improvement Plan

Laura C. Saunders Elementary School

505 SW 8TH ST, Homestead, FL 33030

<http://lcsaunders.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	D	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Laura C. Saunders Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Laura C. Saunders team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

b. Provide the school's vision statement.

We are committed to fostering our children's journey to a future of limitless possibilities.

2. School Environment

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

Laura C. Saunders Elementary is a school where the entire faculty shares a clear vision of excellent instruction, and where school leaders focus on helping all teachers reach their full potential in the classroom. In order to successfully facilitate this process we have committed to the following set of values:

- Belonging: experiences that show them they are valued members of the school community through the teaching of core values needed to be socially equipped to face the world.
- Competence: experiences that provide them with authentic evidence of academic success through research-based strategies and professional development
- Potency: experiences that make them feel empowered
- Usefulness: experiences that reinforce feelings that show that they have made a useful contribution to their school community and community at large

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

At Laura C. Saunders Elementary School, this means all forms of safety and security are operable while the students are at school—food if hungry, clean clothes if needed, medical attention when necessary, counseling and other family services as required, and most of all caring adults who create an atmosphere of sincere support for the students' well-being and academic success. When students who are considered "at-risk" experience comprehensive support that works to mitigate the limiting, sometimes destructive "at-risk" related forces in their lives, the likelihood for success is greatly enhanced.

c. 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.

Laura C. Saunders has adopted a Positive Behavior Support System (PBS), which focuses on promoting positive behaviors, thus reducing negative ones. All staff and students are aware and trained with clear expectations, behaviors, strategies and incentives in order to drive our PBS.

School-wide guidelines have been provided for teachers to effectively and efficiently manage

behaviors in order to minimize disruptions to the learning environment and keep students fully engaged during instructional time. This involves teachers establishing clear behavioral expectations through the teaching and practicing of rules and procedures, holding students accountable for violations with appropriate and effective consequences, reinforcing positive behaviors with meaningful rewards and recognitions, and determining the efficacy of the established plan as well as ensuring fairness and consistency in its application through consultations with student services and the administration.

Teachers are encouraged to practice the core values initiative throughout the school day. This includes using appropriate vocabulary and modeling expected behaviors throughout the day. We have implemented unified school and classroom rules where students are always aware of the expected behaviors no matter where they are or which teacher they are with. This clarifies expectations for children and parents alike. Classroom procedures are taught and practiced repeatedly to facilitate smooth transitions. Individual student accountability is upheld through classroom behavior management systems and school positive behavior plans.

d. 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.

On-site, we have two counselors who regularly meet with students to ensure that the needs of all students are met. Monthly support groups are established which provide various groups of students with tools and strategies in order to meet their needs. For our students in the Emotionally Behavioral Disturbed program there is a clinician on-site that meets with the students on a regular basis.

3. Early Warning Systems

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

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

The school administration utilizes data systems to identify students who have attendance, behavioral, or academic concerns. The administration ensures that teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. The Student Development Plan Data Driven Practices are utilized to assess the needs of the students and the barriers blocking their success.

Early Warning Indicators:

- Students who miss more than 5% of instructional time

After a student has (3) unexcused absences they are identified by the Attendance Review Committee. School counselors meet with students to discuss the importance of attendance and reasons of absences and continues to monitor attendance. After five (5) unexcused absences within a calendar month or ten (10) absences within 90 calendar days, the parent is advised of the unsatisfactory absences and the school begins to provide services to process the truancy referral. After fifteen (15) unexcused absences within a ninety (90) calendar day period (three (3) consecutive months), administration gives written notice to the student's parent to request their attendance at a "Truancy Child Study Team" meeting to discuss the attendance problem and identify potential remedies. The teachers write a SCAM for students that have not reached the criteria as described above, but have excessive tardies, early releases, and have excessive "excused absences". Ms. Miclis, the CIS, visits the home to reach out to the parent/guardian and make them aware of the concern. That visit is then noted in ISIS.

- Students who have behavioral concerns

Students who have behavioral concerns are referred to the school success counselor, Mr. Laguerre,

administration or guidance counselor. The professional then determines the next steps for further assistance and develops a plan according to the concerns. The counselor may refer the student to a small group or individual counseling. The counselor and the school social worker contact the family and design a Student Development Plan. Students will be monitored on a weekly basis for both positive and negative behaviors through a daily behavior plan. Parents will review daily plan to follow up with school behaviors. School and Families will be in constant communication to reduce or eliminate behaviors. Also, students with behavioral concerns will have in school mentors. Mentors will meet with mentees on a weekly basis to provide additional support.

- Students who are not proficient in reading by Grade 3

The students who are not proficient in reading by Grade 3 are targeted during Differentiated Instruction and an additional hour of Reading intervention. In addition, the students are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided in reading, in small-group settings in addition to instruction in the general curriculum. The intervention services are provided on a daily basis for one hour, as part of the extended day initiative. Students who participate in our afterschool care program, receive daily assistance from a teacher with home learning and tutorials to support in class instruction. Finally, the Laura C. Saunders ELL students who are not proficient in reading by Grade 3 receive Before School Intervention in Reading and Math four times a week, from October to April. If necessary, at any point in an RTI process, formal evaluation may be requested to determine eligibility for special education.

- Students who are retained

The students who are retained are targeted during Differentiated Instruction and provided with an additional 90 minutes of Intensive Acceleration. The students are provided with intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided in reading, in small-group settings in addition to the instruction in the general curriculum. Furthermore, the targeted students receive tutoring during Specials (music and art) block if necessary.

If necessary, at any point in an RTI process, formal evaluation may be requested to determine eligibility for special education.

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

1. 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	4	29	57	43	62	54	0	0	0	0	0	0	0	249	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	4	29	57	43	62	54	0	0	0	0	0	0	0	249	
Level 1 on statewide assessment	0	0	0	40	62	54	0	0	0	0	0	0	0	156	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	4	13	31	36	39	39	0	0	0	0	0	0	0	162

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

Students who are at risk for not meeting grade level standards will receive intervention services. Students in need of extra support will be identified and assessed to ensure that they receive appropriate support. Assessment tools such as district issued mid year assessments, as well as ongoing informal assessments, will help us in identifying such students. State and school generated assessments will also be utilized to determine the need for our students in the upper grades. Careful record keeping, including anecdotal/conference notes, running records, and work samples, will be used as important tools in helping us to determine a plan of action for our students. Instructional staff, interventionist and the support services personnel who work with at-risk students must also keep a log of their daily work with each student to show evidence of fidelity. Intervention may be provided before, during or after school depending on students accessibility to receiving additional support.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Barrier:

Parental involvement is limited.

Strategy(ies):

Provide increased opportunities for students to be recognized or honored during the school year (honor roll assemblies, Do the Right Thing, other programming)

Provide a Parent Volunteer Workshop to promote volunteer opportunities within the school. Share all the volunteer activities available on a quarterly basis.

Provide the Community Involvement Specialist and community with the Parental Involvement Plan (PIP).

How to monitor for fidelity:

Review parent sign in sheets at quarterly programming and the Community Involvement Specialist Log of contacts as well as the number of registered parent volunteers.

Review sign-in sheets to see the number of parents attending school functions in comparison to the 2012-2013 school year.

How to monitor for effectiveness:

Sign –in Sheets

List of Parent Volunteers

2. 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.

Laura C. Saunders Elementary School serves as a partnership among community stakeholders, parents and focuses on supporting student development, improving student outcomes, supporting families and developing a strong community. With the support of our families and the community working together, every component of this partnership can be strengthened and engaged. In addition, we commit to organizing resources around the holistic development of our young people in a student-centered environment (i.e., the school). Community resources are more effectively and more efficiently used because we as a school and service providers such as enFamilia, YMCA and the Himan Brown Foundation can coordinate their interventions to deliver stronger outcomes and improve accountability for public funds and grant opportunities. Students and families are more successful and the whole community benefits from partnerships that support the development of all.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Lillie-Johnson, Kamila	Principal
Lonic, Michael	Instructional Coach
Romero, Jamie	Instructional Coach
Proskova, Petra	Other
Coello, Leticia	Assistant Principal

b. Duties

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

Our MTSS Leadership Team consists of the following:

Administrators: Barbara Leveille-Brown, Principal & Leticia Coello, Assistant Principal

Reading Coaches: Petra Guido & Michael Lonic

Math Coach: Jaime Romero

Grade Level Chairperson(s) for grades K-5

Kindergarten: Martinez

First Grade: Giles

Second Grade: Creel

Third Grade: Mckham

Fourth Grade: Valverde

Fifth Grade: Warren

Curriculum Leaders for Special Areas, ESOL and SPED

ESOL: Shawna Tillman-Warner

SPED: Dr. Sharon Thompson

Counselor: Lucia Herrera

Success Counselor: Clifford Laguerre
Social Worker: Ismail
Media Specialist: Susan Snow

The MTSS Leadership Team is strategically integrated in order to focus on practices that lead to positive outcomes such as intervention plans with specific measurable goals related to needs, planning, implementation, and monitoring processes using data to make instructional decisions, etc. The MTSS Leadership Team will also include additional personnel as resources according to need (eg. school psychologist, ESSAC, etc.)

2. 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 MTSS Leadership Team will meet monthly in order to:

Administrators-

Monitor and adjust the school's academic and behavioral goals through data gathering analysis

Monitor the fidelity of the delivery of instruction and intervention

Provide levels of support and interventions to students and teachers based on data

Primary/Intermediate Reading Coach –

Gather and analyze data to determine PD for faculty

Monitor student progress in order to modify ineffective interventions and maintain effective Interventions

Counselor/ Social Worker-

Maintain communication with staff for input and feedback

Curriculum Leaders/Coaches –

Assist with monitoring and responding to the needs of subgroups

Meet with other Administrators, Coaches, Teachers, etc. (e.g. AP meetings, Reading Coach Meetings, Workshops) in order to organize/coordinate RtI efforts throughout the district

Complete the coaching cycle with first year teachers and teachers identified as needing assistance

Title I, Part A

Services at Laura C. Saunders Elementary are provided to ensure students requiring additional remediation are assisted through before and after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered “at risk”, assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program, Supplemental Educational Services; and special support services to migrant students.

Title I, Part C- Migrant

Services and support for migrant students and parents at Laura C. Saunders Elementary School are

provided by the school. Comprehensive needs assessment of migrant students is conducted by the District Migrant liaison in cooperation with Title I and other programs. This is to ensure that the unique needs of these students are met. Title I funds are utilized to provide supplemental services to students. The services include: After School tutorials, Saturday tutorials, hourly personnel for tutorials and supplemental materials.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District.

Title II

Laura C. Saunders Elementary receives supplemental funds from the district for improving basic education as follows: * training to certify qualified mentors for the New Teacher (MINT) Program * training for add-on endorsement programs, such as reading, Gifted, ESOL * training and substitute release time for professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Laura C. Saunders Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide tutorial programs for low performing students.

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Nutrition Programs

- Laura C. Saunders Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Laura C. Saunders Elementary School Food Service Program, school breakfast, school lunch, and extended day snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Other

Laura C. Saunders Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and Title I Parental Involvement Monthly Activities report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Barbara Leveille-Brown	Principal
Maria Sierra, EESAC Chair	Teacher
Vanessa Valverde	Teacher
Ana Maria Pena	Teacher
Michael Stiles	Business/Community
Claudette Burr	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC contributed to the grade 5 Science curriculum by purchasing additional resources for students to understand the standards and make real world connections. The SAC also contributed to our school wide Positive Behavior Support System incentives and Pre K student materials.

b. Development of this school improvement plan

The School Advisory Council meets monthly to evaluate data and student progress, as well as, develop and monitor the implementation of the School Improvement Plan. The SAC also determines the instructional needs of the student body and faculty. Community involvement is promoted by including members of the community as stakeholders.

c. Preparation of the school's annual budget and plan

The School Advisory Council (SAC) Committee met on September 13, 2016 at which time no decisions for the 2016-2017 school year.

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

Purchase materials to enhance student achievement.

J & J Science Book- \$1400
Student Incentives- \$2000
Pre K Materials- \$400

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

No

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

There are currently open positions that the committee is looking to fill by the next EESAC meeting which is being held the October 11, 2016.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Principal
Valverde, Vanessa	Teacher, K-12
Ward, Angelitha	Teacher, K-12
Lonic, Michael	Instructional Coach
Proskova, Petra	Other
Coello, Leticia	Assistant Principal
Creel, Jennifer	Teacher, K-12
Giles, Michelle	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

In order to create capacity of reading knowledge within the school building, teachers and students alike must be excited about literacy. The team will discuss the implementation of the following activities: conducting on-going read alouds in all content area classes, conducting monthly mini-workshops during faculty meetings or on Professional Development days, forming study groups, researching strategies to address the targeted skills, providing materials, resources, assistance to

address the concerns, attending workshops/conferences on best practices, modeling lessons in classrooms, analyzing, revising and reviewing data, sharing and reporting, and providing incentives for students based on accelerated reader goals.

D. Public and Collaborative Teaching

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

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

When teachers and administrators work together, the level of commitment, energy, and motivation is likely to be higher and change efforts are more easily implemented. The following are the strategies that we are implementing this school year to ensure that we foster a positive working environment:

1. More complex problem-solving and extensive sharing of craft knowledge
2. Building stronger professional networks within the school community and with surrounding school sites to share information/best practices
3. Greater risk-taking and experimentation (because colleagues offer support and feedback); professional learning communities
4. Increased job satisfaction and identification with the school
5. More continuous and comprehensive attempts to improve the school, when combined with school-level improvement efforts

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

At Laura C. Saunders Elementary School we start the school year with great expectations for our instructional staff recognizing that the best teachers want clarity. During our opening of schools meeting and faculty meetings thereafter, we rally our instructional staff around clear and specific definitions of excellent teaching and set goals for making our school a better place for learning.

During common planning, our instructional coaches meet with the teachers to set individual goals aligned to that vision. As an administrative team we conduct walk-throughs regularly and share our findings with teachers. The administration is transparent, clear and communicates to the teachers that ineffective teaching is not an option.

Teachers are recognized openly and frequently for best practices at faculty meetings or common planning meetings tying their achievements to the school's goals and visions of great teaching. As an administrative team we offer regular feedback to the teachers, getting to know their interests and development needs; helping them access resources, and giving them opportunities to grow their careers and increase their impact. Through conversation with the teachers we invest them in the school by involving them in decision-making processes.

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

Teachers will be provided the assistance needed when planning for the implementation of the Common Core Standards this school year and be provide adequate time to attend the professional development necessary to become highly qualified. Mentor teachers and Instructional Coaches will provide assistance and model for instructional staff/paraprofessionals that are out-of-field and new to the profession.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards and district pacing guide. This supports a deeper level of comprehension of what and how instruction will be delivered. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies**1. 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.**

Teachers use the following data to differentiate our instruction:

- MyOnReader
- Oral Reading Fluency Measures
- iReady Utilization and Progress Reports
- Mid Year assessments
- State/Local Math and Science assessments
- Florida Standards Assessment
- Student grades
- School site specific assessments

This data drives the students' instruction. The information helps the teachers map next steps for varied learners and the class as a whole. Our school uses differentiated instruction and gradual release to ensure all students learn. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards (MAFS). The teachers utilize common planning to plan for and model the gradual release instructional framework focusing on the Common Core Standards, student collaborative strategies, higher order thinking questions (HOTS) and close reading strategy.

The teachers apply a balanced instructional approach that includes whole group, small group, and one-on-one instruction based on student needs. The school provides resources to support instruction such as extensive classroom libraries, texts to support units of study, and leveled books for small group instruction. Students self-select texts based on their Independent Reading Levels. Students receive push-in/pull out services for ESE/ELL.

Teachers must utilize differentiated instruction in both, reading and math. The Instructional Coaches conduct DI planning days to disaggregate reading data (I-Ready, STAR, MYA etc.), group students, and identify materials to ensure instruction is targeted to meet student individual needs and target identified deficiencies. During the DI, teachers modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

During whole group and small group instruction, teachers provide explicit mini-lessons addressing the objectives and provide opportunities for collaborative conversations and critical thinking. All students are given access to the same core content. However, the teachers modify the activities, to provide some students with more complexity and others with more scaffolding.

In addition, the teachers develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of expressions and equations. Our school uses hands-on experiences to facilitate the conceptual learning and understanding of concepts.

Furthermore, we implement numerous ESOL strategies. We model, think aloud, use task cards, use graphic organizers, use manipulatives, use illustrations and diagrams, vary the complexity of assignment, use audiobooks, role play, and use visuals.

Finally, enrichment opportunities are provided through the use of novels and research based projects

to enhance critical thinking.

Students' data is continuously reviewed and instruction is adjusted accordingly.

2. 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: After School Program

Minutes added to school year: 5,760

The Himan Brown after-school program is comprised of:

STEM: Students will learn how to become "problem solvers" by practicing and using Science/Technology/Engineering/Math skills in "real life" applications.

Music: Students will learn how to play instruments. The teaching can take on many different forms; such as, vocal instruction and instruments.

Sports: Students will participate in various organized team sports and learn the importance of team work and good sportsmanship.

Cooking: Students will learn how to create and/or follow simple recipes and "cook" small meals with teacher guidance. In the process, students will be able to enhance their cooking skills, by being exposed to "real-life" experiences, resulting in "science learning"!

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Enrichment

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

Student attendance, grades and behavior will be monitored and data collected.

Strategy: Extended School Day

Minutes added to school year: 10,800

For purposes of compliance with this requirement, a school year is understood to be comprised of 180 instructional days, section 1011.61(1)(c)2., Florida Statutes, and the additional instructional time requirement is understood to be additive relative to the current minimums of 720 hours per year for students in grades K-3 and 900 hours per year for students in grades 4 and higher, section 1011.61(1)(a)1., Florida Statutes.

Therefore, each school identified as one of the 300 lowest performing elementary schools in reading will be required to schedule a minimum of 900 annual instructional hours for students in grades K-3, and 1080 annual instructional hours for students in grades 4 and higher, through an additional hour of reading instruction provided each day during the regular 180-day school year.

Strategy Rationale

As a targeted school for the 2014-15 school year, our school was identified as a lowest 300 school based on student's performance on the reading section of the Florida Comprehensive Assessment Test.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

The results of the American Institutes for Research assessment test will determine the effectiveness of the extended day program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Our school is committed to serving our students and parents in the Pre-Kindergarten program by:

- Providing children and their families with support services
- Providing educational opportunities and improve the health and general welfare of children and their families
- Providing parents in the educational process and in public policy decisions affecting their children and families
- Increasing public awareness of the lifestyle of migrant and seasonal farm workers and the rural poor
- Providing opportunities and encourage the professional development of staff hired from the communities served
- Coordinating the professional development activities of preschool teachers in order to align the prekindergarten curricula and goals
- Requesting that preschool teachers/facilities provide the future kindergarten teachers with children's

portfolios or a written record of learning during preschool

- Administering the Voluntary Prekindergarten Assessment to provide teachers with valid and reliable feedback regarding children's progress in attaining the skills in the Florida Early Learning and Developmental Standards for Four-Year-Olds, so that teachers may use this information to guide instructional decisions in the VPK classroom.

Through our Social Worker, we work closely with the Redlands Christian Migrant Association Everglades (RCMA), which is recognized as a national role model in preparing rural low-income children for leadership in an increasingly diverse and complex world. Each year, the RCMA schedules walkthroughs with our Social Worker to tour the campus, Kindergarten classrooms, and the Media Center. At the close of the school year, Ms. Leveille-Brown, Principal partnering with enFamilia and the Migrant program, will visit the local migrant camps and conduct an informational meeting for the parents and the community.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction in all content area is increased, then there will be an increase in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction in all content area is increased, then there will be an increase in student achievement.

1a

G083453

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	33.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use data in order to effectively provide differentiated instruction to meet the specific needs of all learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

- **READING CORE:** McGraw-Hill Reading Wonders, English Language Arts Pacing Guides (Reading and Writing) grades K-5, McGraw-Hill Reading Wonders K-5**SUPPLEMENTAL:** Instructional Routine Handbook grades K-2, ELA Item Specifications grades 3-5, LAFS Updated Resources, i-Ready and Promethean Boards, SIG, Planning Cards. **MATH CORE:** HMH Florida Go Math!; Go Math (Online Resources: Animated Math Models, Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach)**SUPPLEMENTAL:** Mathematics Florida Standards Item Specifications, i-Ready, Promethean Boards, Gizmos Grades 3-5; Explore Learning –Reflex Math; District Pacing Guides including online technology resources, Infographic, District Bell Ringers. **SCIENCE CORE:** Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos , JJ Bootcamp

Plan to Monitor Progress Toward G1. 8

Following the 8 Step Problem Solving Process, results of monthly assessments will be reviewed by the instructional coaches and teachers to ensure progress. Adjustments to curriculum focus will be made as needed. District mid year reports will be reviewed by administrators to make adjustments to strategies as needed and provide ample time to review standards and concepts that need review.

Person Responsible

Leticia Coello

Schedule

Monthly, from 11/1/2016 to 1/25/2017

Evidence of Completion

Formative and Summative Assessments

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction in all content area is increased, then there will be an increase in student achievement.

1

 G083453

G1.B1 Inconsistent use data in order to effectively provide differentiated instruction to meet the specific needs of all learners. 2

 B221308

G1.B1.S1 Differentiated Instruction 4

 S233592

Strategy Rationale

Differentiated Instruction consists of using data to drive instruction, including the use of appropriate resources to meet the students needs along with gathering data to ensure instruction was effective.

Action Step 1 5

Provide professional development on the analysis of data to group students, following a framework and aligning resources to meet student's specific needs. The PD will also focus on explicit instruction during the Teacher Led Center.

Person Responsible

Schedule

Monthly, from 9/28/2016 to 12/23/2016

Evidence of Completion

- Agenda - Sign in sheet - Deliverables - Lesson Plans

Action Step 2 5

Facilitate collaborative planning that aligns to the expectations set during the professional development. Teachers will utilize their IReady and FSA data to establish DI groups. Resources and activities will be planned for and outlined in small group plans. The focus of the planning session is to follow a framework for the TLC, explicit instruction and data collection of DI target.

Person Responsible

Schedule

Weekly, from 10/3/2016 to 1/18/2017

Evidence of Completion

- Collaborative Planning Agendas, Small Group Lesson Plans, Data & Sign-In Sheets

Action Step 3 5

Monitor the implementation of Differentiated Instruction, frameworks, resources and data in all subjects.

Person Responsible

Leticia Coello

Schedule

Weekly, from 10/10/2016 to 1/18/2017

Evidence of Completion

- Small Group Lesson Plans - Administrative Walkthroughs & Instructional Rounds

Action Step 4 5

Conduct coaching cycles and model the using a framework for explicit instruction during differentiated instruction.

Person Responsible

Schedule

Weekly, from 10/31/2016 to 1/25/2017

Evidence of Completion

Calendar, Coaching Cycles Logs, Reflections

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

Walkthroughs, Data Collection, Data Chats, Small Group Plans, Teacher Observations, Coaching Cycles, Literacy Leadership Team Meetings

Person Responsible

Kamila Lillie-Johnson

Schedule

Daily, from 11/1/2016 to 1/25/2017

Evidence of Completion

Lesson Plans, Administrative Walk throughs log, Student Work

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

Assessments, Data Authentic, Teachers Feedback

Person Responsible

Kamila Lillie-Johnson








Schedule

Weekly, from 11/1/2016 to 1/25/2017

Evidence of Completion

Student work in small groups, data, fluid student groups

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1  A299646	Provide professional development on the analysis of data to group students, following a framework...		9/28/2016	- Agenda - Sign in sheet - Deliverables - Lesson Plans	12/23/2016 monthly
G1.B1.S1.A2  A299647	Facilitate collaborative planning that aligns to the expectations set during the professional...		10/3/2016	- Collaborative Planning Agendas, Small Group Lesson Plans, Data & Sign-In Sheets	1/18/2017 weekly
G1.B1.S1.A3  A299648	Monitor the implementation of Differentiated Instruction, frameworks, resources and data in all...	Coello, Leticia	10/10/2016	- Small Group Lesson Plans - Administrative Walkthroughs & Instructional Rounds	1/18/2017 weekly
G1.MA1  M303942	Following the 8 Step Problem Solving Process, results of monthly assessments will be reviewed by...	Coello, Leticia	11/1/2016	Formative and Summative Assessments	1/25/2017 monthly
G1.B1.S1.MA1  M303938	Assessments, Data Authentic, Teachers Feedback	Lillie-Johnson, Kamila	11/1/2016	Student work in small groups, data, fluid student groups	1/25/2017 weekly
G1.B1.S1.MA1  M303939	Walkthroughs, Data Collection, Data Chats, Small Group Plans, Teacher Observations, Coaching...	Lillie-Johnson, Kamila	11/1/2016	Lesson Plans, Administrative Walkthroughs log, Student Work	1/25/2017 daily
G1.B1.S1.A4  A299649	Conduct coaching cycles and model the using a framework for explicit instruction during...		10/31/2016	Calendar, Coaching Cycles Logs, Reflections	1/25/2017 weekly

V. Professional Development Opportunities

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

G1. If core instruction in all content area is increased, then there will be an increase in student achievement.

G1.B1 Inconsistent use data in order to effectively provide differentiated instruction to meet the specific needs of all learners.

G1.B1.S1 Differentiated Instruction

PD Opportunity 1

Provide professional development on the analysis of data to group students, following a framework and aligning resources to meet student's specific needs. The PD will also focus on explicit instruction during the Teacher Led Center.

Facilitator

Michael Lonic, Petra Guido, Jaime Romero, Keisha Hylton-Stewart

Participants

All Staff

Schedule

Monthly, from 9/28/2016 to 12/23/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on the analysis of data to group students, following a framework and aligning resources to meet student's specific needs. The PD will also focus on explicit instruction during the Teacher Led Center.				\$0.00
2	G1.B1.S1.A2	Facilitate collaborative planning that aligns to the expectations set during the professional development. Teachers will utilize their IReady and FSA data to establish DI groups. Resources and activities will be planned for and outlined in small group plans. The focus of the planning session is to follow a framework for the TLC, explicit instruction and data collection of DI target.				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$50.00
3	G1.B1.S1.A3	Monitor the implementation of Differentiated Instruction, frameworks, resources and data in all subjects.				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$50.00
4	G1.B1.S1.A4	Conduct coaching cycles and model the using a framework for explicit instruction during differentiated instruction.				\$0.00
Total:						\$100.00