

Miami-Dade County Public Schools

Shadowlawn Elementary School



2015-16 School Improvement Plan

Shadowlawn Elementary School

149 NW 49TH ST, Miami, FL 33127

<http://shadowlawn.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	C	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Shadowlawn Elementary School's mission is to provide a multifaceted educational environment to all stakeholders through the delivery of data driven curriculum. Programs designed to develop family literacy; lifelong learning and cultural sensitivity will enhance the educational progress of the school's community and its children. Professional and self-development opportunities will promote teacher proficiency.

The authentic involvement of all members of the School Advisory Council (SAC) will ensure that all stakeholders are represented in the planning implementation of the School Improvement Plan (SIP). This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

Provide the school's vision statement

We at Shadowlawn Elementary School believe that all students will reach their highest potential through the integration of curriculum, high expectations and family literacy. This belief is founded upon the fact that Shadowlawn Elementary School has created a positive, peaceful and nurturing learning environment.

This environment is not only conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents and other community members.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The staff is committed to ensuring that every student who enters the building receives a quality education, demonstrating academic growth and social develop at the conclusion of each year. Shadowlawn teachers share common visions of what effective teaching looks like, expectations are clearly defined, lessons are clear.

Students at Shadowlawn Elementary receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as: Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, Learning for Life: Anti-bullying and Character Education. As part of this at process, we will also be focusing on our school district's Student Code of Conduct and the "Values Matter!" nine core values. These values are important to living a good life, being a model student, and having a positive impact on others.. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests. The values to be emphasized are: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility.

The staff, parents and community at Shadowlawn Elementary School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment.

Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community

involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century. To achieve these objectives, Shadowlawn teachers aggressively pursue a rigorous curriculum based on the Common Core State Standards that incorporate evidentiary-based approaches to solving complex multi-step problems. The teachers at Shadowlawn are consistently participating in professional development courses which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Shadowlawn Elementary School services general education students and students with exceptionalities, to include gifted students and students with learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent.

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Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All of the teachers follow the code of student conduct and a school-wide discipline plan. Teachers have clearly defined classrooms rules and consequences. Administration implements a progressive discipline plan. Student and staff foster a mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner. Teachers are trained to ensure that progressive discipline is applied with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, School-wide signs, parent meetings, Connect Ed , and Morning Announcements. Staff training and follow-up classroom

management support is provided to all staff throughout the year, as needed.

The mission of Shadowlawn Elementary School is to prepare students for the future by emphasizing the importance of being functional, literate, and global thinkers. It is the role of the school to guide students to be in control of their own learning and to enhance their ability to positively alter outcomes by making appropriate choices.

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens.

The Elementary Code of Student Conduct (COSC) has been designed, and will be implemented in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities.

Shadowlawn will continue to implement a schoolwide incentive program that rewards model student behavior. This program will be spearheaded by our Schoolwide Discipline Committee (SDC) comprised of administrators, the counselor, teachers, parents, students, and Community Partners (such as: Learning for Life.)

Shadowlawn Elementary School's SDC will incorporate all of the District Core Values: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. Each core value will be highlighted each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values will also be highlighted during all activities conducted throughout the school. Opportunities for students will be scheduled to celebrate and recognize those students identified by their teachers practicing and modeling the Value of the Month. Activities include, but are not limited to Character Education lessons, schoolwide morning announcements, awarding certificates to students as we celebrate student's model behavior, and Spot Success recognition awards for both teachers and students. In-school counseling intervention strategies will be developed for students committing Code of Student Conduct offenses, along with; parent conferences, daily progress behavior plans, and scheduling MTSS/RtI Team Meetings. If necessary, Functional Assessments of Behavior and/or Behavior Interventions Plans will be designed to address the specific needs of a student. The counselor conducts weekly group counseling sessions and meetings with the social worker. The district's anti-bullying program will be followed with fidelity. All students and staff members will participate in COSC training, Staff will also participate in professional development opportunities intended to better understand their role as a teacher/staff member, and the role of the MTSS/RtI Team. All stakeholders will be trained on identify and reporting bullying.

Shadowlawn Elementary School uses varying early warning indicators based on readily accessible data which help promote student success. Our two most powerful predictors are academic performance and attendance. Shadowlawn Elementary School systematically collects data on students attendance and academic performance in the varied of assessments. Shadowlawn uses all available information to look for patterns and identify school climate issues that may contribute to possible issue related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic are developed through a collaborative effort with the counselor, teacher, parent, and student. Students who are suspended receive individualized counseling. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. All students K-5 receive an additional hour of Reading Intervention and/or Enrichment based on their individual scores. Differentiated Instruction is provided at all grade levels for both Reading and Math.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

In-school counseling/mediation alternatives for suspension will be addressed by the SDC. The Committee facilitates a corrective behavior after-school detention program. During the process of progressive discipline, when a student is referred for a detention, due to an infraction of the COSC the committee will provide an enriching academic/behavioral tutoring program intended to encourage responsibility and respect.

Multi-disciplinary teams will assist with developing lessons that provide students with opportunities for research and incorporate writing throughout the disciplines. The Tier 1, Tier 2, and Tier 3 documentation will support academic and/or behavioral goals as listed on the SIP plan. This plan will be monitored with fidelity. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RTI process informs the discussion at MTSS/RTI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

All disciplinary actions used that include but are not limited to: removal of privileges, denial/ non-participation in school/extracurricular activities, time-out, eating lunch with the teacher, the counselor, or an administrator, will always include parent notification. Should this apply, discussions of model better behavior choices will take place. In extreme cases, denial of participation in field trips occurs, with parental approval.

The average daily attendance for students is 95.31 percent. In comparison, Shadowlawn Elementary School's average exceeds that of the District, which is 94.88 percent and that of state, which is 93.85 percent. The school's extraordinary attendance rate among students and personnel is due largely to motivating efforts by the leadership team. Students are recognized and awarded for perfect attendance with a variety of incentives including; customized pencils, certificates, medallions, special appearance on morning announcements and special acknowledgement during quarterly and annual awards programs.

Truancy Intervention is addressed by the Attendance Review Committee to address students with five or more unexcused absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Shadowlawn Elementary School reviews a variety of Early Warning indicators. The following list includes some, but not all, of the indicators reviewed:

- 1) Retention
- 2) Excessive Absences (Excused & Unexcused)
- 3) Excessive Tardies
- 4) Three (3) or more Disciplinary Referrals
- 5) D or F in a Core Subject.
- 6) ELL six semesters or more
- 7) FCAT Levels 1 or 2 (Reading or Math)
- 8) SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
- 9) Promotion to Grade 4 based on Good Cause

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	2	1	2	0	3	9
One or more suspensions	0	0	0	2	0	4	6
Course failure in ELA or Math	2	3	7	5	4	3	24
Level 1 on statewide assessment	2	10	16	20	3	15	66

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	10	16	8	5	16	57

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Shadowlawn Elementary School uses varying early warning indicators based on readily accessible data which help promote student success. Our two most powerful predictors are academic performance and attendance. Shadowlawn Elementary School systematically collects data on students attendance and academic performance in the varied assessments. Shadowlawn uses all available information to look for patterns and identify school climate issues that may contribute to possible issues related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic are developed through a collaborative effort with the counselor, success coach, teacher, parent, and student. Students who are suspended receive individualized counseling. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. All students K-5 receive an additional hour of Reading Intervention and/or Enrichment based on their individual scores. Differentiated Instruction is provided at all grade levels for both Reading and Math.

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Shadowlawn Elementary School consists of Pre-Kindergarten through fifth grade. The Shadowlawn Elementary School student body is composed of approximately 233 students from various racial and ethnic backgrounds. The racial composition of the total population is white 4 (2%), black 198 (85%), Hispanic 28 (12%), and other 2 (1%). The student population is made up of 56 (41.6%) ESOL students, 16 (14.5%) gifted students, and 9 (3.4%) ESE students. Our school identifies all students who excel in student performance. Shadowlawn offers a Gifted program to all eligible students in grades first through fifth grade. Shadowlawn has 228 (97.9%) of students on free or reduced lunch. Shadowlawn Elementary School services general education students and students with exceptionalities, to include gifted students and students with learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent.

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Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century.

To achieve these objectives, Shadowlawn teachers aggressively pursue a rigorous curriculum based on the Common Core State Standards that incorporate evidentiary-based approaches to solving complex multi-step problems. The teachers at Shadowlawn are consistently participating in professional development courses which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies.

The average daily attendance for students is 97.2 percent. In comparison, Shadowlawn Elementary School's average exceeds that of the District, which is 96.8 percent. The school's extraordinary attendance rate among students and personnel is due largely to motivating efforts by the leadership team. Students are recognized and awarded for perfect attendance with a variety of incentives including; customized pencils, certificates, medallions, special appearance on morning announcements and special acknowledgement during quarterly and annual awards programs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Shadowlawn Elementary strives to involve all families and Community Partners. The entire staff builds strong external relationships.

The staff at Shadowlawn Elementary School:

- Sees parents and Community Businesses as partners in helping students learn,
- Values parents' input and participation in advancing the school's mission and vision, and
- Supports efforts to strengthen its students' community resources.

Shadowlawn Elementary School creates a welcoming and communicative environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Shadowlawn regularly communicates with parents about how they can help their children learn. Teachers and parents are partners in improving student learning. Every effort is made to ensure parents are active participants in their child's schooling. Teachers work closely with parents to meet the students' needs. Teachers listen to parents and try to understand parent's problems and concerns through parent-teacher conferences. Parents are encouraged to volunteer their time to support the school (e.g., volunteer in the classroom, attend field trips, participate in school-wide events).

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Haynes, Gwendolyn	Principal
Mourino, Leonardo	Assistant Principal
Reddick, Tewana	Instructional Coach
Hernandez, Sylvia	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Shadowlawn Elementary School Literacy Leadership Team (LLT) consists of the following individuals:

1. Administration: Ms. Gwendolyn Haynes-Evans (Principal), Mr. Leonardo Mouriño (Assistant Principal)
2. Reading Coaches: Ms. Tewaña Reddick
3. Mathematics Coach: Ms. Kecia Smith
4. Science Liaison: Ms. Robyn Williams
5. Social Studies Liaison: Ms. Star Grimm
6. UTD Steward: Ms. Suzie Joachim
7. SPED Teacher: Mr. Dominique Choute
8. Elementary Counselor, Dr. Ileana Noda
9. Success Coach, Chandrelle Pierre
10. Selected Reading/Math/Science: Teachers: Mr. Billy Martinez, Ms. Jule Williams, Ms. Gloria Pittella, Ms. Jaime Degiacomo, Mr. Rodril Oldman; Ms. Ruth Mesadiou
11. ELL & H LAP Teachers: Ms. Sylvia Hernandez & Ms. Geanne Georges

At Shadowlawn Elementary School, administrators and the teachers work together to implement a shared vision. All stakeholders work together and are focused on a vision of sustained improvement.

Shadowlawn Administrators:

- Practice shared leadership,
- Set high goals for quality instruction,
- Maintain mutually trusting and respectful relationships,
- Support professional advancement for faculty and staff, and
- Manage resources for sustained program improvement.

The Leadership Team meets at least once a week to discuss upcoming activities, need for professional development, school data and other pertinent issues and/or concerns. Every member of the team is given the opportunity to be heard; all suggestions for improvement are considered. Teachers have influence in a broad range of decisions regarding school policies and practice, The principal is an active and skilled instructional leader who sets high standards for teaching and student learning. Leadership Team discussions focus and are coordinated and consistent with goals for student learning.

Leadership Team members participate in instructional planning with teams of teachers.

Administration is aware of what is going on in the classroom. Administration, Leadership Team members and teachers work collaboratively carefully tracking student progress. Teachers are expected to share what they have learned in professional development with other teachers and to implement what they have learned in their classrooms. The Leadership Team makes clear to staff clear expectations for meeting instructional goals.

The purpose of the School Leadership Team is to create capacity of reading and math knowledge within the school building and to focus on areas of literacy and mathematics areas of concern throughout the school. The principal selects team members for the School Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy and mathematics instruction across the curriculum. The instructional coaches are vital in the

process of providing job embedded professional development at the school level. The principal,

Instructional Coaches, Grade Level Chairs, Subject Area Liaisons, Curriculum Support Staff, content area teachers, and other principal appointees will serve on this team. The team will meet at least once a month, or may choose to meet more often. The School Leadership Team maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is evident and effective.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

At Shadowlawn Elementary School, Administrators and teachers work together in a broad range of decisions regarding school policies and practices (e.g., personnel, instructional, curricular). Hiring of new professional personnel, when possible, is selected through shared decision-making and consensus. Teachers are included on how discretionary school funds should be used. Staff works collaboratively to set standards for student behavior. Teachers are always included in the sharing of best practices and establishing curriculum, instructional programs, and developing and participating in professional development opportunities.

The Multi-Tiered Student Support (MTSS) / Response to Intervention (RtI) Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grade levels, subject areas, classes, or individual students have not shown a positive response. (MTSS/RTI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated

by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather Ongoing Progress Monitoring (OPM) for all interventions.

8. Analyze the data using the Tier 2 problem solving process after each OPM.

Tier 2 & 3

The second and third level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2/3 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rtl Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2/3 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into

the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ELL training and substitute release

time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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

Title VI, Part B -

NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized,

separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

Shadowlawn Elementary School:

- Adheres to and implements the nutritional requirement stated in the District Wellness Policy
- Has been awarded the National Alliance for Healthier Generation Silver Award
- Has been awarded healthy food & snack grant for the 2013-2014 School Year
- Provides Nutritional Education through Physical Education Classes, as per state statute
- The school Food Service Program, School Breakfast, School Lunch, Afternoon Snacks, and after school care snacks, follow the healthy food and beverage guidelines as adopted in the District Wellness Policy

Housing Programs

N/A

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

It is the goal of Shadowlawn Elementary School to increase parental involvement overall. With the increase of parental involvement with the student activities, it is believed that the student achievement will increase. An Open House before school begins to inform parents about the curriculum, expectations, PTA etc. is planned for parents. In addition, bi-monthly parent activities will be scheduled to increase parent involvement. With the increase of parental involvement, the students will receive constant encouragement not only from the school, but from their parents, thus creating an atmosphere where learning is encouraged. In addition, Shadowlawn will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under the No Child Left Behind and other referral services. Increase parental engagement / involvement through developing (with on-going parental input) our school's Title 1 School-Parent Compact; our school's Title I Parental Involvement Plan, scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with the dissemination and reporting requirements. Conduct parent informational surveys intended to determine the specific needs of our parents, schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parent and build their capacity for involvement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kecia Smith	Teacher
Gwendolyn Haynes-Evans	Principal
Suzie Joachim	Teacher
Gloria Pittella	Teacher
Jaime Degiacomo	Teacher
Cindy Odige	Parent
Ronald Whitehead	Business/Community
Wade Forbes	Teacher
Nereida Morales	Parent
Alemarie Gonzalez-Rubi	Education Support Employee
Theodore Bridgewater	Education Support Employee
Carol Mentor	Parent
Kevin Moore	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high standards is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration demographics, school budget, and the results of Standardized Assessments (SAT, CELLA, FSA, FCAT 2.0 Science) when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

Development of this school improvement plan

The EESAC reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes.

Preparation of the school's annual budget and plan

The Principal shares information regarding the School's Budget with the SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Tutoring for selected students: \$2,000.00
Incentives: \$1550.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

In compliance.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Haynes, Gwendolyn	Principal
Mourino, Leonardo	Assistant Principal
Reddick, Tewana	Instructional Coach
Hernandez, Sylvia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team (LLT) this year will be to monitor the fidelity of the implementation of the English / Language Arts, Writing Mathematics and Science Curriculum. Most importantly, collect and analyze data in order to formulate professional development activities that will direct instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Shadowlawn Elementary School strives to ensure collaboration amongst teachers. All teachers collaborate to promote professional growth.

At Shadowlawn, teachers are:

- Active partners in school improvement,
- Committed to the school, and
- Focused on professional development and growth.
- Shadowlawn teachers share a sense of responsibility for student development, school improvement and professional growth. Teachers are supportive and respectful of one another, personally and professionally. Teachers at Shadowlawn Elementary School are provided opportunities to participate in high quality professional development opportunities and professional growth.

The Administration and Leadership Team are both responsible for interviewing highly qualified, certified-in-field individuals when recruiting applicants for open positions at Shadowlawn Elementary School. In order to retain teachers, Shadowlawn Elementary will mentor new and beginning teachers and provide regular dialogue sessions.

Required training to become a mentor:

>To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- >Overview of Mentoring and Induction for New Teachers (MINT)
- >Introduction to Instructional Mentoring
- >Data Coaching
- >Rational for Pairings:
 - >Mastery of pedagogical and subject matter skills;
 - >Evidence of strong interpersonal skills;
 - >Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
 - >Evidence of effective teaching and student achievement gains;
 - >Credibility with colleagues
- >Planned Mentoring Activities:
 - >Match eligible personal with a MINT certified site-based mentor
 - >Beginning Teacher Orientation
 - >Provide a certified site-based mentor for 2nd and 3rd year teachers.
 - >New teachers will be provided procedures manuals during the opening of school meeting.
 - >Provide information regarding MINT Meetings to identified/eligible personnel

Research has continually indicated that the most important factor in individual student achievement is the effectiveness of the teacher in the classroom. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher. In order to recruit and retain highly qualified teachers, Shadowlawn Elementary will implement a comprehensive approach that attends to recruiting, preparing, and supporting the effectiveness of new teachers, as well as to the recognition, professional development and improvement of veteran instructors. The plan is inclusive of all stakeholders that form and influence our education system: Department staff, colleges of education, community colleges, school district personnel staff, teachers, administrators, parents, and the business community. Shadowlawn Elementary will continue to collaborate with these organizations and highly qualified Instructional Coaches in order to provide support to new teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Administration and Leadership Team are both responsible for interviewing highly qualified, certified-in-field individuals when recruiting applicants for open positions at Shadowlawn Elementary School. In order to retain teachers, Shadowlawn Elementary will mentor new and beginning teachers and provide regular dialogue sessions.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Rational for Pairings:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues

Planned Mentoring Activities:

- Match eligible personal with a MINT certified site-based mentor

- Beginning Teacher Orientation
- Provide a certified site-based mentor for 2nd and 3rd year teachers.
- New teachers will be provided procedures manuals during the opening of school meeting. Provide information regarding MINT Meetings to identified/eligible personnel

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Shadowlawn Elementary School classes are challenging and engaging. The instruction is clear, well structured, and encourages students to build and apply knowledge.

- Well defined with clear expectations for student success,
- Interactive and encourages students to build and apply knowledge, students interact with course materials and one another to: build and apply critical reading and writing skills; apply knowledge in their math classes, participate in class discussions that build their critical thinking skills.
- Well-paced, and
- Aligned across all grades.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Shadowlawn Elementary School uses data-driven decision making in order to gather data to ensure the school, the class, and the student is meeting our purpose and vision to ensure that every student learns and is successful.

The school's MTSS/Rtl Leadership Team collaborates monthly to: Analyze data such as Thinkgate and other published district reports; and to link them to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/ exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. More specifically, the roles and responsibilities are as follows: Principal, Assistant Principal and Counselor: Provides a common vision for the use of data- based decision making to include CELLA and District Interim Assessments; establish that the school-based team is implementing MTSS/Rtl; conducts assessments of MTSS/Rtl skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/Rtl implementation; and communicates with parents regarding school- based MTSS/Rtl plans and activities. They collaborate with to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

This year, Shadowlawn Elementary School was designated by the State of Florida as being one of the "Lowest 300 Elementary Schools." This determination was made by analyzing reading proficiency levels and reading learning gains data. Even though our school previously received a "C" as a school letter grade, we are part of this group based on our reading data on the 2014 FCAT, and will receive support from the Office of Academics and Transformation (OAT) and the Education Transformation Office (ETO).

One of the requirements of this statute is to extend the school day by offering an additional hour of reading intervention/enrichment to all students. This instruction will be embedded in the school day without changes to other curriculum programs. Additionally, implementation of this program will ensure that students receive special area classes such as art and music despite requiring intervention in reading.

Strategy Rationale

In order to facilitate this, the school day will be extended by sixty minutes. Students in Grades K-1 will now attend school from 8:35 am to 3:05 pm and students in grades 2-5 will now attend from 8:35 am to 4:05 pm. On Wednesdays, all students in grades K - 5 will be dismissed at 3:05 pm. The times for VPK students remains the same, from 8:20 am to 1:50 pm. Transportation will not be affected and any student who received bus transportation will still receive it with a revised afternoon drop off time. Students will also receive extended times for both Reading Intervention and Mathematics.

Shadowlawn Elementary serves as a University of Cambridge School of Excellence; whereby students receive a rigorous academic continuum that emphasizes analysis, problem solving, and communication skills.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Haynes, Gwendolyn, pr4961@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students that participate in the extended day are monitored for success through Baseline, Pre/ Post Tests, Mid Year Assessments and Quarterly Assessments administered beginning August 2015 and analyzed by instructional teachers and the Leadership Team.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Transition to Kindergarten Initiative requires that shared responsibilities of the schools, parents and administrators recognize the transition as a process that all partners experience, rather than an event that happens to a child. The school counselor, grade level chairperson and principal arranges

for flyers to be created and sent out to local area schools regarding an orientation to be held. The orientation provides families with information, expectations and resources to support transition to kindergarten. The Parent Academy discusses the transition, as well as health care options for families. They are introduced to their teachers and are made familiar with their surroundings. Parents are acquainted with the requirements and expectations for kindergarten, prior to kindergarten, students are tested with the Kindergarten Readiness Assessment developed by a team of highly qualified and experienced teachers to determine placement and needs of each entering pupil. The areas assessed are recognizing Uppercase and Lowercase Letters, Letter/Sound Recognition, and recognizing and using individual sounds to create words. Parents are given a Home Language Survey when they register to determine the language needs of their children. Parent involvement is encouraged at all events. The Connect- ED system calls parents to notify them of these events. Flyers are sent in a timely manner prior to the event. Events are posted on the electronic marquis located on the south side of the school building, easily visible from the main street. All teachers are trained to meet the social and academic needs of their students. Kindergarten students will be tested with Florida Kindergarten Readiness Screener (FLKRS) - Work Sampling System (WSS). Data from screening will be used to plan both academic and social/emotional instruction for all students and for groups of students and will include daily explicit instruction, modeling, guided practice and independent practice of academic skills as identified by the testing instruments. The office staff distributes Kindergarten preparation brochures and other documents to interested parents throughout the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Not Applicable.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not Applicable.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Not Applicable.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not Applicable.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

685

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

- .

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Our 2015-2016 goal is to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process.
- G3.** Our 2015-2016 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators.
- G4.** As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G070706

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	22.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon
- Go Math Textbooks, Florida Ready Common Core Textbooks, Computer (iReady), Bellringers, Scheduled Planning Times K-5
- Pacing Guides, Planning Cards, One Drive Tool Box, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, J & J Bootcamp, Laptop Computers, Bell Ringers

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of content and standards Limited knowledge of how to analyze data and use it to drive instruction. Teachers struggle to strategically align materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students. As a result, there is ineffective and inconsistent delivery of small group instruction.
- Inconsistent analysis of the data in order to determine appropriate Differentiated Instruction (DI) groups in order to meet the various needs of the students. Teachers struggle to plan and align material and resources for DI that are tiered and targeted to address the instructional needs of the students. Inconsistent feedback on interactive journals.
- Inconsistent utilization of the Science Next generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. Inconsistent implementation of activities that provide the basis for observation, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions based on experiences. Inconsistently utilizing research-based Reading, Writing, and ESOL Strategies to enhance science instruction.

Plan to Monitor Progress Toward G1. 8

There is evidence of effective Implementation and strategic aligning of materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students.

Person Responsible

Gwendolyn Haynes

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher Lesson Plans, DI Folders, Administrative Walkthroughs.

G2. Our 2015-2016 goal is to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process. 1a

G070707

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Science Liaison, Curriculum Support Staff, Math Coach, Reading Coach, Science & Math Pacing Guides, Year-at-a-Glance, Essential Labs, AIMS Discovery Books, J&J Bootcamp, Discovery Videos, CER Tasks, Gizmos

Targeted Barriers to Achieving the Goal 3

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

Plan to Monitor Progress Toward G2. 8

Essential Science Lab Logs, Science Fair Entry (School & District)

Person Responsible

Leonardo Mourino

Schedule

Monthly, from 10/5/2015 to 12/4/2015

Evidence of Completion

Essential Science Lab Logs, Science Fair Top Projects, Agendas, Etc.

G3. Our 2015-2016 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators. 1a

G070708

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	25.0

Resources Available to Support the Goal 2

- Attendance and Behavioral Contract Home Visits (as needed) Community Involvement Specialist Community Agencies (e.g. Student Success Center and Pathways, etc.) School Counselor, Success Coach, Teachers, Parents, and Administration Math and Reading Coaches Progress Reports (daily/weekly) Connect-Ed

Targeted Barriers to Achieving the Goal 3

- Approximately 57 students have been identified through Early Warning System (EWS) Indicators as being at risk.

Plan to Monitor Progress Toward G3. 8

Ongoing Student Progress Monitoring will be conducted on identified students, as needed.

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs, Interim Reports, Report Cards.

G4. As a Title I School, we will complete the Online Parent Improvement Plan (PIP) to meet the requirements of this section. 1a

G070709

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Part Time CIS
- Part Time CIS

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070706

G1.B1 Limited knowledge of content and standards Limited knowledge of how to analyze data and use it to drive instruction. Teachers struggle to strategically align materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students. As a result, there is ineffective and inconsistent delivery of small group instruction. **2**

 B184258

G1.B1.S1 Collaborate with teachers to develop systematic and explicit data-driven differentiated instruction to include resources and materials aligned to the students' instructional needs. **4**

 S195809

Strategy Rationale

Teachers struggle to strategically align materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students. As a result, there is ineffective and inconsistent delivery of small group instruction.

Action Step 1 **5**

Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Person Responsible

Tewana Reddick

Schedule

On 10/21/2015

Evidence of Completion

Coach's Logs, Agenda, Calendar

Action Step 2 5

Provide professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Person Responsible

Tewana Reddick

Schedule

On 10/21/2015

Evidence of Completion

Agenda , Sign-in Sheets

Action Step 3 5

Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction

Person Responsible

Tewana Reddick

Schedule

On 10/28/2015

Evidence of Completion

Planning Agenda, Coach's Logs, Calendar, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor the implementation of a purposeful standard and data-driven differentiated instruction lesson

Person Responsible

Gwendolyn Haynes

Schedule

Weekly, from 8/24/2015 to 11/13/2015

Evidence of Completion

Walkthroughs, Leadership team meeting agenda

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction based on the feedback from observation.

Person Responsible

Tewana Reddick


Schedule

Monthly, from 8/24/2015 to 12/4/2015

Evidence of Completion

Coach's Logs and calendar

G1.B2 Inconsistent analysis of the data in order to determine appropriate Differentiated Instruction (DI) groups in order to meet the various needs of the students. Teachers struggle to plan and align material and resources for DI that are tiered and targeted to address the instructional needs of the students. Inconsistent feedback on interactive journals. 2

 B184259

G1.B2.S1 Alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during Differentiated Instruction (DI). 4

 S195810

Strategy Rationale

Teachers struggle to plan and align material and resources for DI that are tiered and targeted to address the instructional needs of the students.

Action Step 1 5

Plan for PD specific to the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.

Person Responsible

Leonardo Mourino

Schedule

On 10/9/2015

Evidence of Completion

Coach's Log, Agenda, Calendar

Action Step 2 5

Provide PD specific to the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.

Person Responsible

Leonardo Mourino

Schedule

On 10/16/2015

Evidence of Completion

Agenda, Sign-in Sheets

Action Step 3 5

Collaborate with teachers on the alignment of materials and resources during common planning to effectively plan and provide tiered and targeted instruction during DI.

Person Responsible

Leonardo Mourino

Schedule

On 10/28/2015

Evidence of Completion

Agenda, Coach's Logs, Calendar, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor the implementation of purposeful and meaningful DI.

Person Responsible

Gwendolyn Haynes

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct coaching cycles and model the effective implementation of the alignment of materials and resources to more effectively plan and provide tiered and targeted DI instruction during common planning.

Person Responsible

Leonardo Mourino

Schedule

Daily, from 8/24/2015 to 12/4/2015

Evidence of Completion

Walkthroughs, Coach's Logs

G1.B3 Inconsistent utilization of the Science Next generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. Inconsistent implementation of activities that provide the basis for observation, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions based on experiences. Inconsistently utilizing reasearch-based Reading, Writing, and ESOL Strategies to enhance science instruction. 2

 B184260

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction that aligns student work products and checks for understanding to the standards. 4

 S195811

Strategy Rationale

Inconsistent utilization of the NGSSS when planning for and delivering instruction.

Action Step 1 5

Plan for and Provide PD on the use of the planning cards and how they relate to the standards, District Pacing Guide, and Item Specs (K-5).

Person Responsible

Leonardo Mourino

Schedule

On 9/29/2015

Evidence of Completion

Common Planning Sign In & Minutes

Action Step 2 5

Monitor the use of planning cards, pacing guides, and development of lessons.

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 9/30/2015 to 6/9/2016

Evidence of Completion

Lesson Plans.

Action Step 3 5

Model during 5th Grade planning, "Unwrapping the Benchmark" with a focus on aligning content and resources, and developing an instructional framework that includes assessment.

Person Responsible

Leonardo Mourino

Schedule

Every 3 Weeks, from 10/15/2015 to 6/9/2016

Evidence of Completion

Laura Gardner, Science Curriculum Support Specialist (CSS)

Action Step 4 5

Provide PD for Kindergarten - Fourth Grade on "Unwrapping the Benchmarks".

Person Responsible

Leonardo Mourino

Schedule

On 10/15/2015

Evidence of Completion

Laura Gardner, Science Curriculum Support Specialist (CSS)

Action Step 5 5

Work collaboratively during common planning to model and develop scaffolded lesson progression with checks for student understanding.

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 8/24/2015 to 11/20/2015

Evidence of Completion

Walkthroughs, Student Work folders, Interactive Journals, Lesson Plans.

Action Step 6 5

Select formal and informal checks for understanding to monitor student progress.

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 8/24/2015 to 11/20/2015

Evidence of Completion

Walkthroughs, Student Work folders, Interactive Journals, Lesson Plans.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Model delivery of scaffolded instruction in grade 5 aligned to cognitive complexity of the benchmark with formal and informal and checks for understanding.

Person Responsible

Leonardo Mourino

Schedule

Monthly, from 10/20/2015 to 11/20/2015

Evidence of Completion

Coaching Calendars, Administrative Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor lesson plans, and interactive journals for evidence of scaffolding, authentic student work products, and assessments.

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 10/20/2015 to 11/20/2015

Evidence of Completion

Walkthroughs, Student Work folders, Interactive Journals, Lesson Plans.

G2. Our 2015-2016 goal is to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process. 1

 G070707

G2.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM. 2

 B184261

G2.B1.S1 Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions. Provide Hands-on Elementary Inquiry-Based Learning Experiences. Encourage the integration of Science, Mathematics and Literacy. Emphasize innovative Laboratory Experiences. 4

 S195812

Strategy Rationale

We have limited evidence of completed student projects in STEM (i.e., The Miami-Dade STEM EXPO, Science Fair and SECME),

Action Step 1 5

Professional Development opportunities will be provided to teachers on the Scientific Method and the Claims, Evidence, & Reasoning (CER) Process.

Person Responsible

Leonardo Mourino

Schedule

Monthly, from 8/24/2015 to 12/4/2015

Evidence of Completion

Sign-in Sheets, Agendas, PowerPoint Presentations, Handouts, PD Observations

Action Step 2 5

Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 8/24/2015 to 12/4/2015

Evidence of Completion

Lesson Plans, Hands-on Labs, Interactive Science Journals

Action Step 3 5

Teachers will be provided additional support through planning, coaching & modeling

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Curriculum Support Specialists, Instructional Coaches

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person Responsible

Leonardo Mourino

Schedule

Biweekly, from 10/14/2015 to 12/4/2015

Evidence of Completion

Science Fair Participation Projects, District & School-Based STEM Activity Participation Logs, Weekly Bulletin

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student participation in School Science Fair and implementation of Essential Labs

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 10/5/2015 to 12/4/2015

Evidence of Completion

Participation in Science Fair, Essential Science Lab Logs

G3. Our 2015-2016 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators. 1

 G070708

G3.B1 Approximately 57 students have been identified through Early Warning System (EWS) Indicators as being at risk. 2

 B184262

G3.B1.S1 Shadowlawn Elementary will stress the importance of daily attendance to parents and students and how it relates to academic success. 4

 S195813

Strategy Rationale

Poor student attendance and high frequency of truancy.

Behavior Problems (Alternative to suspension)

Low Academic Performance.

Low Parental Involvement

Action Step 1 5

Monitor and recognize daily classrooms with 100% attendance.

Person Responsible

Gwendolyn Haynes

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Early Warning System Dashboard (Findings), Control D Reports, Attendance Bulletin.

Action Step 2 5

When students accumulate 3 or more absences, this will generate a phone call/letter to parent and/or home visit.

Person Responsible

Gwendolyn Haynes

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Early Warning System Dashboard (Findings), Control D Reports, Attendance Bulletins, Referrals

Action Step 3 5

Motivate students and parents by providing incentives to reward good attendance, thus improving academic success. (e.g, Morning announcement recognition, placing 100% door tags daily, small prizes/treats every 2 weeks for the class that has the most days with 100% attendance, gift cards for parents whose child has 100% attendance in a grading period).

Person Responsible

Gwendolyn Haynes

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Early Warning System Dashboard (Findings), Control D Reports, Daily Attendance Bulletins

Action Step 4 5

Attendance Contract/Attendance Intervention Plan

Person Responsible

Gwendolyn Haynes

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Weekly Contract

Action Step 5 5

Individual Counseling/Conferences

Person Responsible

Gwendolyn Haynes

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily Conferencing Logs and Referrals.

Action Step 6 5

Parent Workshops on Attendance and Academic Success

Person Responsible

Gwendolyn Haynes

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parent Workshop & Meeting Sign-in Sheets, Powerpoints

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Check-in/Check-out system. Counselors will visit classrooms daily of students with excessive absences.

Person Responsible

Gwendolyn Haynes

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Early Warning System Dashboard (Findings), Control D Reports, Daily Logs, Attendance Bulletins

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Ongoing Student Progress Monitoring will be conducted on identified students, as needed.

Person Responsible

Gwendolyn Haynes

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Early Warning System Findings, Control D Reports, Attendance Logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	Reddick, Tewana	8/24/2015	Coach's Logs, Agenda, Calendar	10/21/2015 one-time
G1.B2.S1.A1	Plan for PD specific to the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.	Mourino, Leonardo	8/24/2015	Coach's Log, Agenda, Calendar	10/9/2015 one-time
G1.B3.S1.A1	Plan for and Provide PD on the use of the planning cards and how they relate to the standards, District Pacing Guide, and Item Specs (K-5).	Mourino, Leonardo	9/16/2015	Common Planning Sign In & Minutes	9/29/2015 one-time
G2.B1.S1.A1	Professional Development opportunities will be provided to teachers on the Scientific Method and the Claims, Evidence, & Reasoning (CER) Process.	Mourino, Leonardo	8/24/2015	Sign-in Sheets, Agendas, PowerPoint Presentations, Handouts, PD Observations	12/4/2015 monthly
G3.B1.S1.A1	Monitor and recognize daily classrooms with 100% attendance.	Haynes, Gwendolyn	8/24/2015	Early Warning System Dashboard (Findings), Control D Reports, Attendance Bulletin.	6/9/2016 daily
G1.B1.S1.A2	Provide professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	Reddick, Tewana	8/24/2015	Agenda , Sign-in Sheets	10/21/2015 one-time
G1.B2.S1.A2	Provide PD specific to the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.	Mourino, Leonardo	8/24/2015	Agenda, Sign-in Sheets	10/16/2015 one-time
G1.B3.S1.A2	Monitor the use of planning cards, pacing guides, and development of lessons.	Mourino, Leonardo	9/30/2015	Lesson Plans.	6/9/2016 weekly
G2.B1.S1.A2	Administrators will monitor Science, Reading, & Mathematics and increase	Mourino, Leonardo	8/24/2015	Lesson Plans, Hands-on Labs, Interactive Science Journals	12/4/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.				
G3.B1.S1.A2	When students accumulate 3 or more absences, this will generate a phone call/letter to parent and/or home visit.	Haynes, Gwendolyn	8/24/2015	Early Warning System Dashboard (Findings), Control D Reports, Attendance Bulletins, Referrals	6/9/2016 daily
G1.B1.S1.A3	Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction	Reddick, Tewana	8/24/2015	Planning Agenda, Coach's Logs, Calendar, Lesson Plans	10/28/2015 one-time
G1.B2.S1.A3	Collaborate with teachers on the alignment of materials and resources during common planning to effectively plan and provide tiered and targeted instruction during DI.	Mourino, Leonardo	8/24/2015	Agenda, Coach's Logs, Calendar, Lesson Plans	10/28/2015 one-time
G1.B3.S1.A3	Model during 5th Grade planning, "Unwrapping the Benchmark" with a focus on aligning content and resources, and developing an instructional framework that includes assessment.	Mourino, Leonardo	10/15/2015	Laura Gardner, Science Curriculum Support Specialist (CSS)	6/9/2016 every-3-weeks
G2.B1.S1.A3	Teachers will be provided additional support through planning, coaching & modeling	Mourino, Leonardo	8/24/2015	Curriculum Support Specialists, Instructional Coaches	6/9/2016 weekly
G3.B1.S1.A3	Motivate students and parents by providing incentives to reward good attendance, thus improving academic success. (e.g. Morning announcement recognition, placing 100% door tags daily, small prizes/treats every 2 weeks for the class that has the most days with 100% attendance, gift cards for parents whose child has 100% attendance in a grading period).	Haynes, Gwendolyn	8/24/2015	Early Warning System Dashboard (Findings), Control D Reports, Daily Attendance Bulletins	6/9/2016 daily
G1.B3.S1.A4	Provide PD for Kindergarten - Fourth Grade on "Unwrapping the Benchmarks".	Mourino, Leonardo	10/15/2015	Laura Gardner, Science Curriculum Support Specialist (CSS)	10/15/2015 one-time
G3.B1.S1.A4	Attendance Contract/Attendance Intervention Plan	Haynes, Gwendolyn	8/24/2015	Weekly Contract	6/9/2016 weekly
G1.B3.S1.A5	Work collaboratively during common planning to model and develop scaffolded lesson progression with checks for student understanding.	Mourino, Leonardo	8/24/2015	Walkthroughs, Student Work folders, Interactive Journals, Lesson Plans.	11/20/2015 weekly
G3.B1.S1.A5	Individual Counseling/Conferences	Haynes, Gwendolyn	8/24/2015	Daily Conferencing Logs and Referrals.	6/9/2016 daily
G1.B3.S1.A6	Select formal and informal checks for understanding to monitor student progress.	Mourino, Leonardo	8/24/2015	Walkthroughs, Student Work folders, Interactive Journals, Lesson Plans.	11/20/2015 weekly
G3.B1.S1.A6	Parent Workshops on Attendance and Academic Success	Haynes, Gwendolyn	8/24/2015	Parent Workshop & Meeting Sign-in Sheets, Powerpoints	6/9/2016 monthly
G1.MA1	There is evidence of effective Implementation and strategic aligning of materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students.	Haynes, Gwendolyn	8/24/2015	Teacher Lesson Plans, DI Folders, Administrative Walkthroughs.	6/9/2016 weekly
G1.B1.S1.MA1	Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction based on the feedback from observation.	Reddick, Tewana	8/24/2015	Coach's Logs and calendar	12/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Monitor the implementation of a purposeful standard and data-driven differentiated instruction lesson	Haynes, Gwendolyn	8/24/2015	Walkthroughs, Leadership team meeting agenda	11/13/2015 weekly
G1.B2.S1.MA1	Conduct coaching cycles and model the effective implementation of the alignment of materials and resources to more effectively plan and provide tiered and targeted DI instruction during common planning.	Mourino, Leonardo	8/24/2015	Walkthroughs, Coach's Logs	12/4/2015 daily
G1.B2.S1.MA1	Monitor the implementation of purposeful and meaningful DI.	Haynes, Gwendolyn	8/24/2015	Walkthroughs	6/9/2016 weekly
G1.B3.S1.MA1	Monitor lesson plans, and interactive journals for evidence of scaffolding, authentic student work products, and assessments.	Mourino, Leonardo	10/20/2015	Walkthroughs, Student Work folders, Interactive Journals, Lesson Plans.	11/20/2015 weekly
G1.B3.S1.MA1	Model delivery of scaffolded instruction in grade 5 aligned to cognitive complexity of the benchmark with formal and informal and checks for understanding.	Mourino, Leonardo	10/20/2015	Coaching Calendars, Administrative Walkthroughs	11/20/2015 monthly
G2.MA1	Essential Science Lab Logs, Science Fair Entry (School & District)	Mourino, Leonardo	10/5/2015	Essential Science Lab Logs, Science Fair Top Projects, Agendas, Etc.	12/4/2015 monthly
G2.B1.S1.MA1	Student participation in School Science Fair and implementation of Essential Labs	Mourino, Leonardo	10/5/2015	Participation in Science Fair, Essential Science Lab Logs	12/4/2015 weekly
G2.B1.S1.MA1	Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	Mourino, Leonardo	10/14/2015	Science Fair Participation Projects, District & School-Based STEM Activity Participation Logs, Weekly Bulletin	12/4/2015 biweekly
G3.MA1	Ongoing Student Progress Monitoring will be conducted on identified students, as needed.	Mourino, Leonardo	9/1/2014	Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs, Interim Reports, Report Cards.	6/3/2015 weekly
G3.B1.S1.MA1	Ongoing Student Progress Monitoring will be conducted on identified students, as needed.	Haynes, Gwendolyn	8/24/2015	Early Warning System Findings, Control D Reports, Attendance Logs	6/9/2016 daily
G3.B1.S1.MA1	Check-in/Check-out system. Counselors will visit classrooms daily of students with excessive absences.	Haynes, Gwendolyn	8/24/2015	Early Warning System Dashboard (Findings), Control D Reports, Daily Logs, Attendance Bulletins	6/9/2016 daily
G4.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited knowledge of content and standards Limited knowledge of how to analyze data and use it to drive instruction. Teachers struggle to strategically align materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students. As a result, there is ineffective and inconsistent delivery of small group instruction.

G1.B1.S1 Collaborate with teachers to develop systematic and explicit data-driven differentiated instruction to include resources and materials aligned to the students' instructional needs.

PD Opportunity 1

Provide professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Facilitator

Reading Coach, CSS ELA

Participants

K-5

Schedule

On 10/21/2015

G1.B2 Inconsistent analysis of the data in order to determine appropriate Differentiated Instruction (DI) groups in order to meet the various needs of the students. Teachers struggle to plan and align material and resources for DI that are tiered and targeted to address the instructional needs of the students. Inconsistent feedback on interactive journals.

G1.B2.S1 Alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during Differentiated Instruction (DI).

PD Opportunity 1

Provide PD specific to the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.

Facilitator

Math Coach, CSS Math

Participants

K-5

Schedule

On 10/16/2015

G1.B3 Inconsistent utilization of the Science Next generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. Inconsistent implementation of activities that provide the basis for observation, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions based on experiences. Inconsistently utilizing reasearch-based Reading, Writing, and ESOL Strategies to enhance science instruction.

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction that aligns student work products and checks for understanding to the standards.

PD Opportunity 1

Plan for and Provide PD on the use of the planning cards and how they relate to the standards, District Pacing Guide, and Item Specs (K-5).

Facilitator

Laura Gardner, Science Curriculum Support Specialist (CSS)

Participants

K-5

Schedule

On 9/29/2015

PD Opportunity 2

Provide PD for Kindergarten - Fourth Grade on "Unwrapping the Benchmarks".

Facilitator

Laura Gardner, Science Curriculum Support Specialist (CSS)

Participants

Kg - 2

Schedule

On 10/15/2015

G2. Our 2015-2016 goal is to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process.

G2.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning in STEM.

G2.B1.S1 Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions. Provide Hands-on Elementary Inquiry-Based Learning Experiences. Encourage the integration of Science, Mathematics and Literacy. Emphasize innovative Laboratory Experiences.

PD Opportunity 1

Professional Development opportunities will be provided to teachers on the Scientific Method and the Claims, Evidence, & Reasoning (CER) Process.

Facilitator

Curriculum Support Specialists, Assistant Principal

Participants

All Teachers

Schedule

Monthly, from 8/24/2015 to 12/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	\$0.00
2	G1.B1.S1.A2	Provide professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	\$0.00
3	G1.B1.S1.A3	Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction	\$0.00
4	G1.B2.S1.A1	Plan for PD specific to the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.	\$0.00
5	G1.B2.S1.A2	Provide PD specific to the alignment of materials and resources to more effectively plan and provide tiered and targeted instruction during DI.	\$0.00
6	G1.B2.S1.A3	Collaborate with teachers on the alignment of materials and resources during common planning to effectively plan and provide tiered and targeted instruction during DI.	\$0.00
7	G1.B3.S1.A1	Plan for and Provide PD on the use of the planning cards and how they relate to the standards, District Pacing Guide, and Item Specs (K-5).	\$0.00
8	G1.B3.S1.A2	Monitor the use of planning cards, pacing guides, and development of lessons.	\$0.00
9	G1.B3.S1.A3	Model during 5th Grade planning, "Unwrapping the Benchmark" with a focus on aligning content and resources, and developing an instructional framework that includes assessment.	\$0.00
10	G1.B3.S1.A4	Provide PD for Kindergarten - Fourth Grade on "Unwrapping the Benchmarks".	\$0.00
11	G1.B3.S1.A5	Work collaboratively during common planning to model and develop scaffolded lesson progression with checks for student understanding.	\$0.00
12	G1.B3.S1.A6	Select formal and informal checks for understanding to monitor student progress.	\$0.00
13	G2.B1.S1.A1	Professional Development opportunities will be provided to teachers on the Scientific Method and the Claims, Evidence, & Reasoning (CER) Process.	\$0.00
14	G2.B1.S1.A2	Administrators will monitor Science, Reading, & Mathematics and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	\$0.00
15	G2.B1.S1.A3	Teachers will be provided additional support through planning, coaching & modeling	\$0.00
16	G3.B1.S1.A1	Monitor and recognize daily classrooms with 100% attendance.	\$0.00
17	G3.B1.S1.A2	When students accumulate 3 or more absences, this will generate a phone call/letter to parent and/or home visit.	\$0.00

Budget Data

18	G3.B1.S1.A3	Motivate students and parents by providing incentives to reward good attendance, thus improving academic success. (e.g, Morning announcement recognition, placing 100% door tags daily, small prizes/treats every 2 weeks for the class that has the most days with 100% attendance, gift cards for parents whose child has 100% attendance in a grading period).	\$0.00
19	G3.B1.S1.A4	Attendance Contract/Attendance Intervention Plan	\$0.00
20	G3.B1.S1.A5	Individual Counseling/Conferences	\$0.00
21	G3.B1.S1.A6	Parent Workshops on Attendance and Academic Success	\$0.00
Total:			\$0.00