

Miami-Dade County Public Schools

Laura C. Saunders Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Laura C. Saunders Elementary School

505 SW 8TH ST, Homestead, FL 33030

<http://lcsaunders.dadeschools.net>

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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.
Higgs, Shevonne	Math 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.
Hylton-Stewart, Keisha	Reading 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.
Moss, Chrishae	Reading 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.
Reinoso Ortega, Raquel	Assistant Principal	The assistant principal collaborates with the school principal to foster a supportive and nurturing atmosphere, facilitate clear communication with students and staff, and organize curriculum coordination to address students' academic and social requirements comprehensively.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Leadership Team that is made up of the Principal, Assistant Principal, and Instructional Coaches, collect and disseminate data in order to target the deficiencies from the previous year for the 2023-2024 School Improvement Plan (SIP). The Instructional Practices, Raise, and Cultural/Environment targets are then shared with teachers for their input. Once the designated practices have been decided on, the Leadership Team and select teachers develop the action plan and steps to attain the goal. The draft SIP is then shared at the Faculty meeting for further input. The SIP is lastly discussed and decided on with the input of parents and students through our school's EESAC meeting. Once collaborated and approved by all stakeholders, the SIP is submitted.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is monitored on a weekly basis through Collaborative Planning, administrative targeted walk-throughs, and student progress monitoring. The Leadership Team members meet every Tuesday to discuss findings, share data, and adjust plans. The plan is revised at the beginning of each grading period in order to develop further action steps to ensure that the SIP is impacting student achievement. The revised action steps are shared with the staff during a faculty meeting and then further shared, discussed, and approved by our EESAC Committee.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	25	23	32	14	17	0	0	0	115
One or more suspensions	0	1	0	7	7	5	0	0	0	20
Course failure in English Language Arts (ELA)	0	9	18	22	10	19	0	0	0	78
Course failure in Math	0	7	14	28	22	20	0	0	0	91
Level 1 on statewide ELA assessment	0	0	0	26	17	23	0	0	0	66
Level 1 on statewide Math assessment	0	0	0	16	22	28	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	26	32	62	30	33	0	0	0	189

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	10	15	36	22	35	0	0	0	122

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	9	6	27	0	0	0	0	0	52
Students retained two or more times	0	0	1	8	2	8	0	0	0	19

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	25	24	30	18	24	0	0	0	121
One or more suspensions	0	0	0	0	0	4	0	0	0	4
Course failure in ELA	0	7	15	22	13	23	0	0	0	80
Course failure in Math	0	11	6	16	3	22	0	0	0	58
Level 1 on statewide ELA assessment	0	0	0	24	18	34	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	12	13	33	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	22	67	24	37	0	0	0	160

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	15	33	22	41	0	0	0	122

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	11	12	24	1	0	0	0	0	48
Students retained two or more times	0	0	0	10	8	11	0	0	0	29

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	25	24	30	18	24	0	0	0	121
One or more suspensions	0	0	0	0	0	4	0	0	0	4
Course failure in ELA	0	7	15	22	13	23	0	0	0	80
Course failure in Math	0	11	6	16	3	22	0	0	0	58
Level 1 on statewide ELA assessment	0	0	0	24	18	34	0	0	0	76
Level 1 on statewide Math assessment	0	0	0	12	13	33	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	22	67	24	37	0	0	0	160

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	11	15	33	22	41	0	0	0	122

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	11	12	24	1	0	0	0	0	48
Students retained two or more times	0	0	0	10	8	11	0	0	0	29

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	60	53	34	62	56	25		
ELA Learning Gains				53			38		
ELA Lowest 25th Percentile				62			46		
Math Achievement*	42	66	59	40	58	50	27		
Math Learning Gains				59			36		
Math Lowest 25th Percentile				65			48		
Science Achievement*	43	58	54	26	64	59	30		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	50	63	59	30			37		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	46

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK	47			
HSP	34	Yes	1	
MUL				
PAC				
WHT				
FRL	41			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	45			
AMI				
ASN				
BLK	49			
HSP	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	46			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			42			43					50
SWD	23			25			29				5	50
ELL	19			39			26				5	50
AMI												
ASN												
BLK	39			37			50				5	75
HSP	22			47			36				5	46
MUL												
PAC												
WHT												
FRL	31			43			51				5	52

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	53	62	40	59	65	26					30
SWD	21	50	60	29	59	64	13					29
ELL	36	57	56	37	58	62	22					30
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	30	49	71	38	58	65	21					62
HSP	38	57	55	42	62	64	31					24
MUL												
PAC												
WHT												
FRL	34	53	62	40	59	65	26					30

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	38	46	27	36	48	30					37
SWD	7	29	55	19	29		12					18
ELL	28	46		35	40		33					37
AMI												
ASN												
BLK	25	38	47	23	32	40	28					54
HSP	25	38		32	38		30					33
MUL												
PAC												
WHT												
FRL	25	38	46	27	36	48	30					36

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	56%	-21%	54%	-19%
04	2023 - Spring	35%	58%	-23%	58%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	52%	-25%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	63%	-18%	59%	-14%
04	2023 - Spring	42%	64%	-22%	61%	-19%
05	2023 - Spring	29%	58%	-29%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	50%	-12%	51%	-13%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

The area that showed the lowest data component was 5th grade math. Based on data retrieved from FAST PM3, 34% of 5th grade students were proficient. Though students received explicit, targeted instruction, the contributing factor revealed that continued weakness in algebraic reasoning contributed to this performance. Although there was growth from PM1 to PM3, students struggled to evaluate, explain, and interpret real-world multi-step word problems.

The area that showed the lowest data component was 3rd grade reading. Based on data retrieved from FAST PM3, 27 % of 3rd grade students were proficient. Students received explicit, targeted small group instruction, however students major weakness in Reporting Domain 3; Reading Across Genres & Vocabulary was the contributing factor to the lack of adequate proficiency. Third grade proficiency did increase by 7 percentage points from the 2021-2022 school year.

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

The data component that showed the greatest decline from the prior year was 5th Reading. It showed a decrease in 2021-2022 from 42% to 35% in 2022-2023. The factor that contributed to this decline was that the upcoming cohort was at a lower level than the previous year.

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

The data component with the most significant gap compared to the state average was 4th grade math. According to the data from PM3, the state had a scale score average of 315 and a proficiency of 61%. In contrast, the 4th grade students at this elementary school yielded a scale score average of 301, a 14 point difference, and proficiency of 44%, a 17% difference. The primary factor contributing to this gap is students' inability to fully meet the needs of the benchmarks within the Number Sense & Operations with Fractions and Decimals Domain. Students continue to grapple with solving real world problems involving adding and subtracting fractions with mixed number

The data component with the most significant gap compared to the state average was 3rd grade Reading. According to the data from PM3, the state had a scale score average of 297 and a proficiency of 50%. In contrast, 3rd grade students yielded a scale score average of 285, a 12 point difference, and proficiency of 27%, a 23% difference. The primary factor contributing to this gap is students' inability to fully meet the needs of the benchmarks within the Reading Informational Text and Reading Across Genres and Vocabulary. Students continue to grapple with accessing complex text combined with acquiring a second language.

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

The data component that showed the most improvement was 3rd grade math, specifically in the domains of Number Sense and Additive Reasoning, an increase of 28% from PM1 to PM3, and Number Sense and Multiplicative Reasoning, an increase of 25% from PM1 to PM3. The administration and staff of LCS took many actions to support students in these domains: Targeted explicit differentiated instruction, remediation of bubble standards during CRUNCH time, additional small group support for targeted students, Saturday Academy, and weekly Tier 3 support.

Reading on a whole showed major improvements, reflecting significant increase in proficiency from PM1 to PM 3. In PM1 the school reflected proficiency of 11% showing only 24 students in grades 3,4 and 5 were proficient. After PM 3, the school reflected 32% proficiency with 78 students in grade 3.4 and 5 scoring proficient. This school year LCS took many actions to support students in Reading; Targeted explicit differentiated instruction, remediation of bubble standards, additional targeted small group support for specific students, Saturday Academy, and continued data chats with teachers.

Fifth Grade Science increased by 16 percentage points, from 26% proficiency in 2021-2022 to 42% proficiency during the 2022-2023 school year. This year students were targeted early through hand-on activities, labs, and Science Camp.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data from the 2022-2023 school year, we have identified the areas of concern as attendance below 90 percent and course failure in ELA. In the 2022-2023 school year, 30% of our students had below 90% attendance and 21% had course failure in ELA.

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

The highest priorities in math for the 2023-2024 school year is supporting students in grades 3-5 with evaluating and interpreting multi-step word problems and supporting the understanding of fractional reasoning.

The highest priorities in Reading for the 2023-2024 school year will be implementing targeted support to 3rd grade early in the school year. Students will be exposed to complex text and consistently monitor Bi-

weekly averages to provide immediate remedial instruction. Monitoring and supporting consistent Intervention will help to increase fluency which will aid in accessing complex text.

Our 5th Grade Science teacher retired. The highest priority is to hire a Science Teacher.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 3rd-5th grade students in Laura C. Saunders demonstrated 33% proficiency in ELA, 45% proficiency in MATH, and 43% proficiency in the Science statewide Assessment.

Students readiness level limit the ability to master grade level tasks, we will implement the targeted element of Benchmark-Aligned Instruction through effective questioning and response techniques. Based on the data, 67% of students do not have the skills to master grade level material, therefore with the use of effective questioning and response techniques teachers will have the ability to scaffold questions allowing the grade level material to be more accessible.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of data driven instructions, the 3rd – 5th grade ELA and Math scores will increase by a minimum of 5 percentage points and we will maintain the proficiency for 2022-2023 school year of 43%. The Leadership Team will provide PDs for staff on questioning strategies and identify the targeted groups to increase proficiency by June 10, 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Within the Targeted Element of Benchmark-Aligned Instruction, our school will monitor student learning through the use of Ongoing Progress Monitoring, FAST PM1 and PM2, and iReady AP1 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:

Sandra Lindner (slindner1@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Benchmark-Aligned Instruction, our school will focus on the evidence-based strategy of: Effective Questioning/Response Technique. Effective Questioning/Response Technique will develop higher order thinking skills, enhance student critical thinking, and monitor whether the students comprehend. This will be monitored through the use of Topic Assessments and district/state assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Effective Questioning/Response Technique will ensure that students will be able to evaluate information given during instruction and generate the appropriate response.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During the 2023-2024 Opening of Schools, the Instructional Coaches and Leadership Team will conduct a Professional Development to share Best Practices and strategies on Effective Questioning/ Response Technique.

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

By When: August 14-16, 2023

During Collaborative Planning, Coaches, Teachers, and the Leadership Team will be presented with an effective questioning and response technique they can implement in their classroom.

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

By When: August 14- September 8, 2023

The Leadership Team will conduct weekly targeted walk-throughs to observe questioning and response techniques in teacher lessons and instruction.

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

By When: August 14 - October 26, 2023

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 3rd-5th grade students in Laura C. Saunders demonstrated 33% proficiency in ELA, 45% proficiency in MATH, and 43% proficiency in the Science statewide Assessment. Based on the data and the identified contributing factors of low proficiency scores based on trend data and students readiness level limit the ability to master grade level tasks, we will implement the targeted element of differentiated instruction in ELA and MATH.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of data driven instructions, the 3rd – 5th grade ELA and Math scores will increase by a minimum of 5 percentage points and we will maintain the proficiency for 2022-2023 school year of 43%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Kamila Lillie-Johnson (pr2941@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be trained/refreshed on the expectations and usage of data within Differentiated Instruction to ensure proper instruction and implementation with the introduction of new resources.

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

By When: August 14-16, 2023

Teachers, Coaches, and the Leadership Team will analyze student performance on topic assessments, bi-weekly's, iReady AP1, and FAST Progress Monitoring (PM1) to ensure Differentiated Instruction is based on individualized student needs and target learning gaps. Data Chats will be conducted after every bi-weekly and topic assessment.

Person Responsible: Shevonne Higgs (shiggs@dadeschools.net)

By When: August 14-October 26, 2023

The Leadership will conduct weekly walkthroughs during DI to monitor implementation and ensure that data chats have been conducted, data tracking is evident in student folders, and quality of instruction is evident in the classroom.

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

By When: August 14-October 26, 2023

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the contributing factor of the qualitative data from the School Climate Survey and review of the Core Leadership Competencies, we want to use the targeted element of school spirit and pride from the area of focus of positive culture and environment. Eighty-two percent (82%) of teachers and staff agree and strongly agree that school personnel work together as a team. This 2 percentage point increase from the 2022-2023 School Climate Survey. Additionally, 46% of the staff do not feel that staff morale is high which demonstrates that we need to further promote school school spirit and pride. We want to demonstrate pride in our school by incorporating the history and foundation of this first of its kind institution.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of the targeted element of School spirit and pride from the focus on Positive Culture and Environment, teacher collaboration during school spirit activities will increase, contributing to an increase in teacher and student sense of belonging and high staff morale evident in the 2023-2024 climate survey in June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team ,teachers, students, parents, and community leaders will work together to showcase Laura C. Saunders Elementary, its significant history as an educational institution, and foster school pride.

This will be evident by a 2% increase in the 2023-2024 School Climate Survey.

Person responsible for monitoring outcome:

Kamila Lillie-Johnson (pr2941@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the focus of Positive Culture and Environment, we will have a targeted element on the evidenced-based strategy of: School Spirit, Pride, and Branding. Stakeholders will be invited to learn about the school and celebrate the institution through beautification initiatives and participation in unique school traditions.

Through the use of unique school activities and engagement opportunities, we will continue to build collaborative relationships with teachers, students, and families.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School Spirit, Pride, and Branding will foster a love for learning and the school. Students will learn to take pride in their building, the school's history, and build a strong home and school foundation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We intend to present the school's history in full view of all stakeholders. This historical display will be featured prominently within the school's main office. Notable namesakes will be exhibited, accompanied by concise descriptions highlighting their significant contributions to the community.

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

By When: August 17-September 29, 2023

We will establish the "May Day" Committee with the objective of organizing and coordinating the year-end celebration. The primary aim of this committee is to revive a cherished tradition within our community.

Person Responsible: Genesis Cruz (genesis.cruz@dadeschools.net)

By When: August 17-October 26, 2023

The PTA will host it's first meeting and begin to sell school spirit merchandise.

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

By When: August 17-October 26, 2023

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 climate survey, 20% of the staff was not satisfied how their career was advancing at the school, which is an increase from 10% during the 2021-2022 school year. Additionally, 27% feel that staff morale is not high at their school, but it is an improvement from the 2021-2022 school year where it was 47%. We want to empower staff members to demonstrate their leadership abilities through mentorship, sharing their best practice, and leading school activities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the targeted element of Empowering others from the focus of Positive Culture and Environment it will lead to positive morale. Teachers will feel empowered to share their best practices, talents, and abilities, which will lead them demonstrate their leadership abilities.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team, grade level chairs, and stakeholders will work together to empower teachers by providing them opportunities to showcase their talents and their best practices. This will be monitored through an established calendar and attendance of activities and/or events.

Person responsible for monitoring outcome:

Kamila Lillie-Johnson (pr2941@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Laura C. Saunders will focus on empowering teachers we intend to raise teacher autonomy, morale, and performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Empowering teachers will motivate teachers to share best practices, assume leadership roles, and integrate their talents to build positive school morale and culture.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and administration will nominate grade level chairs for the 2023-2024 school year.

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

By When: August 31, 2023

Teacher and mentor relationships will be established for the 2023-2024 school year.

Person Responsible: Raquel Reinoso Ortega (307097@dadeschools.net)

By When: August 22, 2023

Special event committees have been established with grade-level chairs and teachers to facilitate involvement and nourish positive relationships through heritage/history events for the 2023-2024 school year.

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

By When: August 25, 2023-October 20, 2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2022-2023 STAR data, on average 65% of our K-2nd students scored below 40% proficiency. Within the targeted area of Reading/ELA grades KG-2nd we will focus on the instructional practice of Academic Vocabulary. The breakdown of percentage of students scoring below 40% proficiency is as follows: KG- 70%, 1st- 62%, 2nd- 63%.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2023-2024 FAST data, on average 67% of our 3rd-5th grade students scored below a level 3 on the ELA assessment. The breakdown of percentage of students scoring below proficiency is as follows: 3rd- 74%, 4th-62%, 5th-65%.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

If we successfully develop and monitor the instructional practice of academic vocabulary then our ELA proficient students will increase by a minimum of 5 percentage points as evidenced by the 2024 state assessments from PM2 to PM3.

Grades 3-5 Measurable Outcomes

If we successfully develop and monitor the instructional practice of academic vocabulary then our ELA proficient students will increase by a minimum of 5 percentage points as evidenced by the 2024 state assessments from PM2 to PM3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

On a weekly basis, the leadership team will engage in collaborative planning sessions, subsequently conducting focused walk-throughs. These walk-throughs will assess the congruence between instructional planning and delivery. Constructive feedback will be offered to teachers to facilitate necessary planning adjustments. A monthly analysis of data will occur to monitor advancement, gauge the efficiency of instructional delivery and planning, and make informed decisions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lillie-Johnson, Kamila, pr2941@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Enhancing vocabulary skills for all learners hinges on the pivotal role of academic vocabulary instruction. Substantial evidence underscores the correlation between student proficiency and successful learning outcomes achieved through adeptly crafted lessons, strategic vocabulary techniques, interactive journaling, and word walls. The practice of evidence-based academic vocabulary instruction seamlessly aligns with both the B.E.S.T. ELA standards and the K-12 evidence-based reading plan for the district.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Focusing on academic vocabulary directly improves reading comprehension across grade levels by providing the foundation for understanding complex texts, enabling contextual understanding, promoting strategic reading, mastering text complexity, managing cognitive load, fostering interdisciplinary connections, and enhancing critical thinking.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
During collaborative planning sessions, instructional coaches will communicate effective academic vocabulary strategies and instructional standards. These best practices will be visibly reflected in both teacher lesson plans and student activities. August 17-October 11,2023	Hylton-Stewart, Keisha, 289516@dadeschools.net
Kindergarten through 2nd-grade classes will utilize interactive word walls for vocabulary, while 3rd to 5th-grade classes will incorporate academic vocabulary in interactive journals. Through effective implementation of this approach will enable students to grasp vocabulary in context across diverse subjects. August 17-October 11,2023	Reinoso Ortega, Raquel, 307097@dadeschools.net
At faculty meetings and at in-house professional development sessions, teachers will exchange effective vocabulary strategies. These strategies will be clearly observable in teacher lesson plans and student activities. August 17-October 11,2023	Lillie-Johnson, Kamila, pr2941@dadeschools.net
Administration will perform weekly classroom walkthroughs to oversee the utilization of word walls and interactive journals, while also ensuring instructional excellence is apparent in teacher lesson plans and observed student activities. August 17-October 11,2023	Lillie-Johnson, Kamila, pr2941@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

The information regarding the School Improvement Plan (SIP) and the Schoolwide Plan (SWP) is disseminated through various channels to ensure effective communication with stakeholders. These methods include:

1. Faculty Meetings: Relevant information from the SIP and SWP is shared during faculty meetings. School staff and leadership are briefed on the details of the plans and their implementation progress.
2. EESAC Meetings: The SIP and SWP are discussed during meetings of the Educational Excellence School Advisory Council (EESAC). This allows for input and feedback from a diverse group of stakeholders, including parents, community members, and school staff.
3. Grade Level Meetings: Teachers hold grade level meetings where they communicate specific aspects of the SIP and SWP relevant to each grade level. This ensures that instructional strategies are aligned with the plans.

4. Parent Resource Room: The SIP and SWP documents are made available in the Parent Resource Room, where parents can access and review the plans at their convenience.

5. School's Webpage: The SIP and SWP are publicly available on the school's webpage: www.lauracsaunderselementary.com. This allows easy access for all stakeholders to review the plans and track progress.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school employs a variety of strategies to foster positive relationships with parents, families, and community stakeholders, thereby aligning with the school's mission, supporting student needs, and ensuring parents are well-informed about their child's progress. These strategies include:

1. Meet and Greet: Prior to the start of the school year, a "Meet and Greet" the teacher event is organized. This provides an opportunity for parents and families to meet their child's teacher, learn about classroom expectations, and establish a personal connection right from the outset.
2. Parent-Teacher Association (PTA): The school actively engages with the PTA to create a collaborative environment where parents can contribute to school decision-making, share their insights, and actively participate in school activities.
3. Parent Conferences: Regular parent-teacher conferences are scheduled throughout the school year. These conferences offer parents the chance to discuss their child's academic progress, strengths, areas for improvement, and any concerns they might have.
4. Honor Roll Assemblies: These events not only recognize students' accomplishments but also involve parents and families in acknowledging their children's hard work and dedication.
5. Family Engagement Plan: The school's Family Engagement Plan is available to the public on the school's website, www.lauracsaunderselementary.com.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our school is dedicated to achieving several key goals that contribute to enhancing the academic experience and fostering a supportive learning environment. These goals include promoting school spirit and pride, implementing benchmark-aligned instruction with effective questioning and response techniques, and delivering differentiated instruction to meet the diverse needs of our students. To strengthen our academic program, increase learning time, and provide an enriched and accelerated curriculum, we plan to increase learning time, use technology effectively, and continuously monitor to identify areas of improvement.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our comprehensive academic plan is developed in close coordination and integration with various Federal, State, and local services, resources, and programs to ensure a supportive educational environment for our students. Through a collaborative approach, we provide wrap-around services that address diverse student needs and promote overall well-being which include mental health support, free and reduced lunch programs, referrals to Project Upstart, and the Voluntary Pre-K Program.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school employs a holistic approach to student well-being by integrating counseling, school-based mental health services, specialized support, mentoring, and restorative justice practices. This includes regular check-ins every Monday to monitor student progress, delivering a comprehensive bullying curriculum, utilizing Positive Behavioral Interventions and Supports (PBIS) to foster positive behavior, and engaging two dedicated counselors to work closely with our student population. These strategies ensure a safe and inclusive environment, enhancing students' non-academic skills and emotional development.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school has established a comprehensive tiered model, aligned with the PBIS framework, to proactively prevent and address behavioral challenges. At Tier 1, we implement our schoolwide rules program, R.O.A.R (Respect, Obey Safety Rules, Act Responsibly, and Ready to Learn), fostering a positive school climate. Tier 2 involves group counseling sessions to address specific behavior patterns and provide targeted support, while Tier 3 offers individual counseling for students requiring more personalized intervention. This model is carefully coordinated with activities and services under the Individuals with Disabilities Education Act, ensuring a cohesive approach to promoting positive behavior and providing timely support for students at all levels.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school is committed to enhancing instructional quality and data utilization through targeted professional development activities. This includes dedicated professional development days focusing on curriculum and data analysis, weekly common planning sessions, and monthly workshops that address various aspects of effective curriculum delivery. These efforts aim to equip teachers, paraprofessionals, and school personnel with the necessary skills to improve instruction and leverage academic assessment data effectively. Additionally, the school is proactive in recruiting and retaining effective teachers, particularly in high need subjects, to ensure a strong educational workforce.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school facilitates a smooth transition for preschool children to local elementary school programs through a dedicated "Transition to Kindergarten" program. This initiative includes opportunities for incoming kindergarteners to interact with teachers and explore the school environment. These activities help ease the transition by familiarizing students with their new surroundings, routines, and expectations, ensuring a positive start to their elementary school journey.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No