



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Laura C. Saunders Elementary School

505 SW 8TH ST

Homestead, FL 33030

305-247-3933

<http://lcsaunders.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 D	2012-13 C	2011-12 C	2010-11 D	2009-10 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Laura C. Saunders Elem. School

Principal

Margaret Ferrarone D

School Advisory Council chair

N/A

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jamila Beckford	Assistant Principal
Peter Galera	Math Coach
Jennifer Smith	Primary Reading Coach
Sara Rosenfield	Intermediate Reading Coach
Navia Gomez	Science Leader

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Ferrarone, Margaret D (Principal)
 Rosenfield, Sara (School Advisory Council Chair)
 Thomas, Daphne (Union Steward)
 Galera, Peter (Teacher)
 Herrera, Janet (Teacher)
 Smith, Jennifer (Teacher)
 Valverde, Vanessa (Teacher)
 Heeb, Laura (Alternate Teacher)
 Harris, Kym (Educational Support Employee)
 Lester, Vernetha (Alternate Educational Support Employee)
 Francois, Nerdy (Parent)
 Harrington, Rose (Parent)
 Holcomb, Jameirdre (Parent)

Whittaker, Stephanie (Parent)
Johnson, Shanrica (Alternate Parent)
Martin, Andrea (Student)
Ali, Ahmad (Business/Community Representative)
Artiles, Amy (Business/Community Representative)
Burr, Claudette (Business/Community Representative)

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council (EESAC) will monitor the implementation of the components of the School Improvement Plan. The EESAC members will bring together teachers, parents, students and community members to involve them in decisions which affect instruction and the delivery of programs. EESAC will support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

Projected use of school improvement funds, including the amount allocated to each project

Purchase materials to enhance student achievement and to provide school-wide incentives to promote learning and reward positive behavior.
Benchmark Balls (For each Interim Assessment): \$1200.00
End of the Year School Carnival: \$2500.00
S.T.E.M Night: \$500.00
Reading Under the Stars: \$500.00
Accelerate Reader Incentive Program: \$250.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Margaret Ferrarone D

Principal

Years as Administrator: 15

Years at Current School: 4

Credentials

Elementary Education, Educational Leadership

2013 – School Grade C
 Rdg. Proficiency, 35%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% -
 84 points
 Math Imp. of Lowest 25% -
 77 points
 Rdg. AMO, 42
 Math AMO, 49

2012 –School Grade C
 Rdg. Proficiency, 29%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% , 85 points
 Math Imp. of Lowest 25% , 93 points
 Rdg. AMO, 36
 Math AMO, 43

Performance Record

2011-School Grade D
 High Standards Rdg, 37%
 High Standards Math, 51%
 Learning Gains Rdg, 53 points
 Learning Gains Math, 48 points
 Gains-R-25, 70 points
 Gains-M-25, 36 points
 2010-School Grade C
 High Standards Rdg, 48%
 High Standards Math, 60%
 Learning Gains Rdg, 58 points
 Learning Gains Math, 67 points
 Gains-R-25, 57 points
 Gains-M-25, 75 points
 2009-School Grade A
 High Standards Rdg, 87%
 High Standards Math, 87%
 Learning Gains Rdg, 80 points
 Learning Gains Math, 66 points
 Gains-R-25, 81 points
 Gains-M-25, 70 points

Jamila W. Beckford

Asst Principal

Years as Administrator: 2

Years at Current School: 2

CredentialsElementary Education, Educational Leadership,
English for Speakers of Second Language

2013 – School Grade C
 Rdg. Proficiency, 35%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% -
 84 points
 Math Imp. of Lowest 25% -
 77 points

Rdg. AMO, 42
 Math AMO, 49
 2012 –School Grade C
 Rdg. Proficiency, 29%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% , 85 points
 Math Imp. of Lowest 25% , 93 points
 Rdg. AMO, 36
 Math AMO, 43

Performance Record

2011-School Grade D
 High Standards Rdg, 37%
 High Standards Math, 51%
 Learning Gains Rdg, 53 points
 Learning Gains Math, 48 points
 Gains-R-25, 70 points
 Gains-M-25, 36 points
 2010-School Grade C
 High Standards Rdg, 48%
 High Standards Math, 60%
 Learning Gains Rdg, 58 points
 Learning Gains Math, 67 points
 Gains-R-25, 57 points
 Gains-M-25, 75 points
 2009-School Grade A
 High Standards Rdg, 57%
 High Standards Math, 62%
 Learning Gains Rdg, 58 points
 Learning Gains Math, 59 points
 Gains-R-25, 50 points
 Gains-M-25, 61 points

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Peter Galera

Full-time / School-based

Years as Coach: 5

Years at Current School: 5

Areas

Mathematics, Science

Credentials

Elementary Education, Educational Leadership

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 35%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% -
 84 points
 Math Imp. of Lowest 25% -
 77 points
 Rdg. AMO, 42
 Math AMO, 49

2012 –School Grade C
 Rdg. Proficiency, 29%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% , 85 points
 Math Imp. of Lowest 25% , 93 points
 Rdg. AMO, 36
 Math AMO, 43

2011-School Grade D
 High Standards Rdg, 37%
 High Standards Math, 51%
 Learning Gains Rdg, 53 points
 Learning Gains Math, 48 points
 Gains-R-25, 70 points
 Gains-M-25, 36 points

2010-School Grade C
 High Standards Rdg, 48%
 High Standards Math, 60%
 Learning Gains Rdg, 58 points
 Learning Gains Math, 67 points
 Gains-R-25, 57 points
 Gains-M-25, 75 points

2009-School Grade A
 High Standards Rdg, 83%
 High Standards Math, 78%
 Learning Gains Rdg, 72 points
 Learning Gains Math, 62 points
 Gains-R-25, 62 points
 Gains-M-25, 54 points

Jennifer Smith

Full-time / School-based

Years as Coach: 5

Years at Current School: 5

Areas

Reading/Literacy

Credentials

Elementary Education, English for Speakers of Second Language, Curriculum and Instruction

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 35%
 Math Proficiency, 59%
 Rdg. Lrg. Gains, 69 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% - 84 points
 Math Imp. of Lowest 25% - 77 points
 Rdg. AMO, 42
 Math AMO, 49

2012 –School Grade C
 Rdg. Proficiency, 29%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% , 85 points
 Math Imp. of Lowest 25% , 93 points
 Rdg. AMO, 36
 Math AMO, 43

2011-School Grade D
 High Standards Rdg, 37%
 High Standards Math, 51%
 Learning Gains Rdg, 53 points
 Learning Gains Math, 48 points
 Gains-R-25, 70 points
 Gains-M-25, 36 points

2010-School Grade C
 High Standards Rdg, 48%
 High Standards Math, 60%
 Learning Gains Rdg, 58 points
 Learning Gains Math, 67 points
 Gains-R-25, 57 points
 Gains-M-25, 75 points

2009-School Grade C
 High Standards Rdg, 57%
 High Standards Math, 62%
 Learning Gains Rdg, 62 points
 Learning Gains Math, 59 points
 Gains-R-25, 62 points
 Gains-M-25, 54 points

Sara Rosenfield		
Full-time / School-based	Years as Coach: 1	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	Elementary Education, English for Speakers of Second Language	
Performance Record	2013 – School Grade C Rdg. Proficiency, 35% Math Proficiency, 59% Rdg. Lrg. Gains, 69 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 84 points Math Imp. of Lowest 25% - 77 points Rdg. AMO, 42 Math AMO, 49 2012 –School Grade C Rdg. Proficiency, 29% Math Proficiency, 45% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 78 points Rdg. Imp. of Lowest 25% , 85 points Math Imp. of Lowest 25% , 93 points Rdg. AMO, 36 Math AMO, 43 2011-School Grade D High Standards Rdg, 37% High Standards Math, 51% Learning Gains Rdg, 53 points Learning Gains Math, 48 points Gains-R-25, 70 points Gains-M-25, 36 points 2010-School Grade C High Standards Rdg, 48% High Standards Math, 60% Learning Gains Rdg, 58 points Learning Gains Math, 67 points Gains-R-25, 57 points Gains-M-25, 75 points 2009-School Grade N/A	

Classroom Teachers

of classroom teachers

54

receiving effective rating or higher

54, 100%

Highly Qualified Teachers

59%

certified in-field

48, 89%

ESOL endorsed

35, 65%

reading endorsed

5, 9%

with advanced degrees

20, 37%

National Board Certified

0, 0%

first-year teachers

8, 15%

with 1-5 years of experience

12, 22%

with 6-14 years of experience

23, 43%

with 15 or more years of experience

11, 20%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

6, 86%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Recognizes staff's effort through awards and incentives based on data
2. Utilize Professional Learning Communities to empower teachers to take leadership roles and share best practices.
3. Provide common planning time amongst grade levels in order to facilitate teamwork.
4. Place and monitor university and college interns

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will meet monthly in order to:

Administrators-

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

Monitor the fidelity of the delivery of instruction and intervention

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

Primary/Intermediate Reading Coach –

Gather and analyze data to determine PD for faculty

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

Interventions

Counselor/ Social Worker-

Maintain communication with staff for input and feedback

Curriculum Leaders/Coaches –

Assist with monitoring and responding to the needs of subgroups

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

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Our MTSS Leadership Team consists of the following:

Administrators: Margaret D. Ferrarone, Principal & Jamila Beckford, Assistant Principal

Primary and Intermediate Reading Coaches: Jennifer Smith, Primary & Sara Rosenfield, Intermediate

Math Coach: Peter Galera

Science Leader: Navia Gomez

Grade Level Chairperson(s) for grades K-5

Kindergarten: Lisa Cantin

First Grade: Janet Herrera

Second Grade: Shelly Salcedo

Third Grade: Raquel Ortega

Fourth Grade: Carol Johnson

Fifth Grade: Vanessa Valverde

Curriculum Leaders for Special Areas, ESOL and SPED

ESOL: Maria Sierra

SPED: Melonie Baker

Counselor: Stephen Headley

Social Worker: Toni Clark

Media Specialist: Susan Snow

The MTSS Leadership Team is strategically integrated in order to focus on practices that lead to positive outcomes such as intervention plans with specific measurable goals related to needs, planning, implementation, and monitoring processes using data to make instructional decisions, etc. The MTSS

Leadership Team will also include additional personnel as resources according to need (eg. school psychologist, ESSAC, etc.)

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership team will:

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 based on data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

READING

Baseline Data:

Florida Comprehensive Assessment Test (FCAT 2.0)

Florida Assessment for Instruction in Reading (FAIR)

Comprehensive English Language Learning Assessment (CELLA)

Progress Monitoring:

Successmaker

Reading Plus

District Interim Assessment

Midyear:

Florida Assessments for Instruction in Reading (FAIR)

FCAT Mock Test

Winter Interim Assessment

End of year:

Florida Assessments for Instruction in Reading (FAIR),

Florida Comprehensive Assessment Test (FCAT 2.0)

Comprehensive English Language Learning Assessment (CELLA)

MATH AND SCIENCE

Baseline Data:

Florida Comprehensive Assessment Test (FCAT 2.0)

District Baseline Assessments

Progress Monitoring:

District Fall Interim Assessment

Monthly Assessments

SuccessMaker

Midyear:

District Winter Interim Assessment

Monthly Assessments

End of year:

Florida Comprehensive Assessment Test (FCAT 2.0)

Writing:

Baseline Data:

District Pre-test Narrative and Expository

Progress Monitoring:

Monthly Writing Prompts

Midyear:

District Midyear Narrative and Expository Assessment

End of year:

Florida Comprehensive Assessment Test (FCAT 2.0)

Leadership Team Data Analysis Meetings:

FAIR (AP1,AP2,AP3)

District Assessments

Monthly Assessments

Behavioral data:

Student Case Management System, detentions, suspensions/expulsions, referrals, team climate surveys, attendance, and referrals to special education programs.

Data analyzed from Baseline, Monthly, Interim and End of Year Assessment will be generated through Edusoft.

Leadership vision and commitment

- Required and non-required plans

Staff

- District/school staff and climate surveys

- Professional Data Chats

Brief interviews with key personnel

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administration, teachers, and support staff will be trained on MTSS using the MTSS Training Module online, available through MDCPS professional development, and in PD's at school site. The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Leadership Team meetings.

Administration, teachers and support staff will analyze data to provide students with necessary academic/behavioral interventions. Student progress in the interventions will be gathered and analyzed to monitor student progress. The MTSS team will make decisions to ensure students' needs are met in an effective manner.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,760

The Himan Brown afterschool program is comprised of "Cooking through Science", technology, physical fitness, reading and math classes.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are assessed through pre-test and post-test.

Who is responsible for monitoring implementation of this strategy?

Program Facilitators, Teachers and Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Margaret D. Ferrarone	Principal
Jamila W. Beckford	Assistant Principal
Peter Galera	Mathematics Coach
Jennifer Smith	Primary Reading Coach
Sara Rosenfield	Intermediate Reading Coach
Susan Snow	Media Specialist
Lisa Cantin	Kindergarten Chairperson
Janet Herrera	First Grade Chairperson
Shelly Salcedo	Second Grade Chairperson
Raquel Ortega	Third Grade Chairperson
Carol Johnson	Fourth Grade Chairperson
Vanessa Valverde	Fifth Grade Chairperson
Melonie Baker	SPED Chair
Maria Sierra	ELL Chair
Navia Gomez	Science Liaison

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create a reading environment within the school site and foster reading across the curriculum. In order to increase reading literacy, the leadership team will create a plan of action to promote inquiry, dialogue and usage of data to make teaching decisions across the curriculum. The Reading Literacy Team will serve as a catalyst for motivating and promoting success in reading for teachers and students within the school site. The team will meet monthly to assess the status of the LLT action plan.

Instructional Leaders

The Instructional Leaders will align the school's culture and vision with the state focus on literacy achievement across the curriculum. The Instructional Leaders will guide the development of the School Literacy Plan.

Instructional Coaches/Sped Chair

The Instructional Coaches/Chairs will provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies. They will facilitate processes such as the examination of student work and the use of data in instructional decision making.

Media Specialist

The Media Specialist will provide the leadership and expertise necessary to ensure that the library media program is an integral part of the instructional program of the school in order to promote literacy across the curriculum.

Grade Level Chairs /Sped Chair/ ELL Chair

They will serve as liaisons between the administration and the staff to ensure effective communication of the school's literacy goals.

Major initiatives of the LLT

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 topic, modeling lessons in classrooms, analyzing and reviewing data, sharing and reporting, revising and analyzing data, and providing incentives for students based on accelerated reader goals.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

- Providing children and their families with support services
- Providing educational opportunities and improve the health and general welfare of children and their families
- Providing parents in the educational process and in public policy decisions affecting their children and families
- Increasing public awareness of the lifestyle of migrant and seasonal farm workers and the rural poor
- Providing opportunities and encourage the professional development of staff hired from the communities served
- Coordinating the professional development activities of preschool teachers in order to align the prekindergarten curricula and goals
- Requesting that preschool teachers/facilities provide the future kindergarten teachers with children's portfolios or a written record of learning during preschool
- Administering the Voluntary Prekindergarten Assessment to provide teachers with valid and reliable feedback regarding children's progress in attaining the skills in the Florida Early Learning and Developmental Standards for Four-Year-Olds, so that teachers may use this information to guide instructional decisions in the VPK classroom.

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	36%	35%	No	42%
American Indian				
Asian				
Black/African American	33%	30%	No	39%
Hispanic	37%	38%	Yes	43%
White				
English language learners	30%	31%	Yes	37%
Students with disabilities	30%	14%	No	37%
Economically disadvantaged	36%	35%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	25%	30%
Students scoring at or above Achievement Level 4	29	9%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)		84%	86%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	75	25%	33%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	18%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	47	16%	24%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	33%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	59%	Yes	49%
American Indian				
Asian				
Black/African American	35%	45%	Yes	42%
Hispanic	48%	69%	Yes	54%
White				
English language learners	43%	67%	Yes	49%
Students with disabilities	30%	43%	Yes	37%
Economically disadvantaged	43%	59%	Yes	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	32%	35%
Students scoring at or above Achievement Level 4	77	25%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		77%	79%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	35%	38%
Students scoring at or above Achievement Level 4	21	23%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	93	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	157	23%	22%
Students who are not proficient in reading by third grade	79	10%	9%
Students who receive two or more behavior referrals	44	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	82	72%	65%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Barrier:

Parental involvement is limited.

Strategy(ies):

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

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

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

How to monitor for fidelity:

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

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

How to monitor for effectiveness:

Sign -in Sheets

List of Parent Volunteers

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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N/A

Goals Summary

- G1.** Writing instruction will be integrated in all subject areas. Writing instruction will include both analytical and process forms of writing.
- G2.** All teachers will model the use of and implement Reading strategies to facilitate student comprehension, identify key words or main idea and increase proficiency to responding of questions.
- G3.** Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school activities from 15% to 25% according to participation logs.

Goals Detail

G1. Writing instruction will be integrated in all subject areas. Writing instruction will include both analytical and process forms of writing.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Curriculum Coaches Technology-Based Programs

Targeted Barriers to Achieving the Goal

- Limited knowledge of teachers in the delivery of analytical writing responses.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, analyze, review and monitor assessments. Adjust academic goals utilizing teacher feedback on student skill assessments.

Person or Persons Responsible

Curriculum Coaches Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Progress monitoring assessment data reports, Waterford, Reading Plus, Star Reading, FAIR, Interim Assessments. Summative: Results from the 2014 FCAT 2.0 Writing Assessment.

G2. All teachers will model the use of and implement Reading strategies to facilitate student comprehension, identify key words or main idea and increase proficiency to responding of questions.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Curriculum Coaches Administrative Support Professional Development Technology-Based Programs

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge in modeling the use of teacher strategies.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, analyze, review and monitor assessments. Adjust academic goals utilizing teacher feedback on student skill assessments.

Person or Persons Responsible

Curriculum Coaches Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Progress monitoring assessment data reports, Waterford, Reading Plus, Star Reading, FAIR, Interim Assessments. Summative: Results from the 2014 FCAT 2.0 Reading, Mathematics and Science Assessment.

G3. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school activities from 15% to 25% according to participation logs.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency.
- Parents have limited knowledge and understanding of school wide programs.
- Parents are not aware of their children's academic expectations due to lack of communication with their children's teacher.

Plan to Monitor Progress Toward the Goal

Attend informational sessions

Person or Persons Responsible

Administration

Target Dates or Schedule:

January 2013

Evidence of Completion:

Sign-in sheets

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Writing instruction will be integrated in all subject areas. Writing instruction will include both analytical and process forms of writing.

G1.B1 Limited knowledge of teachers in the delivery of analytical writing responses.

G1.B1.S1 Provide professional development on analytical writing and responses.

Action Step 1

Review student work samples and weekly lesson plans. Facilitate collaborative planning. Observe through coaching cycle and administrative walkthroughs.

Person or Persons Responsible

Curriculum Coaches LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work and interactive journals

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

Facilitate common planning. Monitor and model through the coaching cycle.

Person or Persons Responsible

Curriculum Coaches LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated assessments, chapter test and student samples.

Plan to Monitor Effectiveness of G1.B1.S1

Assessments

Person or Persons Responsible

Curriculum Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Follow the FCIM.

G1.B1.S2 Incorporate analytical writing responses within classroom instruction.

Action Step 1

Review student work samples and weekly lesson plans. Facilitate collaborative planning. Observe through coaching cycle and administrative walk throughs.

Person or Persons Responsible

Curriculum Coaches LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work and interactive journals.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Facilitate common planning. Monitor and model through the coaching cycle.

Person or Persons Responsible

Curriculum Coaches LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated assessments, chapter test and student samples.

Plan to Monitor Effectiveness of G1.B1.S2

Assessments

Person or Persons Responsible

Curriculum Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Follow the FCIM.

G2. All teachers will model the use of and implement Reading strategies to facilitate student comprehension, identify key words or main idea and increase proficiency to responding of questions.

G2.B1 Lack of teacher knowledge in modeling the use of teacher strategies.

G2.B1.S1 Design and provide professional development on best practices and reading strategies.

Action Step 1

Review student work samples and weekly lesson plans. Facilitate collaborative planning. Observe through coaching cycle and administrative walk throughs.

Person or Persons Responsible

Curriculum Coaches LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work and interactive journals.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Facilitate common planning. Monitor and model through the coaching cycle.

Person or Persons Responsible

Curriculum Coaches LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher generated assessments, chapter test and student samples.

Plan to Monitor Effectiveness of G2.B1.S1

Assessments

Person or Persons Responsible

Curriculum Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Follow the FCIM.

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school activities from 15% to 25% according to participation logs.

G3.B1 Parents have limited knowledge and understanding of available resources and materials due to limited English proficiency.

G3.B1.S1 Provide parents with opportunities to improve their knowledge of available resources and school wide programs to ensure student success.

Action Step 1

Facilitate the use of parenting materials in English and Spanish through the use of Tuesday Newsday newsletter monthly as well as, making them available in the Parent Resource Center.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Review parent participation logs in school wide activities and visitation of parent resource center.

Person or Persons Responsible

Administration and Parent Laision

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Participation logs

Plan to Monitor Effectiveness of G3.B1.S1

Review Parent Sign-in sheets

Person or Persons Responsible

Administration/ Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent Sign-in Sheets

G3.B2 Parents have limited knowledge and understanding of school wide programs.

G3.B2.S1 Provide parents with the opportunity to improve their knowledge of available resources in school-wide programs to ensure students success.

Action Step 1

Family members, students, and teachers, will be invited to participate in workshops to learn how the school can implement various programs.

Person or Persons Responsible

Administration, Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and participation logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Attend available workshops

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets and logs

Plan to Monitor Effectiveness of G3.B2.S1

Review parent sign-in sheets

Person or Persons Responsible

Administrators/Community Involvement Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Parent sign-in sheets

G3.B3 Parents are not aware of their children's academic expectations due to lack of communication with their children's teacher.

G3.B3.S1 Provide parents with opportunities to improve their knowledge of the child's academic expectations.

Action Step 1

Offer parents an informational session that focuses on FCAT/SAT and is specific to each grade level.

Person or Persons Responsible

Administration

Target Dates or Schedule

January 2014

Evidence of Completion

Parent Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Provide students with copies of data chat forms to share with their parents concerning their progress or lack thereof.

Person or Persons Responsible

Administration

Target Dates or Schedule

After the administration district interim assessments

Evidence of Completion

Documentation is student assessment folders

Plan to Monitor Effectiveness of G3.B3.S1

Review parent sign-in sheets

Person or Persons Responsible

Administration/ Community Involvement Specialist

Target Dates or Schedule

January 2014

Evidence of Completion

Parent sign-in sheets

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

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

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

- Laura C. Saunders Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Laura C. Saunders Elementary School Food Service Program, school breakfast, school lunch, and after care 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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Writing instruction will be integrated in all subject areas. Writing instruction will include both analytical and process forms of writing.	\$400
G3.	Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school activities from 15% to 25% according to participation logs.	\$150
Total		\$550

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$550
Total		\$550

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Writing instruction will be integrated in all subject areas. Writing instruction will include both analytical and process forms of writing.

G1.B1 Limited knowledge of teachers in the delivery of analytical writing responses.

G1.B1.S2 Incorporate analytical writing responses within classroom instruction.

Action Step 1

Review student work samples and weekly lesson plans. Facilitate collaborative planning. Observe through coaching cycle and administrative walk throughs.

Resource Type

Evidence-Based Program

Resource

Interactive Journals

Funding Source

EESAC

Amount Needed

\$400

G3. Our goal for the 2013-2014 school year is to increase the percentage of parents participating in school activities from 15% to 25% according to participation logs.

G3.B3 Parents are not aware of their children's academic expectations due to lack of communication with their children's teacher.

G3.B3.S1 Provide parents with opportunities to improve their knowledge of the child's academic expectations.

Action Step 1

Offer parents an informational session that focuses on FCAT/SAT and is specific to each grade level.

Resource Type

Evidence-Based Program

Resource

Pamphlets and printables that parents can use to bridge the connection between home and school.

Funding Source

EESAC

Amount Needed

\$150