

Miami-Dade County Public Schools

Laura C. Saunders Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	B	D	F*	D

**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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Laura C. Saunders Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to develop independent life long academically successful, healthy learners by working in partnership with families and community. We have established an atmosphere conducive to enabling our children to develop, not only academically, but also emotionally and socially, thereby creating in the children a sense of themselves and the world around them.

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, 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 system.

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 a counselor who regularly meets 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 to discuss behaviors, expectations and set goals.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 during the previous school year are identified for intervention provided by the school counselor and/or City Year Miami mentors during the onset of the current school year. After a student has (6) unexcused absences are identified by the Attendance Review Committee. The school counselor 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". The Community Involvement Specialist (CIS), visits the home to reach out to the parent/guardian and make them aware of the concern. That visit is then noted in DISIS. Our in-house community partner, City Year Miami will be meeting with students in grades 3-5 on a weekly basis to

monitor absences and discuss particular circumstances related to absences. Provisions and resources are made on an as needed basis.

- Students who have behavioral concerns are referred to the school counselor, Ms. Herrera, administration or in house community partner, City Year for mentoring. 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 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 to provide additional support.
- Students who are not proficient in reading by Grade 3 are targeted during Differentiated Instruction and receive 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 English Language Learners (ELL) students who are not proficient in reading by Grade 3 receive Before School Intervention in Reading and Math four times a week, from November to March. If necessary, at any point in an RTI process, formal evaluation may be requested to determine eligibility for special education.
- Students who are retained in grade 3 or working below grade level in grade 4 are in Intensive Acceleration courses. 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.

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	11	10	12	13	18	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	9	18	25	22	15	32	0	0	0	0	0	0	0	121
Level 1 on statewide assessment	3	9	21	41	33	48	0	0	0	0	0	0	0	155

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	10	18	27	22	34	52	0	0	0	0	0	0	0	163

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 and will be identified for mentoring. Students in need of extra support will be identified and assessed to ensure that they receive appropriate support. Assessment tools such as district issued 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, content specific data, technology support products 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 for each student to show evidence of fidelity. Additional 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parents and families are invited to participate in various school activities/events, such as: Meet & Greet Event, Open House, Title I Parent Meetings, Monthly PTA meetings, Monthly EESAC meetings, Hallow-Read Literacy Night, FSA & SAT Night, Science & Math Activities for Cool Kids Night and Quarterly Parent Literacy Meetings.

Communication to families is made in both English and Spanish through: Monthly School Calendars, ConnectEd Messages, Event Flyers, Teacher Communication, Teacher Conferences, PTA/EESAC Meetings and Teacher/ School websites to ensure that parent and families are involved and informed of their child's progress and abreast of the school's vision and mission.

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 and parents while focusing on supporting student development, improving student outcomes, supporting families and developing strong community partnerships. With the support of our families and the community working together, every component of this partnership can be strengthened and engaged. Community resources are more effectively and more efficiently used because we as a school and service providers, such as City Year Miami, 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

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
Coello, Leticia	Assistant Principal
Martinez, Krystine	Instructional Coach
Herrera, Lucia	School Counselor
Navarro, Jessica	Other
Thompson, Sharon	Other

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 Instructional Coaches: Keisha Hylton-Stewart & Michael Lonic

Math Instructional Coach: Krystine Martinez

Grade Level Chairperson(s) for grades K-5

Kindergarten: Chantal Fisher

First Grade: Patricia Escandell

Second Grade: Michelle Marano

Third Grade: Catherine Mckham

Fourth Grade: Vanessa Valverde

Fifth Grade: Verdie Warren

SPED: Sharon Thompson

Curriculum Leaders for Special Areas, ESOL and SPED

ESOL: Jessica Navarro

SPED: Dr. Sharon Thompson

Counselor: Lucia Herrera

Social Worker: Ms. Ismail

Media Specialist: Lorna Smith

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 Instructional Coach –

Gather and analyze data to determine Professional Development 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

Instructional Coaches –

Assist with monitoring and responding to the needs of subgroups

Meet with other Administrators, Coaches, Teachers, etc. (e.g. AP meetings, Instructional Coach Meetings, Workshops) in order to organize/coordinate Rtl 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 ongoing 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, Reading Intervention; 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: Off-site 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.

The above services will be provided should funds become available for the 2017-2018 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.

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
Catherine Mckham	Teacher
Giselle Alcaide	Parent
City Year	Business/Community
EnFamilia	Business/Community
	Student
Ana Maria Jaramillo	Teacher
Kimberly Harris	Education Support Employee
Gilsa Roque	Parent
Norvens Dupiton	Student
	Student
Anthony Tadal	Business/Community
Michael Stiles	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC contributed to: the grade 5 end of the year promotional ceremony, Pre-K materials, Music curriculum and our school wide Positive Behavior Support System incentives.

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 will meet to make curricular and budget decisions for the 2017-2018 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 and motivate students to excel in core academic areas.

Grade 5 Promotion- \$650
 Student Incentives- \$2000
 Pre K Materials- \$300
 Music Curriculum- \$800

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

Yes

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, 2017.

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
Lillie-Johnson, Kamila	Principal
Valverde, Vanessa	Teacher, K-12
Ward, Angelitha	Teacher, K-12
Lonic, Michael	Instructional Coach
Coello, Leticia	Assistant Principal
Moss, Chrishae	Teacher, K-12
Roldan, Nellie	Teacher, K-12
Fisher, Chantel	Teacher, K-12
Farrington, Jovanni	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 read and quiz goals.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 the vision. As an administrative team, we conduct walk-throughs regularly and share our findings with instructional coaches 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. Through monthly leadership meetings, grade level liaisons participate and invest in the decision making process. 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 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 new to the building and beginning teachers are paired with veteran teachers to provide assistance and support. Teachers will be provided the assistance needed when planning for the implementation of the Florida 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 Diagnostics
- Mid Year Assessment in Science
- Local Math and Science Topic Assessments
- Florida Standards Assessments
- Student grades
- School site specific assessments including E-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 Florida State Standards, student collaborative strategies, higher order thinking questions and close reading strategies.

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 Exceptional Student Education/English Language Learners. Teachers must utilize differentiated instruction in both, reading and math. The Instructional Coaches conduct DI planning days to disaggregate reading and math data (I-Ready, topic assessments, classroom assessments 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, task cards, graphic organizers, manipulatives, illustrations and diagrams, vary the complexity of assignment, audiobooks, role play, and 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 Program, is currently an after school enrichment program comprised of:

Robotics: Students will learn how to become "problem solvers" by practicing and using Science/Technology/Engineering/Math skills to plan for and develop robots.

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.

Dance, Chess, Girl/Boy Scouts: Clubs will be held weekly to acquire additional skills

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lillie-Johnson, Kamila, pr2941@dadeschools.net

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

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

Strategy: Before School Program

Minutes added to school year: 3,850

Title III Supplemental Tutoring Academy for ELL Students

Strategy Rationale

ELL students will increase language acquisition through the use of activities directly related in improving listening, speaking, reading and writing through daily supplemental tutoring. Students will also be able to improve reading comprehension and math skills through the use of Imagine Learning and/or IReady.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Coello, Leticia, lcoello@dadeschools.net

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

- IReady Diagnostics
- Oral Reading Fluency
- Imagine Learning Reports
- Topic Assessment Data in Math
- Weekly Skills test/Eassessments in Reading
- Student grades

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

Our school was identified as a lowest 300 school based on student's performance on the reading section of the Florida Standards Assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Coello, Leticia, lcoello@dadeschools.net

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Assistant Principal to tour the campus, Kindergarten classrooms, and the Media Center. Throughout the school year, Ms. Leveille-Brown, Principal and Ms. Coello, Assistant Principal partnering with enFamilia and the Title I Migrant program, will visit the local migrant camps and conduct informational meetings for the parents and the community discussing a variety of topics in the home language.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

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 is increased in all content areas, then student achievement will improve. 1a

G096912

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	40.0
AMO Math - All Students	
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of student engagement in diverse activity structures.

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, 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, Interventionists

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 Science mid year, I-Ready reports and Topic Assessments 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

Kamila Lillie-Johnson

Schedule

Monthly, from 11/1/2017 to 5/30/2018

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. 1

G096912

G1.B3 Limited evidence of student engagement in diverse activity structures. 2

B260707

G1.B3.S1 Teachers will implement various engagement techniques during whole group and small group instruction that incorporates peer collaboration, problem based inquiry, real life application and the integration of technology. 4

S276099

Strategy Rationale

Research indicates that there is a clear correlation between student engagement and active learning to student achievement. Student Engagement consists of providing students with an education that is both challenging and stimulating.

Action Step 1 5

Provide professional development opportunities focusing on a variety of engagement activities to increase participation, plan for more active learning opportunities and foster a more stimulating learning environment.

Person Responsible

Michael Lonic

Schedule

Monthly, from 10/25/2017 to 4/25/2018

Evidence of Completion

Agenda, Sign in sheet, Deliverables, Lesson Plans

Action Step 2 5

Facilitate collaborative planning that focuses on the "how" of instruction. Teachers will use a variety of engagement strategies and techniques to develop active lessons that incorporate peer collaboration/discussions, problem based inquiry, real life applications and the integration of technology into daily instruction.

Person Responsible

Krystine Martinez

Schedule

Weekly, from 10/30/2017 to 5/30/2018

Evidence of Completion

Coaching logs, planning agenda, sign-in sheets and lesson plans

Action Step 3 5

Conduct coaching cycles and model the use of engagement strategies, focusing on peer collaboration/discussion, problem solving, real world application or technology based on teacher needs.

Person Responsible

Michael Lonic

Schedule

Weekly, from 10/18/2017 to 5/30/2018

Evidence of Completion

Calendar, Coaching Cycle Logs, Reflections

Action Step 4 5

Implement the use of engagement strategies during whole group and small group instruction to foster a more stimulating environment.

Person Responsible

Krystine Martinez

Schedule

Weekly, from 11/1/2017 to 5/30/2018

Evidence of Completion

Whole Group & Small Group Plans, Student work samples, Teacher Observations

Action Step 5 5

Coaches and teachers will analyze class participation, engagement and the use of strategies through informal data collection and compare to student academic progress.

Person Responsible

Michael Lonic

Schedule

Weekly, from 11/1/2017 to 5/30/2018

Evidence of Completion

Data Collection Log, Walkthrough Log

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Implementation of engagement techniques used during whole group and small group instruction that foster student achievement.

Person Responsible

Kamila Lillie-Johnson

Schedule

Weekly, from 10/30/2017 to 5/30/2018

Evidence of Completion

Collaborative Planning Agendas, Whole Group & Small Group Lesson Plans, Student Work Products, Walk-through logs, In-house Instructional Rounds

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Implementation of engagement techniques during whole group and small group instruction to foster student achievement.

Person Responsible

Kamila Lillie-Johnson









Schedule

Weekly, from 11/1/2017 to 5/30/2018

Evidence of Completion

iReady Diagnostic data, OPM data, Math/Science Topic Assessment data, ELA Weekly Assessment data, Student Work Products

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B3.S1.A1  A371549	Provide professional development opportunities focusing on a variety of engagement activities to...	Lonic, Michael	10/25/2017	Agenda, Sign in sheet, Deliverables, Lesson Plans	4/25/2018 monthly
G1.MA1  M399786	Following the 8 Step Problem Solving Process, results of monthly assessments will be reviewed by...	Lillie-Johnson, Kamila	11/1/2017	Formative and Summative Assessments	5/30/2018 monthly
G1.B3.S1.MA1  M399784	Implementation of engagement techniques during whole group and small group instruction to foster...	Lillie-Johnson, Kamila	11/1/2017	iReady Diagnostic data, OPM data, Math/Science Topic Assessment data, ELA Weekly Assessment data, Student Work Products	5/30/2018 weekly
G1.B3.S1.MA1  M399785	Implementation of engagement techniques used during whole group and small group instruction that...	Lillie-Johnson, Kamila	10/30/2017	Collaborative Planning Agendas, Whole Group & Small Group Lesson Plans, Student Work Products, Walk-through logs, In-house Instructional Rounds	5/30/2018 weekly
G1.B3.S1.A2  A371550	Facilitate collaborative planning that focuses on the "how" of instruction. Teachers will use a...	Martinez, Krystine	10/30/2017	Coaching logs, planning agenda, sign-in sheets and lesson plans	5/30/2018 weekly
G1.B3.S1.A3  A371551	Conduct coaching cycles and model the use of engagement strategies, focusing on peer...	Lonic, Michael	10/18/2017	Calendar, Coaching Cycle Logs, Reflections	5/30/2018 weekly
G1.B3.S1.A4  A371552	Implement the use of engagement strategies during whole group and small group instruction to foster...	Martinez, Krystine	11/1/2017	Whole Group & Small Group Plans, Student work samples, Teacher Observations	5/30/2018 weekly
G1.B3.S1.A5  A371553	Coaches and teachers will analyze class participation, engagement and the use of strategies through...	Lonic, Michael	11/1/2017	Data Collection Log, Walkthrough Log	5/30/2018 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 is increased in all content areas, then student achievement will improve.

G1.B3 Limited evidence of student engagement in diverse activity structures.

G1.B3.S1 Teachers will implement various engagement techniques during whole group and small group instruction that incorporates peer collaboration, problem based inquiry, real life application and the integration of technology.

PD Opportunity 1

Provide professional development opportunities focusing on a variety of engagement activities to increase participation, plan for more active learning opportunities and foster a more stimulating learning environment.

Facilitator

Leticia Coello

Participants

All Teachers

Schedule

Monthly, from 10/25/2017 to 4/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Provide professional development opportunities focusing on a variety of engagement activities to increase participation, plan for more active learning opportunities and foster a more stimulating learning environment.	\$0.00
2	G1.B3.S1.A2	Facilitate collaborative planning that focuses on the "how" of instruction. Teachers will use a variety of engagement strategies and techniques to develop active lessons that incorporate peer collaboration/discussions, problem based inquiry, real life applications and the integration of technology into daily instruction.	\$0.00
3	G1.B3.S1.A3	Conduct coaching cycles and model the use of engagement strategies, focusing on peer collaboration/discussion, problem solving, real world application or technology based on teacher needs.	\$0.00
4	G1.B3.S1.A4	Implement the use of engagement strategies during whole group and small group instruction to foster a more stimulating environment.	\$0.00
5	G1.B3.S1.A5	Coaches and teachers will analyze class participation, engagement and the use of strategies through informal data collection and compare to student academic progress.	\$0.00
Total:			\$0.00