

Miami-Dade County Public Schools

Laura C. Saunders Elementary School



2022-23 Schoolwide Improvement Plan

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Laura C. Saunders Elementary School

505 SW 8TH ST, Homestead, FL 33030

http://lcsaunders.dadeschools.net

Demographics

Principal: Kamila Lillie Johnson C

Start Date for this Principal: 7/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2020-21: (36%) 2018-19: C (51%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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.:

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

Demographic Information

Principal start date

Thursday 7/15/2021, Kamila Lillie Johnson C

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

454

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	66	82	84	92	59	71	0	0	0	0	0	0	0	454
Attendance below 90 percent	0	25	24	30	18	24	0	0	0	0	0	0	0	121
One or more suspensions	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Course failure in ELA	0	7	15	22	13	23	0	0	0	0	0	0	0	80
Course failure in Math	0	11	6	16	3	22	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	18	34	0	0	0	0	0	0	0	76
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	13	33	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	10	22	67	24	37	0	0	0	0	0	0	0	160

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	11	15	33	22	41	0	0	0	0	0	0	0	122

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	11	12	24	1	0	0	0	0	0	0	0	0	48
Students retained two or more times	0	0	0	10	8	11	0	0	0	0	0	0	0	29

Date this data was collected or last updated

Tuesday 9/6/2022

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

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

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

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

The number of students identified as retainees:

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

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%			25%			31%	62%	57%
ELA Learning Gains	53%			38%			43%	62%	58%
ELA Lowest 25th Percentile	62%			46%			51%	58%	53%
Math Achievement	40%			27%			55%	69%	63%
Math Learning Gains	59%			36%			71%	66%	62%
Math Lowest 25th Percentile	65%			48%			70%	55%	51%
Science Achievement	26%			30%			33%	55%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	60%	-35%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	33%	64%	-31%	58%	-25%
Cohort Comparison		-25%				
05	2022					
	2019	24%	60%	-36%	56%	-32%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	67%	-33%	62%	-28%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-34%				
05	2022					
	2019	48%	65%	-17%	60%	-12%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	27%	53%	-26%	53%	-26%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	21	50	60	29	59	64	13				
ELL	36	57	56	37	58	62	22				
BLK	30	49	71	38	58	65	21				
HSP	38	57	55	42	62	64	31				
FRL	34	53	62	40	59	65	26				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	29	55	19	29		12				
ELL	28	46		35	40		33				
BLK	25	38	47	23	32	40	28				
HSP	25	38		32	38		30				
FRL	25	38	46	27	36	48	30				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	33	52	35	39	50	27				
ELL	37	42	45	63	73	78	29				
BLK	23	40	57	45	64	57	25				
HSP	36	45	45	65	77	85	37				
FRL	31	43	51	55	71	70	32				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	369
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The school to district comparison shows an increase in the overall Achievement gap widening from 3rd to 5th grade in ELA and Math.

ALL ELA Subgroups Achievement increased during the 2021-2022 school year. Overall ELA Achievement increased 9 percentage points, from 25% to 34%. All ELA Subgroups Learning Gains increased by 15 percentage points, from 38% to 53%. All ELA Subgroups Learning Gains L25 increased by 16 percentage points, from 46% in 2020-2021 to 62% in 2021-2022.

All Math Subgroups overall Learning Gains increased 13 percentage points during the 2021-2022 School Year.

All Math Learning Gains for L25 increased by 17 percentage points, from 48% during the 2020-2021 school year to 65% during the 2021-2022 school year.

Science Subgroups Achievement Level decreased by 4 percentage points during the 2021-2022 school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall Science Achievement decreased by 4 percentage points, from 30 % in 2021 to 26% in 2022.

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

Contributing factors for the decrease in Science percentage points was the lack of hands-on activities and manipulatives. Collaborative Strategies and use of hands-on scientific inquiries will address this need for improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall Math Achievement in 3rd-5th grade increased by 13 percentage points. Math Learning Gains increased by 23 percentage points and the Math Lowest Quartile increased by 17 percentage points. The overall ELA Achievement increased by 9 percentage points. The ELA Learning Gain increased by 15 percentage points. The ELA Lowest Quartile increased by 16 percentage points.

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

The contributing factors to the math improvement was the implementation of an additional 30 minutes of Math DI and Intervention across all grade levels. The contributing factor to the ELA improvement was Intervention and small Differentiated Instruction groups across all grade levels. These improvements were due to the implementation of push-in Interventionists, TALENTS Tutoring, and Instructional Coach pull-out groups,

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

Student Engagement, Differentiated Instruction, and the proper implementation of Before, During, and After Reading Strategies with a focus in vocabulary (BDA) in Grades KG-2nd and Academic Vocabulary in grades 3rd-5th will be implemented to accelerate learning. Standard-Based instruction at grade level with various text complexities will also be implemented.

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

The PLST will develop small group sessions during collaborative planning and use data to drive instruction using Differentiated Instruction. During whole group sessions, teachers will be taught techniques that are aligned to the intended standards. Coaching cycles will also be implemented individually with teachers to support specific grade-level needs. Professional Development Opportunities will also be provided during No-Opt Teacher Planning Days.

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

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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Family Engagement

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will continue to implement the Targeted Area of Parental Involvement. Through our data review, we noticed that a majority of teachers, 80% either agree or strongly agree that there is a lack of concern from parents. This was a decrease of 8% from our 2021-2022 School Climate Survey.

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 Parental Involvement through parent workshops, holiday shows, and after-school educational parent/student activities, we will be able to sustain student enrollment and increase student attendance by 5 percentage points by the release of the 2022-2023 School Climate Survey.

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

The Leadership Team, teachers, and the Community Involvement Specialist (CIS) will work together to promote the school through social media, home flyers, and through parent communication platforms. On a monthly basis, families will be invited to attend family oriented activities and events that promote learning, parent/teacher connections, and family connections.

Person responsible for monitoring outcome:

Kamila Lillie-Johnson (pr2941@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Parent Involvement, we will focus on the evidenced-based strategy of: Family Engagement. Through the use of activities and parental engagement opportunities, we will continue to build collaborative relationships with families that will reinforce family involvement and maintain a strong interactive relationship that help build families in supporting their student academic growth.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Family Engagement will integrate home and school life for students across grade levels and assist in closing achievement gaps for various groups of students as evidenced in student learning goals.

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.

Parents will be invited to Laura C. Saunders' Meet and Greet . Parents and students will be able to meet the Leadership team and teachers. -August 12, 2022

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

The Parent Teacher Association will be reestablished at Laura C. Saunders and the first meeting will be held during on August 24, 2022. As a result of this meeting, parents will be informed of upcoming parent/student events and after-school activities such as Open House and Donuts with Dads. - August 24, 2022

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

During the 2022-2023 Open House, parents will have the opportunity to meet their child's teacher. Parents will learn about classroom expectations and best practices to help their child learn throughout the school year. Parents will also learn about upcoming Parent and Family engagement activities scheduled throughout the school year. -September 14, 2022

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

Parents, father figures and/or Guardians will be invited to Laura C. Saunders' Annual "Donuts with Dads" event held in the school Media Center. As a result of this activity, parents will share an activity with their student, building school and family community. -September 23, 2022

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

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the qualitative data from the School Climate Survey and review of the Core Leadership Competencies, we want to use the Targeted Element of: Leadership Development. Forty Percent (40%) of teachers and staff disagree and strongly disagree that their ideas are listened to and considered, this is a 5% decrease from the 2021-2022 School Climate Survey. We want to empower staff members to demonstrate their leadership abilities through mentorship and during vertical alignment activities in faculty meetings and professional development day.

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 Leadership Development, it will address staff social emotional wellness leading to positive morale. Teachers will feel empowered to share their best practices, talents, and abilities and will feel listened to and considered. As a result, Laura C. Saunders Elementary School will demonstrate an increase in 5 percentage points in teacher morale and positive school culture on the 2022-2023 School Climate Survey.

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 best practices and talents. This will be monitored through an established calendar and attendance of activity and/or event.

Person responsible for monitoring outcome:

Silvia Ferrer (sferrer@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Laura C. Saunders Elementary School will focus on the evidence-based strategy of: Empower Others. By "Empowering Others" we intend to raise teacher autonomy, teacher morale, and enhance teacher performance.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

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

selecting this strategy.

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 2022-2023 school year.
- August 22-26, 2022

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

Teacher and mentor relationships will be established for the 2022-2023 school year. -August 22-26, 2022

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

During Collaborative Planning, Coaches and Teachers will work together to highlight and share best practices with their grade-levels. -August 22-October 14, 2022

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

Special Event Committees have been established with grade-level chairs and teachers in order to facilitate teacher involvement and nourish positive relationships through heritage/history events, for the 2022-2023 school year. -August 22 - October 14, 2022.

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

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement the targeted element of Student Engagement. Although there was an increase of 15 percentage points in ELA and an increase of 23 percentage points in Math Learning Gains. We selected the overarching area of Student Engagement based on a decrease in our proficiency from 2021 to 2022 in Science. There was a decrease of 4 percentage points in the FCAT Science Assessment from the 2021 school year to the 2022 school year.

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

If we successfully implement Student Engagement activities within lesson plans and student activities, then our overall science proficiency will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessments.

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

Within the Targeted Element of Student Engagement, our school will monitor student learning through the use ongoing Progress Monitoring, FAST Progress Monitoring, and AP1-AP2 iReady Diagnostics. The Leadership Team will conduct quarterly data chats, implement monthly student engagement strategies 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:

Kamila Lillie-Johnson (pr2941@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the targeted of Student Engagement, our school will focus on the evidence-based strategy of: Collaborative Learning Strategies. Collaborative Learning Strategies will assist students by bringing them together to learn from one another and collaborate on projects that will lead to improvements in understanding and meaning. This will be monitored through the use of Topic Assessments and FAST Progress Monitoring.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Collaborative Learning Strategies will ensure that students collaborate amongst each other, will promote learning insights, and ensure students understanding.

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 collaborative planning, teachers will be exposed to best practices to prepare student lessons centered on student engagement activities and strategies. As a result, teachers will be able to create lessons based on best practices. - August 22-October 14, 2022

Person Responsible Shevonne Higgs (shiggs@dadeschools.net)

Teachers will develop weekly lesson plans focusing on a student engagement strategies that will enable students to collaborate with each other, learning using manipulatives, and engage in meaningful peer learning and discussion. -August 22-October 14, 2022

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

During Faculty Meetings and In-House Professional Developments, teachers will share Best Practices on Student Engagement Strategies that have been effective in their classrooms. Teachers will be able use incorporate Best Practices in their lessons and activities to target student learning. -August 22-October 14, 2022.

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

Administration will conduct weekly walk-throughs to observe student engagement and collaborative strategies evident in lesson plans and student learning. -August 22-October 14, 2022

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

#4. Instructional Practice specifically relating to Differentiation**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data, review, Laura C. Saunders Elementary will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated that overall student learning gains have increased from 2021 to 2022. There was an increase of 15 percentage points in ELA and 16 percentage points in ELA L25 Learning Gains. There was an increase of 23 percentage points in Math Learning Gains. The school is seeing the unique needs of all learners therefore it is evident that we must continue our ability to differentiate instructions based of the levels of the students we serve in both reading and mathematics.

Measurable**Outcome:**

State the

specific

measurable

outcome the

school plans

to achieve.

This should

be a data

based,

objective

outcome.

If we successfully implement Differentiation, then our student's Proficiency as measured on the FAST Progress Monitoring in reading and math will increase by a minimum of 5 percentage points as evidenced by the 2023 state FAST Assessments.

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

Strategy:

Describe the

evidence-

based

strategy being

implemented

for this Area

of Focus.

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

Rationale for

Evidence-

based

Strategy:

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

Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

monitoring data. This will be monitored through on-going data chats and student assessments.

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. Teachers will implement these Best Practices in their lessons and student activities. -August 22-26, 2022.

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

Teachers and Coaches will analyze student performance on topic assessments, bi-weekly's and FAST Progress Monitoring (1) to ensure Differentiated Instruction is based on individualized student needs and target learning gaps. Data Chat schedules and student questions will be created with data gathered. -August 22-October 14, 2022.

Person Responsible Shevonne Higgs (shiggs@dadeschools.net)

Student and Teacher Data Chat will be conducted in order to analyze data and set student goals. -August 29-October 14, 2022.

Person Responsible Silvia Ferrer (sferrer@dadeschools.net)

Administration 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. -August 22-October 14, 2022.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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 2021-2022 SAT-10 data, 58% of students in 1st and 2nd grade scored below 50%. Within the targeted area of Reading/ELA grades KG-2nd we will focus on the instructional practice of Academic Vocabulary.

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

According to our FSA data, 77% of students in 3rd grade scored below Level 3 on the FSA ELA Assessment.

In grade 4, 62% of students scored below a Level 3 on the FSA ELA Assessment. Fifth-eight percent (58%) of fifth grade students scored below a Level 3 on the FSA ELA. Due to these findings within the targeted area of Reading/ELA grades 3rd-5th, we will focus on the instructional practice of Academic Vocabulary.

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 new 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: Measureable Outcome(s)

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 2023 State Assessments, PM 2 to PM3.

Grades 3-5: Measureable Outcome(s)

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 2023 State Assessments, PM 2 to PM3.

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 take place with evaluating impact at the end of the year.

The Leadership Team will participate in weekly collaborative planning, following up with targeted walk-throughs that monitor the alignment of planning to instructional delivery. Feedback will be provided to teachers in order to adjust planning. Data will be analyzed monthly to track progress and determine the effectiveness of instructional delivery and planning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lillie-Johnson, Kamila, kamila_lillie@dadeschools.net

Evidence-based Practices/Programs:

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. Â§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?

Academic Vocabulary instruction plays a critical role for improving vocabulary skills for all learners. There is a strong level of evidence in student proficiency and learning when Academic Vocabulary is incorporated through effective lessons, vocabulary strategies, interactive journals, and word walls. The evidence-based practice of Academic Vocabulary aligns to the B.E.S.T. ELA Standards as well as the districts K-12 Evidence-based Reading Plan.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

The evidence-based practice of Academic Vocabulary will result in increased comprehension across all grade levels.

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
Instructional Coaches will share Academic Vocabulary Best Practices and Instructional Expectations during Collaborative Planning. Best Practices will be evident in teacher lesson plans and student activities. -August 22- October 14, 2022	Hylton-Stewart, Keisha, 289516@dadeschools.net
Implementation of Vocabulary Interactive Words Walls in Grades KG-2nd and implementation of Academic Vocabulary in Interactive Journals for 3rd-5th. As a result of this implementation, students will learn to understand vocabulary in context across all subject areas. -August 22- October 14, 2022	Ferrer, Silvia, sferrer@dadeschools.net
During faculty meeting and in-house Professional Developments, teachers will share vocabulary Best Practices. Best Practices will be evident in teacher lesson plans and student activities. -August 22- October 14, 2022	Lillie-Johnson, Kamila, pr2941@dadeschools.net
Administration will conduct weekly walkthroughs to monitor implementation of word walls, interactive journals, and ensure that quality of instruction is evident in the classroom, teacher lesson plans, and observed student activities. -August 22- October 14, 2022.	Lillie-Johnson, Kamila, kamila_lillie@dadeschools.net

Positive Culture & Environment

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

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

Laura C. Saunders Elementary serves a diverse, economically disadvantaged community. We build a positive school culture and environment by providing services not only to our students, but also to our families. We work closely with a variety of community agencies to ensure that our students have the

essential necessities to be successful. We also work with the Title I Migrant Program to ensure that our transient students have equal opportunities and resources needed to advance socially and academically. At Laura C. Saunders Elementary, we currently provide Exceptional Student Education (ESE) services to our population, including three self-contained Emotional and Behavioral Disorder (EBD) units. Remediation is provided to our struggling students through before and after school programs, Saturday Academy, and Winter/Spring Break Academy. Faculty and staff members come together to celebrate individual and community success. Enrichment and social programs such as chess and 5000 Role Models ensure that students are well-rounded. Classroom lessons are highly engaging and foster student growth and independence.

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

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