LAURA C. SAUNDERS ELEM. SCHOOL

2025-26 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kamila Lillie-Johnson

kamila_lillie@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Dr. Johnson leads teachers and staff, sets goals, and ensures students are meeting their learning objectives. She oversees the school's day-to-day operations, disciplinary matters, manages the budget, and hires teachers and other personnel. The Principal and the Leadership Team work as a unified team to set a positive and nurturing school environment that engages parents and closes student learning gaps. As the person responsible for monitoring outcomes, she oversees the impact of Benchmark-aligned instruction, Differentiated Instruction, Academic Vocabulary Instruction and

student attendance. Her responsibilities also include conducting regular, targeted walkthroughs focused on observing the implementation of deliberate practice and benchmark-aligned instruction in classrooms, providing feedback.

Leadership Team Member #2

Employee's Name
Raquel Reinoso Ortega

raquelortega@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal collaborates with the school principal to foster a supportive and nurturing atmosphere, facilitates clear communication with students and staff, and organizes curriculum coordination to address students' academic and social requirements. In collaboration with the Principal, she monitors the integration of deliberate practice, academic vocabulary in weekly collaborative planning sessions, bi-weekly data analysis and instructional adjustments that follow. Furthermore, she is responsible for monitoring the outcome for Student Attendance and overseeing all action steps for Attendance Initiatives, which include implementing a tiered monitoring system, developing proactive parent communication protocols, launching school-wide incentive programs, and providing targeted support for chronic absenteeism.

Leadership Team Member #3

Employee's Name
Cassandra Bishop

cbishop@dadeschools.net

Position Title
Reading Coach

Job Duties and Responsibilities

The Reading 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. Her goal is to increase student engagement, improve student achievement, and build teacher capacity. Her specific monitoring duties related to the SIP involve overseeing professional development sessions on deliberate practice and B.E.S.T. Standards for ELA teachers, as well as professional development sessions on differentiated instruction for ELA and its integration into collaborative planning. She also attends and monitors collaborative planning sessions for academic vocabulary

integration in ELA ensuring consistent planning.

Leadership Team Member #4

Employee's Name
Sonya Cronkrite

330867@dadeschools.net

Position Title
Math Coach

Job Duties and Responsibilities

The Math 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, aiming to increase student engagement, improve student achievement, and build teacher capacity. Her specific SIP monitoring responsibility includes overseeing the development and integration of interactive vocabulary resources within classrooms, conducting regular walkthroughs to observe display and student engagement with these resources, and reviewing student journals for vocabulary application.

Leadership Team Member #5

Employee's Name
Sandra Lindner

slindner1@dadeschools.net

Position Title
Teacher Leader

Job Duties and Responsibilities

The Teacher Leader also serves as part of the Leadership Team. Her role involves 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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The Leadership Team, which includes the Principal, Assistant Principal, Instructional Coaches, and Teacher Leaders, collects and analyzes data to identify areas for improvement based on the previous year. This information informs the development of the 2025–2026 School Improvement Plan (SIP). Targets related to Instructional Practices, Raise, and Culture/Environment are shared with teachers for feedback. Once key strategies are identified, the Leadership Team and selected teachers collaborate to create an action plan to meet these goals. A draft of the SIP is then presented at a faculty meeting for additional input. Finally, the plan is reviewed and refined with feedback from parents and students during the school's EESAC meeting. After all stakeholders have contributed and agreed, the SIP is finalized and submitted.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) is monitored on a weekly basis through Collaborative Planning sessions, targeted administrative walk-throughs, and ongoing student progress monitoring. Each Wednesday, the Leadership Team meets to review findings, analyze data, and make necessary adjustments. At the start of each grading period, the SIP is revised to include new action steps aimed at strengthening its impact on student achievement. These updates are first shared with the staff during a faculty meeting, then reviewed, discussed, and approved by the EESAC Committee.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	73	108	74	124	84	87	11	0	0	561
Absent 10% or more school days	1	19	11	17	5	12	0	0	0	65
One or more suspensions	0	2	0	4	8	8	0	0	0	22
Course failure in English Language Arts (ELA)	0	4	12	43	16	25	0	0	0	100
Course failure in Math	0	9	9	31	14	22	0	0	0	85
Level 1 on statewide ELA assessment	0	0	0	58	33	17	0	0	0	108
Level 1 on statewide Math assessment	0	0	0	25	13	14	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	15	20	31	86	41	38	0	0	0	231
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	23	6	17	8	0	0	0	0	58

Current Year 2025-26

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	3	22	16	81	41	42	0	0	0	205

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	13	1	21	0	1	0	0	0	40
Students retained two or more times	0	0	0	8	5	4	0	0	0	17

Prior Year (2024-25) As Last 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 school days	1	18	14	20	6	13				72
One or more suspensions		2	1	4	9	8				24
Course failure in English Language Arts (ELA)		4	11	42	19	28				104
Course failure in Math		8	8	32	18	24				90
Level 1 on statewide ELA assessment				20	32	37				89
Level 1 on statewide Math assessment				5	23	28				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	40	23	70						136
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	30	7	26	15					81

Prior Year (2024-25) As Last Reported (pre-populated)

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	3	34	16	62	44	48				207

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	11	1	20						35
Students retained two or more times				7	5	4				16

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	27	65	59	32	63	57	32	60	53
Grade 3 ELA Achievement	19	65	59	26	63	58	28	60	53
ELA Learning Gains	59	65	60	48	64	60			
ELA Lowest 25th Percentile	71	62	56	61	62	57			
Math Achievement*	50	72	64	44	69	62	42	66	59
Math Learning Gains	74	66	63	48	65	62			
Math Lowest 25th Percentile	54	59	51	53	58	52			
Science Achievement	61	63	58	33	61	57	43	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	32	66	63	58	64	61	30	63	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

†District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	447
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
50%	45%	39%	46%	36%		52%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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%**
Students With Disabilities	43%	No		
English Language Learners	48%	No		
Black/African American Students	48%	No		
Hispanic Students	51%	No		
Economically Disadvantaged Students	50%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	27%	19%	59%	71%	50%	74%	54%	61%					32%
Students With Disabilities	22%	18%	53%	54%	34%	73%	57%	47%					32%
English Language Learners	17%	10%	63%	78%	49%	76%	58%	52%					32%
Black/African American Students	30%	24%	53%	58%	43%	71%	50%	64%					38%
Hispanic Students	23%	15%	63%	78%	57%	76%	56%	57%					31%
Economically Disadvantaged Students	28%	24%	57%	65%	50%	71%	58%	62%					34%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	32%	26%	48%	61%	44%	48%	53%	33%					58%
Students With Disabilities	24%	4%	61%	60%	26%	50%	50%	23%					52%
English Language Learners	20%	21%	40%	50%	41%	45%	26%						58%
Black/African American Students	35%	30%	48%	75%	40%	52%	40%	29%					54%
Hispanic Students	26%	18%	46%	52%	47%	45%	61%	34%					58%
Economically Disadvantaged Students	34%	30%	50%	67%	45%	48%	59%	37%					60%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	28%			42%			43%					30%
Students With Disabilities	23%	22%			25%			29%					50%
English Language Learners	19%	18%			39%			26%					50%
Black/African American Students	39%	34%			37%			50%					75%
Hispanic Students	22%	20%			47%			36%					46%
Economically Disadvantaged Students	31%	29%			43%			51%					52%

E. 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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	20%	60%	-40%	57%	-37%
ELA	4	19%	59%	-40%	56%	-37%
ELA	5	36%	60%	-24%	56%	-20%
Math	3	32%	69%	-37%	63%	-31%
Math	4	59%	68%	-9%	62%	-3%
Math	5	53%	62%	-9%	57%	-4%
Science	5	51%	56%	-5%	55%	-4%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The most significant improvement in academic performance from the 2023–2024 school year to the 2024–2025 school year was seen in Science Achievement, which rose dramatically from 33% to 61%, marking a 28% increase. This remarkable growth can be attributed to the strategic hiring of a dedicated science interventionist. The interventionist played a crucial role by implementing targeted pull-out groups that provided focused, small-group instruction tailored to students' specific learning needs. Additionally, the interventionist organized and led a science camp, offering students hands-on, engaging learning experiences that reinforced key science concepts. These combined efforts significantly strengthened students' understanding and performance in science.

Lowest Performance

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

In the 2024–2025 school year, Grade 3 ELA Achievement was the area with the lowest performance, with only 19% proficiency. This represents a concerning downward trend, as proficiency had already dropped from 32% in 2023 to 26% in 2024, and then further declined in 2025. Several factors contribute to this persistent challenge. A significant portion of the students are Level 1 and 2 EL learners, who face additional language barriers that hinder their ability to fully engage with the English Language Arts curriculum. Moreover, many students' readiness levels are below what is expected for their grade, particularly in foundational areas like phonics, which impacts their ability to read fluently and understand grade-level texts. These challenges have made it difficult for students to meet proficiency standards in ELA.

Greatest Decline

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

In the 2024–2025 school year, the school's overall ELA Achievement showed a 5% decline, dropping from 32% proficiency in 2024 to 27% proficiency in 2025. This decline reflects ongoing challenges in meeting proficiency standards, exacerbated by similar factors impacting Grade 3 ELA Achievement. A significant portion of the student population continues to be Level 1 and 2 EL learners, who face

additional challenges with language acquisition, further hindering their ability to fully grasp English language arts concepts. Moreover, many students are still struggling with readiness levels, particularly in foundational skills like phonics and early literacy, which are critical for reading fluency and comprehension. These persistent barriers continue to limit students' ability to perform at grade level, contributing to the overall dip in ELA proficiency.

Greatest Gap

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.

In the 2024–2025 school year, Grade 3 ELA Achievement showed the greatest gap when compared to the state average. The school's proficiency rate was just 19%, while the state average was 59%, resulting in a 40% gap. This gap is particularly concerning, as the school's performance in Grade 3 ELA has consistently lagged behind the state average, it was 21% in 2023 (School 32%, State 53%) and 32% in 2024 (School 26%, State 58%). Key factors contributing to this growing disparity include a high number of Level 1 and 2 ESOL students and many students entering 3rd grade with lower readiness levels, which hinder their ability to master critical grade-level tasks. These challenges have made it difficult for the school to bridge the gap and improve overall performance in Grade 3 ELA.

EWS Areas of Concern

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

Reflecting on the Early Warning System (EWS) data from Part I of the School Improvement Plan (SIP), there are two primary areas of concern. First, the significant reading deficiency, with over 75% of the accountability group falling into this category, highlights a critical need for continued targeted interventions and ongoing support to improve reading skills across all grade levels. This widespread deficiency signals that a comprehensive approach is needed to address the root causes of reading struggles. These results point to a gap in essential skills that must be addressed if students are to meet grade-level expectations and make adequate progress in their literacy development.

Highest Priorities

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

1. Consistent and Effective Targeted Interventions
2. Reading Proficiency Improvement
3. Data-Driven Instruction
4. Student Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 FAST ELA data, Laura C. Saunders Elementary School demonstrated 27% proficiency and for Mathematics, the school showed 50% proficiency for grades 3rd-5th. These proficiency rates indicate a need for focused instructional improvement. Furthermore, fifth-grade Math exhibited the greatest gap compared to the state average, partly due to scheduling issues that limited adequate instructional time.

Therefore, we will implement the evidence-based intervention of deliberate practice to improve benchmark-aligned instruction. This strategy is chosen because it directly supports the rigorous implementation of B.E.S.T. standards by systematically honing instructional delivery and student engagement with the content. By applying deliberate practice, teachers can provide students with structured, repetitive, and targeted opportunities to master the benchmarks, thereby addressing the identified learning gaps and enhancing overall academic achievement. This approach will ensure high expectations are maintained for all students while providing the necessary support for them to succeed.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of deliberate practice in benchmark-aligned instruction, students in grades 3-5 will demonstrate increased proficiency. Specifically, 27% of 3rd graders and 32% of 4th-5th grade students will achieve proficiency in FAST ELA by May 2026, marking a 7% and 5% percentage point increase, respectively from the 2024-2025 school year's 27%. Concurrently, 55% of 3rd-5th grade students will achieve proficiency in FAST Mathematics by May 2026, marking a 5 percentage point increase from the 2024-2025 school year's 50%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Area of Focus will be regularly monitored for its desired outcome through ongoing supervision and data analysis, which will directly impact student achievement. The Leadership Team will conduct weekly walkthroughs to observe the fidelity of deliberate practice and benchmark-aligned instruction in classrooms. Feedback will be provided to teachers to ensure alignment between planning and delivery. Additionally, monthly data analysis of formative and progress monitoring assessments will be conducted to track student growth and the effectiveness of the implemented strategies, allowing for timely adjustments to instruction.

Person responsible for monitoring outcome
Kamila Lillie-Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Deliberate practice is a way of training designed to bring students to high levels of skill efficiently. The idea is to transform novice habits, movements, and ways of thinking into expert habits, movements, and ways of thinking.

Rationale:
The evidence-based strategy of deliberate practice is chosen because it directly addresses the need for students to achieve mastery in benchmark-aligned content. Given the identified proficiency gaps in ELA and Math, a systematic approach to skill development is crucial. Deliberate practice enables teachers to focus on specific learning objectives within the B.E.S.T. standards, tailoring instruction to address individual student needs and ensuring that students engage deeply with the material until mastery is achieved. This intervention is supported by research indicating its effectiveness in developing high levels of skill and transforming novice behaviors into expert performance.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Development on Deliberate Practice and B.E.S.T. Standards

Person Monitoring:	**By When/Frequency:**
Cassandra Bishop	September 26, 2025/once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Instructional Coach and Leadership Team will conduct professional development sessions for all ELA and Math teachers on the principles of deliberate practice and how to apply them effectively within the B.E.S.T. standards framework. This training will focus on techniques for targeted instruction, providing specific feedback, and designing opportunities for repetitive skill mastery. Monitoring will involve subsequent walkthroughs will observe the initial integration of deliberate practice techniques into lesson planning and instructional delivery.

Action Step #2

Integration of Deliberate Practice in Collaborative Planning

Person Monitoring:
Raquel Reinoso Ortega

By When/Frequency:
September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During weekly collaborative planning sessions, teachers will dedicate time to developing lesson plans that explicitly incorporate deliberate practice activities aligned with specific B.E.S.T. benchmarks. This includes identifying key skills for mastery, planning targeted practice opportunities, and determining how to provide timely and specific feedback. The Leadership Team will attend collaborative planning sessions to ensure that deliberate practice strategies are being planned for and discussed, reviewing lesson plans for evidence of these integrations. Minutes from planning sessions will also be reviewed.

Action Step #3

Targeted Walkthroughs and Feedback Cycle

Person Monitoring:
Kamila Lillie-Johnson

By When/Frequency:
September 26, 2025/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team will conduct regular, targeted walkthroughs focused on observing the implementation of deliberate practice and benchmark-aligned instruction in classrooms. This will include looking for evidence of student engagement in focused practice, the quality of feedback provided by teachers, and how teachers are responding to student errors in real-time to guide remediation. Formal and informal feedback will be provided to teachers following walkthroughs, with follow-up conversations to discuss observed practices and next steps. An observation log will track the frequency and focus of these walkthroughs.

Action Step #4

Data Analysis and Instructional Adjustments

Person Monitoring:
Raquel Reinoso Ortega

By When/Frequency:
September 26, 2025/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team, in collaboration with instructional coaches and teachers, will conduct bi-weekly data analysis meetings (using PMA Data, i-Ready Data, OPM, FAST data) to review student performance on formative assessments, topic assessments, and progress monitoring data. This analysis will specifically evaluate the impact of deliberate practice on student mastery of B.E.S.T. standards and inform necessary adjustments to instructional strategies and intervention groupings. Meeting agendas and minutes will document data discussions and decisions made regarding instructional shifts and resource allocation. Student performance data trends will be tracked and

presented monthly to staff and stakeholders to show progress towards measurable outcomes.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Laura C. Saunders Elementary School is identified as a RAISE School, indicating that 50% or more of its K-5 students scored below a Level 3 in ELA in a prior year. According to the 2025 FAST ELA data, only 27% of 3rd-5th students achieved proficiency (Levels 3-5), which means 73% scored below Level 3, reaffirming the necessity for RAISE initiatives. According to the 2025 FAST ELA data, only 19% of KG-2nd grade students achieved proficiency (Levels 3-5), which means 81% scored below Level 3, reaffirming the necessity for RAISE initiatives. The 2024-2025 SIP identified a significant challenge in ELA performance due to a "lack of background knowledge, vocabulary, decoding and ability to read for understanding".

Therefore, we will focus on Academic Vocabulary Instruction as an evidence-based intervention. Academic vocabulary instruction is critical for improving students' vocabulary skills and plays a key role in comprehending complex texts across all content areas. By explicitly teaching academic vocabulary through various methods such as interactive journals, word walls, diverse texts, and daily dialogue, students will develop the linguistic foundation necessary to access and master ELA benchmarks. This targeted approach directly addresses the identified gap in students' vocabulary knowledge, which is a significant contributing factor to low ELA proficiency and is essential for meeting the requirements of the RAISE program.

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

According to the 2024-2025 STAR data, on average 81% of our K-2nd students scored below a level 3 proficiency when relating STAR scores with FAST equivalent. Within the targeted area of Reading/ELA grades K-2nd we will focus on the instructional strategy of Academic Vocabulary. The breakdown of percentage of students below a level 3 proficiency is as follows: KG-82%, 1st-76%, 2nd-85%.

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

According to the 2024-2025 STAR data, on average 73% of our 3rd-5th grade students scored below

a level 3 proficiency when relating STAR scores with FAST equivalent. Within the targeted area of Reading/ELA grades 3rd-5th we will focus on the instructional strategy of Academic Vocabulary. The breakdown of percentage of students below a level 3 proficiency is as follows: 3rd-81%, 4th-79%, 5th-58%.

Grades K-2: Measurable Outcome(s)

With the implementation of Academic Vocabulary Instruction, the percentage of KG-2nd grade students achieving proficiency (Levels 3-5) in FAST ELA will increase by 10 percentage points, from 19% in May 2025 to 29% by May 2026.

Grades 3-5: Measurable Outcome(s)

With the implementation of Academic Vocabulary Instruction, the percentage of 3rd-5th grade students achieving proficiency (Levels 3-5) in FAST ELA will increase by 7 (3rd grade) and 5 percentage points (4-5th grade), from 19% to 27% and from 27% in May 2025 to 32% by May 2026 respectively.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Area of Focus will be consistently monitored through ongoing supervision and data analysis to directly impact student achievement. The Leadership Team will conduct weekly walkthroughs to observe the fidelity of academic vocabulary instruction in ELA classrooms. Feedback will be provided to teachers to ensure alignment between planning and delivery. Additionally, monthly data analysis of formative assessments and progress monitoring data will be conducted to track student growth in vocabulary acquisition and overall ELA performance, allowing for timely adjustments to instruction.

Person responsible for monitoring outcome
Kamila Lillie-Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Academic Vocabulary Instruction emphasizes incorporating academic vocabulary through effective lessons using diverse methods such as interactive journals, interactive word walls, exposure to varied texts, visual stimuli, and integration into daily dialogue, always associated with the content being taught. This strategy aims to enhance students' overall understanding and use of content-specific language.

Rationale:

This evidence-based strategy is chosen because it directly addresses the identified deficiency in student vocabulary, which is a significant barrier to ELA proficiency, particularly for students requiring RAISE support. By systematically building academic vocabulary, students will enhance their ability to decode, comprehend, and engage with grade-level texts, directly supporting improved ELA outcomes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Develop and Integrate Interactive Vocabulary Resources

Person Monitoring:	**By When/Frequency:**
Sonya Cronkrite	September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will create and consistently use interactive academic vocabulary journals and word walls within their classrooms. These resources will be dynamic, incorporating definitions, examples, and visual aids for content-specific terms relevant to current lessons. The leadership team will conduct regular walkthroughs to observe the active display and student engagement with interactive vocabulary journals and updated word walls. Feedback will be provided to teachers to ensure consistent implementation. Student journals will be periodically reviewed for evidence of vocabulary application and understanding.

Action Step #2
Collaborative Planning for Academic Vocabulary Integration

Person Monitoring:	**By When/Frequency:**
Cassadra Bishop	September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During weekly collaborative planning sessions, ELA teachers will identify key academic vocabulary for upcoming units, plan explicit instruction for these terms, and integrate them into daily ELA lesson activities and discussions. They will also share resources and best practices for vocabulary acquisition. The Reading Coach will attend collaborative planning sessions to ensure consistent planning for academic vocabulary instruction and review ELA lesson plans for evidence of targeted vocabulary integration.

Action Step #3
Classroom Implementation and Feedback on Vocabulary Strategies

Person Monitoring:	**By When/Frequency:**
Raquel Reinoso Ortega	September 26, 2025/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Leadership Team will conduct regular walkthroughs focused on observing the implementation of

academic vocabulary strategies in ELA classrooms, such as active use of word walls, student vocabulary journals, and teacher modeling of vocabulary use. Constructive feedback will be provided to teachers. Feedback will be provided to ELA teachers following walkthroughs, with follow-up conversations to discuss observed practices and next steps. An observation log will track the frequency and focus of these walkthroughs.

Action Step #4

Monitoring Student Vocabulary Growth and ELA Performance

Person Monitoring:	**By When/Frequency:**
Raquel Reinoso Ortega	Bi-weekly/ September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team, in collaboration with instructional coaches and ELA teachers, will conduct bi-weekly data analysis meetings to review student performance on vocabulary-specific assessments, formative ELA assessments, and FAST ELA progress monitoring data. This analysis will inform necessary instructional adjustments and interventions. Meeting agendas and minutes will document data discussions and decisions made regarding instructional shifts and resource allocation for vocabulary intervention. Student ELA and vocabulary data trends will be tracked and presented monthly.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Differentiation, through Differentiated Instruction (DI), is a teaching approach that tailors instruction to meet the diverse learning needs of all students within the classroom. It involves providing various avenues for students to acquire content, process ideas, and demonstrate understanding, ensuring that all students can learn effectively regardless of their individual abilities.

According to the 2025 FAST ELA data, Laura C. Saunders Elementary School demonstrated 27% proficiency (Levels 3-5) school-wide. This indicates that 73% of students scored below Level 3, highlighting a significant need for instructional adjustments to meet individual student readiness levels. The school's identified contributing factors for low ELA performance as students entering with lower scores from previous grades, an increased English Language Learner (ELL) and Exceptional Student Education (ESE) population, and challenges in providing sufficient scaffolding, addressing foundational skills, and building vocabulary and reading comprehension. Therefore, implementing Differentiated Instruction is crucial to recognize and accommodate these diverse learning needs, allowing educators to customize teaching methods and materials to fit each student's unique

strengths and challenges. This will ensure that high expectations are maintained for all students while providing tailored support to improve overall academic achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Differentiated Instruction in ELA, the percentage of 3rd-5th grade students achieving proficiency (Levels 3-5) in FAST ELA will increase by 7 percentage points and 5 percentage points , 3rd grade from 19% to 27% and 4-5th grade from 27% in May 2025 to 32% by May 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The Area of Focus will be regularly monitored through consistent supervision and analysis of student data to ensure its desired impact on student achievement. The Leadership Team will conduct weekly targeted walkthroughs to observe the fidelity of differentiated instruction within ELA classrooms. Feedback will be provided to teachers to ensure alignment between planning and delivery of differentiated ELA instruction. Bi-weekly data analysis meetings will be held by the Leadership Team, instructional coaches, and teachers to review student performance on formative assessments and progress monitoring data (e.g., FAST PM data), specifically evaluating the effectiveness of differentiated strategies in ELA and informing necessary adjustments to instruction and grouping.

Person responsible for monitoring outcome
Kamila Lillie-Johnson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning within the same classroom in terms of acquiring content, processing, constructing ideas, and developing teaching materials and assessment measures. This approach ensures all students can learn effectively, regardless of differences in ability.

Rationale:
The evidence-based strategy of Differentiated Instruction is chosen because it directly addresses the diverse learning needs, styles, and abilities of students, which are critical factors contributing to the current ELA proficiency gaps. By customizing teaching methods and materials, this intervention ensures that every student has the opportunity to succeed, boosting student engagement and

improving overall ELA academic performance by meeting students at their individual levels and helping them reach their full potential.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Development on Differentiated Instruction for ELA

Person Monitoring:	**By When/Frequency:**
Cassandra Bishop	September 26, 2025/Once

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Instructional Coach and Leadership Team will conduct professional development sessions for all ELA teachers on effective implementation of Differentiated Instruction, focusing on tailoring ELA content, processes, products, and learning environments to student needs based on readiness, interest, and learning profile. Monitoring will involve evidence of group and aligned resources to gauge teacher understanding and confidence in applying DI in ELA, and subsequent classroom walkthroughs will observe the initial integration of DI techniques into ELA lesson planning and instructional delivery.

Action Step #2
Integration of DI in Collaborative Planning for ELA

Person Monitoring:	**By When/Frequency:**
Cassandra Bishop	September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During weekly collaborative planning sessions specific to ELA, teachers will dedicate time to developing lesson plans that explicitly incorporate differentiated instruction activities aligned with ELA benchmarks. This includes identifying diverse student needs, planning tiered activities, and determining how to provide varied support and feedback in ELA. The Leadership Team will attend collaborative planning sessions to ensure that DI strategies for ELA are being planned for and discussed, reviewing ELA lesson plans for evidence of these integrations. Minutes from planning sessions will also be reviewed to track discussions related to differentiated ELA instruction.

Action Step #3
Targeted Walkthroughs and Feedback Cycle for DI in ELA

Person Monitoring:	**By When/Frequency:**
Raquel Reinoso Ortega	September 29, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Leadership Team will conduct regular, targeted walkthroughs focused on observing the implementation of differentiated instruction in ELA classrooms. This will include looking for evidence of differentiated tasks, flexible grouping, and varied support structures tailored to student needs in

ELA. Formal and informal feedback will be provided to ELA teachers following walkthroughs, with follow-up conversations to discuss observed differentiated practices and next steps. An observation log will track the frequency and focus of these walkthroughs in ELA.

Action Step #4

Data Analysis and Instructional Adjustments for ELA Differentiation

Person Monitoring:	**By When/Frequency:**
Raquel Reinoso Ortega	September 26, 2025/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team, in collaboration with instructional coaches and ELA teachers, will conduct biweekly data analysis meetings to review student performance on formative ELA assessments and FAST ELA progress monitoring data. This analysis will specifically evaluate the impact of differentiated instruction on student mastery of ELA benchmarks and inform necessary adjustments to instructional strategies and intervention groupings for ELA. Meeting agendas and minutes will document data discussions and decisions made regarding instructional shifts and resource allocation for ELA differentiation. Student ELA performance data trends will be tracked and presented monthly to staff and stakeholders to show progress towards measurable outcomes.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A positive school culture and environment are fundamental to student success and engagement. Student attendance is a critical component of this, as students who attend school regularly have been shown to achieve at higher levels than those with inconsistent attendance. According to the 2024-2025 Early Warning System (EWS) data, Laura C. Saunders Elementary School has identified student attendance as a significant area of concern. Specifically, 72 K-5 students were absent 10% or more school days. With approximately 415 students in total (based on overall school metrics), this means roughly 17.3% of students are experiencing chronic absenteeism. Additionally, 65 students were absent 18+ days during the 2024-2025 school year. These figures highlight a clear need to address absenteeism to improve overall student access to instruction and academic outcomes.

Therefore, we will implement Attendance Initiatives, a Tier 1 evidence-based intervention. This involves strategic measures such as close monitoring of absences, direct communication with parents, and providing support services or incentives to promote regular student presence in school. By focusing on improving student attendance, we aim to enhance student learning opportunities,

foster a stronger sense of belonging, and strengthen the overall positive culture of the school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of **Attendance Initiatives**, the percentage of K-5th grade students absent **10% or more school days** will decrease from approximately **17.3%** (72 students in 2024-2025) to **12%** by May 2026.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be regularly monitored through a multi-faceted approach to ensure its impact on student attendance and achievement. The Leadership Team will review attendance data weekly to identify students at risk of chronic absenteeism. Progress will be tracked against established benchmarks, and findings will be discussed during weekly Leadership Team meetings to inform necessary adjustments to interventions. Feedback from parents and staff will also be collected to evaluate the effectiveness of communication and support strategies in improving attendance.

Person responsible for monitoring outcome

Raquel Reinoso Ortega

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Attendance Initiatives are strategic efforts involving close monitoring and reporting of student absences, active communication with parents (e.g., phone calls, home visits), providing counseling or referrals to outside agencies, and offering incentives for students with consistent attendance.

Rationale:
The evidence-based strategy of Attendance Initiatives is chosen because it directly addresses the identified challenge of student absenteeism, which negatively impacts student achievement and overall school culture. By implementing a comprehensive approach to track, support, and incentivize regular attendance, the school can ensure students are consistently present for instruction, fostering a more positive and effective learning environment.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement a Tiered Student Attendance Monitoring System

Person Monitoring:	**By When/Frequency:**
Raquel Reinoso Ortega	Weekly/ September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will establish and implement a tiered attendance monitoring system that includes daily tracking of absences, automated alerts for students reaching early warning thresholds (e.g., 5% absence), and bi-weekly review meetings for students exhibiting chronic absenteeism (10% or more absent days). Student attendance data will be reviewed weekly during Leadership Team meetings, and bi-weekly reports will highlight trends in absenteeism and the number of students falling into different attendance tiers.

Action Step #2
Develop and Execute Proactive Parent Communication Protocols

Person Monitoring:	**By When/Frequency:**
Raquel Reinoso Ortega	Monthly/ September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will develop and consistently implement protocols for early and regular communication with parents/guardians regarding student attendance. This includes initial welcome calls, automated notifications for absences, positive phone calls for improved attendance, and personalized outreach for chronically absent students. Communication logs will document parent contacts, and feedback from parent surveys will gauge the effectiveness of communication efforts. Attendance data will show whether communication correlates with improved student presence.

Action Step #3
Launch School-wide Attendance Incentive Programs

Person Monitoring:	**By When/Frequency:**
Raquel Reinoso Ortega	Monthly/September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will design and implement a multi-tiered incentive program to reward and recognize students and classes for consistent and improved attendance. This can include individual student recognition, class competitions, and special privileges for achieving attendance goals. Participation rates in incentive programs and their correlation with attendance improvements will be tracked. Student feedback on the motivational impact of incentives will also be collected.

Action Step #4
Provide Targeted Support and Interventions for Chronic Absenteeism

Person Monitoring:	**By When/Frequency:**
Raquel Reinoso Ortega	Quarterly, September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

For students identified with chronic absenteeism (e.g., 10% or more days absent), the school will implement individualized interventions such as counseling, mentorship programs, and referrals to community resources or agencies as needed. Documentation of interventions provided and their duration will be maintained. The ultimate measure will be the reduction in the number of students falling into the chronic absenteeism category over time.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The School Improvement Plan (SIP) and Schoolwide Program (SWP) are disseminated to stakeholders, including students, families, school staff and leadership, and local businesses and organizations, through multiple channels to ensure effective communication. Key details from the SIP and SWP are presented during faculty meetings, where school staff and leadership are updated on the plans and their progress. These plans are also discussed at Educational Excellence School Advisory Council (EESAC) meetings, allowing for input and feedback from a diverse group of stakeholders, including parents, community members, and school staff. Teachers share specific aspects of the SIP and SWP relevant to their grade levels during grade level meetings, ensuring instructional strategies align with the plans. For parents, the SIP and SWP documents are made available in the Parent Resource Room for convenient review. Additionally, the SIP and SWP are accessible on the school's webpage, providing easy access for all stakeholders to review the plans and monitor progress. The school's webpage where the SIP is made publicly available is www.lauracsaunderselementary.com.

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school plans to build positive relationships with parents, families, and other community

stakeholders through various strategies to fulfill its mission, support student needs, and keep parents informed of their child's progress. These strategies include holding a "Meet and Greet" event before the school year begins, which allows parents and families to meet their child's teacher, understand classroom expectations, and establish a personal connection. The school also actively collaborates with the Parent-Teacher Association (PTA), fostering a cooperative environment where parents can contribute to school decisions, share insights, and participate in school activities. Regular parent-teacher conferences are held throughout the school year, providing parents with opportunities to discuss their child's academic progress, strengths, areas for improvement, and any concerns. Additionally, Honor Roll Assemblies celebrate students' achievements and involve parents and families in recognizing their children's hard work and dedication. The school's Parental and Family Engagement Plan (PFEP) is made publicly available on its website at www.lauracsaunderselementary.com.

Plans to Strengthen the Academic Program
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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school is committed to strengthening its academic program through increased learning time, effective use of technology, and a focus on key goals and Areas of Focus from the School Improvement Plan (SIP). These include data-driven instruction, differentiated instruction, and an emphasis on academic vocabulary. Data-driven instruction leverages student performance data to inform teaching, helping to address the specific needs of all learned and ensuring equitable learning opportunities. Differentiated instruction tailors content, processes, and assessments to meet diverse learning needs, ensuring all students can succeed. Focusing on academic vocabulary enhances reading comprehension by building strategies for understanding complex texts and fostering critical thinking. Together, these strategies aim to improve academic outcomes for all students.

How Plan is Developed
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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The school's comprehensive academic plan is developed in close coordination and integration with a range of Federal, State, and local services, resources, and programs to create a supportive educational environment for its students. By adopting a collaborative approach, the school offers "wrap-around services" that address diverse student needs and promote overall well-being. These

integrated services include mental health support, free and reduced lunch programs, referrals to Project Upstart, and the Voluntary Pre-K Program.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school employs a holistic approach to student well-being to enhance skills beyond academic subjects. This comprehensive strategy integrates counseling, school-based mental health services, specialized support, mentoring, and a proactive approach to discipline. Specific practices include regular Monday check-ins to monitor student progress, implementing a comprehensive bullying prevention curriculum, utilizing Positive Behavioral Interventions and Supports (PBIS) to encourage positive behavior, and engaging two dedicated counselors who work closely with students. These combined efforts aim to create a safe and inclusive environment, fostering students' non-academic skills and emotional development.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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, the school implements its schoolwide rules program, R.O.A.R. (Respect, Obey Safety Rules, Act Responsibly, and Ready to Learn), designed to foster a positive school climate. For Tier 2, the school utilizes group counseling sessions to address specific behavior patterns and provide targeted support. When more personalized intervention is required, Tier 3 offers individual counseling for students. This entire model is carefully coordinated with activities and services carried out under the Individuals with

Disabilities Education Act (IDEA), ensuring a cohesive approach to promoting positive behavior and delivering timely support for students at all levels.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The school is dedicated to improving instructional quality and enhancing the use of data from academic assessments through targeted professional development for teachers, paraprofessionals, and other school personnel. This commitment includes dedicated professional development days focused on curriculum and data analysis, weekly common planning sessions, and monthly workshops that address key aspects of effective curriculum delivery. These initiatives are designed to equip staff with the necessary skills to enhance instruction and effectively utilize academic assessment data. Furthermore, the school actively works to recruit and retain effective teachers, particularly in high-need subjects, to maintain a strong educational workforce.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

To ensure a smooth transition for preschool children into local elementary school programs, the school implements its "Transition to Kindergarten" initiative. This program provides incoming kindergarteners with valuable opportunities to meet their teachers and explore the school environment. The activities are specifically designed to help students become familiar with their new surroundings, daily routines, and academic expectations, thereby providing a positive and prepared start to their elementary school experience.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00