

Miami-Dade County Public Schools

Laura C. Saunders Elementary School



2021-22 Schoolwide Improvement Plan

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Laura C. Saunders Elementary School

505 SW 8TH ST, Homestead, FL 33030

<http://lcsaunders.dadeschools.net>

Demographics

Principal: Kamila Lillie Johnson C

Start Date for this Principal: 7/21/2021

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students |
| School Grades History | 2018-19: C (51%) 2017-18: C (43%) 2016-17: B (59%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 99% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | C | C | C |

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|------------------------|---------------------|---|
| Lillie-Johnson, Kamila | Principal | The Principal leads teachers and staff, sets goals, and ensures students are meeting their learning objectives. The Principal oversees the school's day-to-day operations, disciplinary matters, manages budget, and hires teachers and other personnel. Logistics, schedules, teachers and staff evaluations, and public relations are some of the responsibilities of a Principal. The Principal and the Leadership Team work as a unified team to set a positive and nurturing school environment that engages the parents and closes student learning gaps. |
| Ferrer, Silvia | Assistant Principal | The Assistant Principal works alongside the school Principal to promote a positive caring environment, communicate effectively with students and staff, and coordinate curriculum to ensure that student needs, both academically and socially, are being met. |
| Hylton-Stewart, Keisha | Instructional Coach | The 3rd - 5th grade Literacy Instructional Coach serves as part of the Leadership Team. She is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity. |
| Lonic, Michael | Instructional Coach | The Science Instructional Coach, serves as part of the Leadership Team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity. |
| Higgs, Shevonne | Instructional Coach | The Math Instructional Coach serves as part of the Leadership Team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity. |
| Moss, Chrishae | Instructional Coach | The Kindergarten - 2nd grade Literacy Instructional Coach serves as part of the Leadership Team and be responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity |

Demographic Information

Principal start date

Wednesday 7/21/2021, Kamila Lillie Johnson C

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

5

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

24

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

503

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 39 | 68 | 86 | 94 | 67 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 448 |
| Attendance below 90 percent | 9 | 34 | 37 | 39 | 20 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 174 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 5 | 30 | 36 | 22 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 131 |
| Course failure in Math | 0 | 5 | 19 | 30 | 14 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 91 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 2 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 1 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Number of students with a substantial reading deficiency | 6 | 24 | 62 | 70 | 32 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 248 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 9 | 6 | 26 | 40 | 15 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 143 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 10 | 6 | 9 | 29 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 |
| Students retained two or more times | 0 | 0 | 3 | 11 | 2 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|-----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 88 | 97 | 89 | 98 | 103 | 109 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 584 |
| Attendance below 90 percent | 41 | 36 | 34 | 30 | 34 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 217 |
| One or more suspensions | 0 | 0 | 3 | 9 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| Course failure in ELA | 0 | 28 | 24 | 38 | 40 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 154 |
| Course failure in Math | 0 | 19 | 22 | 25 | 26 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 31 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 24 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students with two or more indicators | 9 | 25 | 25 | 34 | 48 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 182 | |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 10 | 6 | 9 | 27 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis**School Data Review**

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 31% | 62% | 57% | 32% | 62% | 56% |
| ELA Learning Gains | | | | 43% | 62% | 58% | 48% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 51% | 58% | 53% | 43% | 59% | 48% |
| Math Achievement | | | | 55% | 69% | 63% | 52% | 69% | 62% |
| Math Learning Gains | | | | 71% | 66% | 62% | 49% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 70% | 55% | 51% | 38% | 55% | 47% |
| Science Achievement | | | | 33% | 55% | 53% | 36% | 58% | 55% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 25% | 60% | -35% | 58% | -33% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 33% | 64% | -31% | 58% | -25% |
| Cohort Comparison | | -25% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 24% | 60% | -36% | 56% | -32% |
| Cohort Comparison | | -33% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 34% | 67% | -33% | 62% | -28% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 59% | 69% | -10% | 64% | -5% |
| Cohort Comparison | | -34% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 48% | 65% | -17% | 60% | -12% |
| Cohort Comparison | | -59% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 27% | 53% | -26% | 53% | -26% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades KG- 5th will use iReady Data. AP1 for Fall, AP2 for Winter, and AP3 for Spring.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 16.4 | 19.0 | 27.7 |
| | Economically Disadvantaged | 16.7 | 19.7 | 27.0 |
| | Students With Disabilities | | 16.7 | 16.7 |
| | English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 25.0 | 15.9 | 37.5 |
| | Economically Disadvantaged | 24.1 | 16.4 | 37.1 |
| | Students With Disabilities | 33.3 | | 33.3 |
| | English Language Learners | | | |

| Grade 2 | | | | |
|--------------------------|-------------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 22.2 | 25.4 | 32.2 |
| | Economically Disadvantaged | 22.6 | 26.3 | 33.3 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 14.3 | 15.3 | 40.7 |
| | Economically Disadvantaged | 14.8 | 15.8 | 40.4 |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 24.7 | 34.7 | 41.1 |
| | Economically Disadvantaged | 24.7 | 34.7 | 41.1 |
| | Students With Disabilities | 9.1 | | 45.5 |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 4.2 | 18.1 | 39.7 |
| | Economically Disadvantaged | 4.2 | 18.1 | 39.7 |
| | Students With Disabilities | | 9.1 | 36.4 |
| | English Language Learners | | | |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 8.3 | 20.5 | 32.9 |
| | Economically Disadvantaged | 8.3 | 20.5 | 32.9 |
| | Students With Disabilities | | | |
| | English Language Learners | | | 36.8 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 11 | 23.8 | 48.2 |
| | Economically Disadvantaged | 11 | 23.8 | 48.2 |
| | Students With Disabilities | 7.1 | 6.7 | 13.3 |
| | English Language Learners | | | 44.4 |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 13.9 | 18.5 | 33.8 |
| | Economically Disadvantaged | 14.1 | 18.8 | 34.2 |
| | Students With Disabilities | 17.6 | 17.6 | 13.3 |
| | English Language Learners | | | 21.9 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 12.7 | 15.9 | 37.7 |
| | Economically Disadvantaged | 12.8 | 16.0 | 38.2 |
| | Students With Disabilities | | | |
| | English Language Learners | | | 21.9 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | 21.0 | |
| | Economically Disadvantaged | | 21.0 | |
| | Students With Disabilities | | 5.0 | |
| | English Language Learners | | 13.0 | |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 7 | 29 | 55 | 19 | 29 | | 12 | | | | |
| ELL | 28 | 46 | | 35 | 40 | | 33 | | | | |
| BLK | 25 | 38 | 47 | 23 | 32 | 40 | 28 | | | | |
| HSP | 25 | 38 | | 32 | 38 | | 30 | | | | |
| FRL | 25 | 38 | 46 | 27 | 36 | 48 | 30 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 14 | 33 | 52 | 35 | 39 | 50 | 27 | | | | |
| ELL | 37 | 42 | 45 | 63 | 73 | 78 | 29 | | | | |
| BLK | 23 | 40 | 57 | 45 | 64 | 57 | 25 | | | | |
| HSP | 36 | 45 | 45 | 65 | 77 | 85 | 37 | | | | |
| FRL | 31 | 43 | 51 | 55 | 71 | 70 | 32 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 16 | 26 | 25 | 29 | 27 | 25 | | | | | |
| ELL | 36 | 51 | 39 | 53 | 38 | 30 | 14 | | | | |
| BLK | 27 | 46 | 43 | 45 | 50 | 39 | 36 | | | | |
| HSP | 36 | 51 | 42 | 59 | 47 | 35 | 36 | | | | |
| FRL | 32 | 48 | 43 | 52 | 49 | 38 | 36 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 36 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 37 |
| Total Points Earned for the Federal Index | 287 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 93% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 24 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 37 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 36 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 33 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|--|-----|
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 36 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019: The school to district comparison shows an increase in the overall Achievement gap widening from 3rd to 5th grade in ELA. ELA Achievement decreased by 1 percentage point and ELA Learning Gains decreased by 5 percentage points. However the lowest Quartile in ELA showed an increase of 8 percentage points. Overall 3rd grade ELA proficiency decreased by 12 percentage points. The achievement gap is decreasing from 3rd to 5th grade Math. Math Learning Gains increased by 22 percentage points and the Lowest Quartile in Math increased by 32 percentage points. Science Subgroup Achievement Levels decreased by 3 percentage points.

2020-2021: The school to district comparison shows a decrease in the overall Achievement gap widening from 3rd to 5th grade in ELA. ELA Achievement decreased by 6 percentage points and ELA Learning Gains decreased by 5 percentage points. The lowest Quartile in ELA showed a decrease of 5 percentage points. The achievement gap is increasing from 3rd to 5th grade Math. Math Learning Gains decreased by 28 percentage points and the Lowest Quartile in math decreased by 22 percentage points. Science Subgroup Achievement decreased by 3 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019: Science Achievement Levels decreased by 3 percentage points. The BLK Science Subgroup decreased by 7 percentage points, while the FRL Science Subgroup decreased by 4 percentage points. ELA Achievement decreased by 1 percentage point, while the ELA Learning Gains decreased by 5 percentage points. Third Grade ELA proficiency decreased by 12 percentage points.

2020-2021: Overall Math Achievement decreased from 55 percentage points in 2019 to 27 percentage points in 2021. Math Learning gains decreased by 35 percentage points from 2019 to 2021. Math Learning Gains for our L25 population also decreased, from 70 percentage points in 2019 to 48 percentage points in 2021. This is a decrease of 38 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019: Contributing factors for the decrease in Science percentage points were the lack of hands on activities due to distance learning. The decrease in ELA learning gains and overall 3rd grade proficiency can be attributed to the inconsistent implementation of Differentiated Instruction (DI).

2020-2021: Contributing factors for the decrease in Mathematics percentage points was the lack of attendance and hand-on activities due to distance learning. The decrease in ELA learning gains can be attributed to the inconsistent implementation of Differentiate Instruction (DI) due to distance learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019: Overall Math Achievement increased by 3 percentage points. Math Learning Gain increased by 22 percentage points and the Math Lowest Quartile increased by 32 percentage points. The ELA Lowest Quartile increased by 8 percentage points.

2020-2021: Overall data for the 2020-2021 school year showed a decrease in percentage points across all areas.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019: The contributing factor to the math improvement was the implementation of Math DI and Intervention. The contributing factor to the ELA improvement was Intervention.

2020-2021: Overall data for the 2020-2021 school year showed a decrease in percentage points across all areas.

What strategies will need to be implemented in order to accelerate learning?

Standards-Aligned Instruction, Differentiated Instruction, and the proper use of the Gradual Release of Responsibilities Model (GRRM) will be implemented to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop small group sessions during collaborative planning and use data to drive instruction using Differentiated Instruction. During whole group sessions, teachers will be taught techniques that are aligned to the intended standards. Coaching cycles will also be implemented individually with teachers to support specific grade-level needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be a sustained weekly practice. A member of the leadership team will participate to make sure that planning is evident in the classroom and aligned to school goals. Extended Learning Opportunities for this school year will include before and after school tutoring, enrichment clubs, Saturday Academy and Winter/Spring Break Academy. We will create a student centered learning environment in which students investigate and engineer solutions, construct evidence based explanations, while intentionally integrating Science, Technology, Engineering, and Math (STEM). The Implementation of STEM strategies will enable the school to become a STEM Accredited Institution.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

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| Area of Focus Description and Rationale: | Based on the data review, our school will implement the targeted element of Standards-Aligned Instruction. We selected the overarching area of Standards-Aligned Instruction based on a decrease in our learning gains from 2019 to 2021 in Reading, Math, and Science. There was a decrease of 5 percentage points in ELA Learning Gains, a decrease of 28 percentage points in Math Learning Gains, and a decrease of 3 percentage points in Science Achievement. |
| Measurable Outcome: | If we successfully implement Standards-Aligned Instruction, then our overall reading, math and science proficiency will increase by a minimum of 6 percentage points as evidenced by the 2022 State Assessments. |
| Monitoring: | Within the Targeted Element of Standards-Aligned Instruction, our school will monitor student learning through the use Ongoing Progress Monitoring and AP1-AP3 iReady Diagnostics. The Leadership Team will conduct quarterly data chats, adjust student groups and goals based on findings, and follow-up during collaborative planning. Extended learning opportunities will be provided before and after school. |
| Person responsible for monitoring outcome: | Silvia Ferrer (sferrer@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of Standards-Aligned Instruction, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-Based Collaborative Planning will assist teachers by bringing them together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and increase student achievement. This will be monitored through the use of Topic Assessments and AP1. |
| Rationale for Evidence-based Strategy: | Standards-Based Collaborative Planning will ensure that teachers and Instructional Coaches collaborate amongst each other, will promote learning insights, and ensure constructive feedback. |

Action Steps to Implement

Coaches provide teachers with resources to support student learning. Resources include pacing guides, item specifications, Year-At- Glance, and best practices. - Professional Development, August 19-27, 2021

Person Responsible Keisha Hylton-Stewart (289516@dadeschools.net)

During collaborative planning, teachers will unwrap standards and best practices to prepared student centered lessons, activities, and assessments. - August 19-October 11, 2021.

Person Responsible Shevonne Higgs (shiggs@dadeschools.net)

Teachers will develop weekly instructional plans using the District's Pacing Guides and will continuously adjust plans to meet the needs of students. - August 19-October 11, 2021

Person Responsible Chrishae Moss (chrishae.moss@dadeschools.net)

The leadership Team will analyze data to check for student understanding and further assist student outcomes. Administration will conduct weekly walk-throughs to observe teacher lesson progression and targeted student goals. -August 23-October 11, 2021

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

Through Collaborative Planning, teachers will share product reviews of Daily End Products. -November 1-December 17, 2021

Person Responsible Keisha Hylton-Stewart (289516@dadeschools.net)

Administration will conduct weekly targeted walk-throughs to look for Daily End Products and Corrective Feedback in student work. -November 1- December 17, 2021

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

Teachers will attend Collaborative Planning with with DEP's/Achievement Level Descriptors (ALD's) aligned to the standards. January 24-March 18, 2022.

Person Responsible Keisha Hylton-Stewart (289516@dadeschools.net)

The Leadership Team and teachers will develop a system for debriefing Topic Assessments, Progress Monitoring Assessments, and Portfolios. January 24-March 18, 2022.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Based on the data, review, Laura C. Saunders Elementary will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated that overall student learning gains decreased from 2019 to 2021. There was a decrease of 5 percentage points in ELA and ELA L25 Learning Gains. There was a decrease of 28 percentage points in Math Learning Gains. The school is not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instructions based of the levels of the students we serve in both reading and mathematics.

Measurable Outcome:

If we successfully implement Differentiation, then our student's learning gains in reading and math will increase by a minimum of 6 percentage points as evidenced by the 2022 State Assessments.

Monitoring:

The Leadership Team will conduct quarterly data chats, adjust groups based on current data, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Data Analysis of formative assessments of students will be reviewed monthly to monitor progress. Extended Learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Silvia Ferrer (sferrer@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. This systematic approach of instruction uses assessment, analysis, and actions to meet the individual needs of the students.

Rationale for Evidence-based Strategy:

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to collaborate and plan lessons that are tailored to student needs. Teachers will adjust lessons, instruction, and delivery throughout the year based on on-going data. This will be monitored through on-going data chats and student assessments.

Action Steps to Implement

Teachers will be trained on the expectations and usage of data within Differentiated Instruction to ensure proper instruction and implementation. -August 19-27, 2021.

Person Responsible

Keisha Hylton-Stewart (289516@dadeschools.net)

Teachers and Coaches will analyze student performance on topic assessments, bi-weekly's and iReady to ensure Differentiated Instruction is based on individualized student needs and target learning gaps. August 19-October 11, 2021

Person Responsible

Shevonne Higgs (shiggs@dadeschools.net)

The Leadership Team will monitor student growth through quarterly data chats with the Teachers and Coaches to ensure student growth and assess effectiveness of instruction. -August 23-October 11, 2021.

Person Responsible

Silvia Ferrer (sferrer@dadeschools.net)

Administration will conduct weekly walkthroughs during DI to monitor implementation and ensure that quality of instruction is evident in the classroom. -August 19-October 11, 2021.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

During Collaborative Planning, teachers will analyze data and select resources for targeted student needs. -November 1-December 17, 2021.

Person Responsible Keisha Hylton-Stewart (289516@dadeschools.net)

The Administrative Team will conduct targeted walk-throughs to check for resources aligned to student data. -November 1-December 17, 2021.

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

Teachers will expose students to scaffolded comprehension concepts at different levels of complexity. January 24-March 18, 2022.

Person Responsible Keisha Hylton-Stewart (289516@dadeschools.net)

The Administrative Team will conduct targeted walk-throughs and observe multiple level of questioning. January 24-March 18, 2022.

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Area of Parent Involvement. Through our data review of the 2021 Staff Survey, we noticed that the majority of teachers, 89% either agree or strongly agree that there is a lack of concern from parents.

Measurable Outcome: If we successfully implement the targeted Element of Parent Involvement, it will establish a stronger parent and school foundation that will increase student attendance by 1 percentage point.

Monitoring: The Leadership Team, teachers, and Community Involvement Specialist (CIS) will work together to promote the school through parent communication platforms and social media. Parents will be invited to attend in-house parent/student activities that promote learning and valuable parent/teacher connections.

Person responsible for monitoring outcome: Kamila Lillie-Johnson (pr2941@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Parent Involvement, we will focus on the evidenced-based strategy of: Family Engagement. Through the use of activities and parental engagement opportunities, we hope to create genuine and collaborative relationships with families linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

Rationale for Evidence-based Strategy: Family Engagement will integrate home and school life for students across grade levels and assist in closing the achievement gap for various groups of students as evidenced in student learning gains.

Action Steps to Implement

Parents will be invited to Laura C. Saunders' Meet and Greet. Parents and students will be able to meet the Leadership team and teachers. -August 14, 2021

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

During the 2021-2022 Open House, parents will have the opportunity to meet their child's teacher. During this time, parents will learn about classroom expectations, ways to communicate with the teacher, and best practices to help their child learn throughout the school year. -September 2021

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

The Parent Resource Center will be available to all parents for assistance with technology, lunch applications, and community agencies. August 23-October 11, 2021

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

Parent and Student Handbook will be shared with all parents to inform them of school expectations, protocols, and information on their students' education. -August 23-October 11, 2021.

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

The Parent and Family Engagement Plan will be created and posted on the school website.

-November 1-December 17, 2021

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

Student and Parent Activity Calendar will be sent home on a monthly basis to keep parents informed of activities. -November 1-December 17, 2021.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

The PTA will be established to further connect parents, teachers, and leadership team to the school's vision and mission. -January 24 - March 18, 2022.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

Parents and families will be invited to attend FSA/Testing night, both physical and virtual, to keep parents informed of important testing dates and strategies to assist students. -January 24 - March 18, 2022.

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on the qualitative data from the School Climate survey, the SIP survey, and review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. Forty-eight percent (48%) of teachers felt that the school morale and team motivation was low. We want to increase teacher morale and participation by expressing confidence in team's ability to make change and conduct team building activities.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, it will establish and ensure alignment with the school's vision and mission and address staff's social emotional wellness leading to positive morale. The School Climate Survey will demonstrate an increase in teacher morale.

Monitoring: The Leadership Team and grade-level chairs will work together to promote teacher morale through the use of attendance incentives, teachers shout-outs, and school-wide initiatives. A survey will be provided at the beginning of the school year as a baseline to teacher feelings and perceptions. A post survey will be conducted mid year to monitor improvement in staff morale.

Person responsible for monitoring outcome: Kamila Lillie-Johnson (pr2941@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of the Instructional Leadership Team, we will focus on the evidence-based strategy of: Engage the Team. By "Engaging the Team" we intend to raise team morale and enhance teacher and student performance as we work together to carry out our school's well-defined mission and vision.

Rationale for Evidence-based Strategy: Engaging the Team will assist in motivating teachers, building strong relationships, and integrating talents of teachers within the building to carry out the vision and mission.

Action Steps to Implement

Teachers and administration will nominate grade level chairs for the 2021-2022 school year- August 23-September 3, 2021

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

The Leadership Team will develop school wide committees with teachers and grade level chairs. -August 23-October 11, 2021.

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

The Leadership Team and teachers will conduct monthly Committee Meetings to build strong foundations within the diverse cultures and interests of our faculty and staff. -August 23-October 11, 2021.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

The Leadership Team will meet monthly with the grade-level chairs in order to share school updates, share pertinent information, and address suggestions and concerns. August 23-October 11, 2021.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

During Teacher Planning Days and month Faculty Meetings, the Leadership Team and teachers will participate in Team Building Activities. -November 1-December 17, 2021.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

Social Committee will host a Thanksgiving Luncheon and Holiday Party for all LCS faculty and staff. - November 17-December 17, 2021.

Person Responsible Chrishae Moss (chrishae.moss@dadeschools.net)

Black History Month Committee will host Black History Month activities such as the Read In Chain and Door Decorating Contest that are planned by teacher volunteers, further empowering teachers in a leadership role. January 24-March 18, 2022.

Person Responsible Shevonne Higgs (shiggs@dadeschools.net)

Culminating Black History Luncheon will bring teachers and the Leadership Team together to celebrate culture and history. January 24-March 18, 2022.

Person Responsible Chrishae Moss (chrishae.moss@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

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| Area of Focus Description and Rationale: | Based on the data review, our school will implement the Targeted Element of ELA. We selected the overarching area of ELA based on our findings that demonstrated 25% proficiency in ELA for grades 3-5 on the 2021 FSA. We compared the current 2021 ELA FSA data of 25% proficiency to the 2019 FSA ELA proficiency of 31%. Over the last two years, ELA proficiency dropped 6% percentage points. Tier 1 Instruction, in both planning and delivery, did not result in an increase in proficient students. Therefore, we will strategically develop and monitor Tier 1 Instruction. |
| Measurable Outcome: | If we successfully develop and monitor Tier I instruction, then our ELA Proficient students will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments. |
| Monitoring: | The Leadership Team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Feedback will be provided to teachers in order to adjust planning. Data will be analyzed bi-weekly to track progress and determine the effectiveness of instructional delivery and planning. |
| Person responsible for monitoring outcome: | Silvia Ferrer (sferrer@dadeschools.net) |
| Evidence-based Strategy: | Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Gradual Release of Responsibilities Model (GRRM). The Gradual Release of Responsibilities Model is a structured process that begins with explicit instruction, clear explanations, and demonstrations of the lesson. Students are then gradually released to practice the new skill in a group and eventually demonstrate mastery of the learning target. This model will result in improved student understanding and student achievement. |
| Rationale for Evidence-based Strategy: | The Gradual Release of Responsibilities Model (GRRM) will ensure that students will understand the purpose and rationale for learning the new skill. Student assessment performance will increase as students analyze and synthesize their learning target. |

Action Steps to Implement

During collaborative planning, the Literacy Coaches will conduct at mini professional development on the Gradual Release of Responsibilities Model (GRRM) and best practices. - August 19-September 24, 2021.

Person Responsible Keisha Hylton-Stewart (289516@dadeschools.net)

During Collaborative Planning, the math and literacy Coaches will provide the teachers the framework on the Gradual Release of Responsibilities Model (GRRM) to utilize in Reading/LA, Math, and Science lessons. -August 19-September 24, 2021.

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

Teachers will develop lessons that include the Gradual Release of Responsibilities Model (GRRM). - August 19-October 11, 2021.

Person Responsible Chrishae Moss (chrishae.moss@dadeschools.net)

Administration will conduct weekly walk-throughs to observe the Gradual Release of Responsibilities Model (GRRM) have been embedded in lesson plans. -August 23-October 11, 2021.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

During Collaborative Planning, end products of the GRRM model will be shared, discussed, and be evident in student journals and workbook. -November 1- December 17, 2021

Person Responsible Keisha Hylton-Stewart (289516@dadeschools.net)

Administrative Team will conduct focused walk-throughs to check for purposeful feedback and evidence of the GRRM in students journals and workbooks. -November 1-December 17, 2021.

Person Responsible Kamila Lillie-Johnson (pr2941@dadeschools.net)

Coaches and Teachers will develop an Instructional Framework for fidelity of student release within the Gradual Release of responsibilities Model (GRRM). -January 24-March 18, 2022

Person Responsible Keisha Hylton-Stewart (289516@dadeschools.net)

The Leadership Team will conduct targeted walk-throughs and monitor that GRRM is reflected in student writing and writing journals. - January 24-March 18, 2022

Person Responsible Chrishae Moss (chrishae.moss@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Laura C. Saunders Elementary school reported 1.6 incidents per 100 students. This rate is greater than the statewide elementary school rate of 1.0 incidents per 100 students. At Laura C. Saunders Elementary School, we have implemented Restorative Justice Practices (RJP). Restorative Justice Practices turns the school's attention and resources toward first recognizing harms experienced through crime and conflict, then creating the conditions for that harm to be repaired, with a focus on righting relationships which have been thrown out of balance through harmful actions. The relationship building creates an overall improvement for the students, teachers, and the surrounding community. Through RJP we are able to monitor behavior and use specified strategies for targeted improvement.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Laura C. Saunders Elementary serves a diverse, economically disadvantaged community. We build a positive school culture and environment by providing services not only to our students, but also to our families. We work closely with a variety of community agencies to ensure that our students have the essential necessities to be successful. We also work with the Title I Migrant Program to ensure that our transient students have equal opportunities and resources needed to advance socially and academically. At Laura C. Saunders Elementary, we currently provide Exceptional Student Education (ESE) services to our population, including three self-contained Emotional and Behavioral Disorder (EBD) units. Remediation is provided to our struggling students through before and after school programs, Saturday Academy, and Winter/Spring Break Academy. Faculty and staff members come together to celebrate individual and community success. Enrichment and social programs such as chess and 5000 Role Models ensure that students are well-rounded. Classroom lessons are highly engaging and foster student growth and independence.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and Counselors. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and moral boosting activities. The Assistant Principal will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

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| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Parent Involvement | \$0.00 |

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| 4 | III.A. | Areas of Focus: Leadership: Leadership Development | \$0.00 |
| 5 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: | | | \$0.00 |