Shadowlawn Elementary School

2016-17 Schoolwide Improvement Plan

Shadowlawn Elementary School

149 NW 49TH ST, Miami, FL 33127

http://shadowlawn.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	F*	C	F

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Shadowlawn Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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 conductive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents and other community members.

2. School Environment

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

Students at Shadowlawn Elementary receive a variety of culturally based programs and activities that enhance their learning experiences and overall development, such as 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 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 that are emphasized include: 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. 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. This 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 pursue a rigorous Florida Standards based - curriculum 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.

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

Everyone that enters the walls of Shadowlawn Elementary School is expected to feel safe and respected while they are at school everyday. Security monitors are stationed throughout the building to greet and assist students throughout the day. Anyone that is not a student or staff member is not allowed in any area of the building without a visitor's pass. The student service team has implemented an anonymous box that allows students to express an issue they are experiencing or have witnessed happening to someone else. Once these concerns are placed in the box, the situation is addressed without anyone knowing who brought it to the attention of school personnel.

The Leadership Team is visible throughout the building; before, during, and after school, therefore, both students and parents feel comfortable to speak with them regarding different issues. The student service team also implements the Character Values and Bullying Prevention curriculum to all grade levels, which instills a sense of respect and honor in all students and for their fellow school mates.

c. 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 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 school-wide incentive program that rewards model student behavior. This program will be spearheaded by our School-wide 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. A 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. Activities for students will be scheduled to celebrate and recognize those students identified by their teachers practicing and modeling the Value of the Month. These activities include, but are not limited to recognition on school-wide morning announcements and awarding certificates for model behavior.

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 the role of the MTSS/RtI Team. All stakeholders will be trained on identify and reporting bullying.

Behavioral and academic goals are developed within the Title I compact through a collaborative effort with the staff, parents, and students. Students with three or more referrals receive individualized counseling.

d. 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.

The student services team utilizes individual and group counseling skills with students demonstrating social/emotional issues. They provide individual counseling in personal/social developments to students. They conduct targeted, social/emotional goal-oriented counseling sessions to support student achievement. They provide resources, such as outside agencies, to parents. Intervention and support is provided in a crisis situation.

In addition, group counseling is provided to target populations that demonstrate common personal trends, such as attendance issues. Information is provided to parents and staff by student services to assist them in the social development of a child. Upon entering kindergarten, preparing to exit for middle school, or entering as a new student to the school; students are provided with transition strategies to place them on a road for success. Last but not least, the Shadowlawn staff takes pride in practicing what they expect. Students are expected to feel comfortable and safe at the school; therefore, all staff members demonstrate ethical practices throughout the building.

3. 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).

a. 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. They are as follows:

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) 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
10) D or F in Conduct

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	4	1	3	1	0	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	6	3	1	1	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	1	6	9	8	10	0	0	0	0	0	0	0	34

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	4	9	1	2	16	0	0	0	0	0	0	0	32

c. 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. Shadowlawn Elementary systematically collects data on students attendance, behavior, and academic performance via a variety of means. We use all available information to identify patterns that may contribute to possible issues related to poor attendance and academic performance.

Retained students, and those who received three or more behavior referrals receive individual and/or group counseling. Administrative conferences are held with the parents of these students, counselors, teaches, and the student to identify the root cause of the academic issues and support is offered and provided to meet the needs of these students.

Attendance and truancy meetings are conducted by administration and student services for all students with excessive absences and tardies. Support is provided to parents to ensure that these students begin to attend school on time on a regular basis. Follow-up meetings are held with these parents to ensure that a negative attendance pattern does not reoccur.

Students scoring below proficiency levels on standardized assessments are monitored and provided additional assistance in core subjects. All students, kindergarten through fifth grade, that scored below proficiency in Reading on the 2016 State Assessment receive an additional thirty minutes of Reading Intervention on a daily basis. These students are also identified to participate in the tutoring programs to assist in reinforcing their areas of need. Furthermore, based on the most current data, all students in kindergarten through fifth grade participate in differentiated small group lessons in both Reading and Mathematics on a daily basis to provide reteaching, reinforcing, and enriching activities.

Last but not least, the academic and conduct grades of all students are monitored by teachers and administration. Parent conferences are scheduled for students who receive unsatisfactory grades in core subjects and conduct. At these meetings, additional data points are reviewed and a determination is made of whether the student needs to be referred to the RtI team.

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

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

2. 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).

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Williams, Nika	Principal
Reddick, Tewana	Instructional Coach
Hernandez, Sylvia	Teacher, K-12
Smith, Kecia	Instructional Coach
Degiacomo, Jamie	Teacher, K-12
Joachim, Suzie	Teacher, K-12
Noda, Ileana	School Counselor
Pierre, Chandrell	School Counselor
Choute, Dominique	Teacher, ESE
Williams, Robyn	Teacher, K-12
Williams, Nika	Assistant Principal

b. Duties

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

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

Ms. Gwendolyn Haynes-Evans (Principal) and Ms. Nika Williams (Assistant Principal)
The principal is responsible for the total school program. She monitors the planning, instructional delivery, and assessment of all students. The principal ensures that students are provided with the curriculum pertaining to their respective grade level. Through classroom walk-throughs and data disaggregation, the principal identifies areas of strength and need to ensure that students are receiving effective instruction. She communicates with all stakeholders to select appropriate resources that will address students' needs and increase the overall performance of our students. The assistant principal assists the principal with the aforementioned duties and any other tasks that may be delegated.

Ms. Tewaña Reddick (Literacy Coach) and Kecia Smith (Mathematics Coach)
The Instructional Coaches are responsible for supporting teachers in the planning and delivery of instruction in Reading and Mathematics. They provide support through planning, co-teaching, modeling, and pushing -in to classrooms. They are in constant communication with administration to provide on-going feedback about any progressions and/or regressions that are being identified as they provide support.

Dr. Ileana Noda (Counselor) and Chandrell Pierre (Success Coach)
Student service personnel provide support towards the overall academic performance of the school by assisting students and parents with any social, emotional, or academic issues that may impede the student performing at his/her best. Counseling, Response to Intervention (RtI), Child Study Teams (CST), Truancy Meetings, and Functional Assessment of Behavior (FAB)/ Behavior Intervention Plan (BIP) are conducted by the student services team to provide students with extra external support that will assist with the development of the whole child.

Mr. Dominique Choute (ESE Teacher)
The ESE teacher offers strategies that can be utilized with students to assist them in grasping concepts that are related to their grade level. He assists in creating Individualized Educational Plans (IEPs) to identify accommodations that will be provided to students to allow them to demonstrate their progress towards meeting their goals.

Ms. Jaime Degiacomo (Social Studies Liaison)
The teacher attends social studies professional developments on behalf of the school and is responsible for sharing all provided information to all the social studies teachers in a professional development or faculty meeting setting.

Ms. Robyn Williams (Science Liaison)
The teacher attends science professional developments on behalf of the school and is responsible for sharing all provided information to all the science teachers in a professional development or faculty meeting setting.

Ms. Suzie Joachim (UTD STeward)
The steward attends leadership meetings and brings concerns from the staff that can be addressed by administration to assist in creating a supportive and harmonious environment for teachers, staff, and students.

2. 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.
4. Respond when grade levels, subject areas, classes, or individual students have not shown a positive response.
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.
8. Gather Ongoing Progress Monitoring (OPM) for all interventions.
9. 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 monthly 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 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/RtI Tier 1 worksheets completed three times per year.to The MTSS/RtI 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.

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.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. 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. Other components that are integrated into the school-wide program include an extensive Parental Program 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

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-5)

The above service will be provided should funds become available for the 2016-2017 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.

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 and elementary counselors.

Training and technical assistance for teachers, administrators, and counselors.

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 5.

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 2015-2016 School Year
• Provides Nutritional Education through Physical Education Classes, as per state statute
• The school Food Service Program, School Breakfast, and School Lunch 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

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
Alemarie Gonzalez-Rubi	Education Support Employee
Theodore Bridgewater	Education Support Employee
Carol Mentor	Parent
Darrin Choute	Student
Kimberly Rodriguez	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) members engaged in the problem-solving process by reviewing the data from Window 3 of the iReady program. Keeping the main goals of achieving learning gains and increasing the number of students meeting high standards as a constant focus,the members reviewed the strategies and goals of last year's school improvement plan. Members discussed which strategies they felt had the most impact on student performance and whether or not the school moved closer to meeting the desired goals. The budget and how the money was spent was reflected upon and discussion on the ratio of how it was divided took place. Members then began to make suggestions on goals for the upcoming year and predictions of how students performed on the State Assessments.

b. Development of this school improvement plan

The School Advisory Council (SAC) members engaged in the problem-solving process by reviewing the previous year's data. Instructional coaches and administration shared information about the

strengths and areas of need by grade level. Furthermore, administration shared the action plan that was created as a result of the school's instructional review, so that the SAC members will have a clear picture of the areas of need throughout the building. The SAC, along with members of the Leadership Team, analyzed the current data and utilized the information provided to develop school-wide objectives for the School Improvement Plan that will meet the needs of all students for academic achievement.

c. 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 that are suggested to be implemented. Members then make their own suggestions in reference to how available funds can be utilized to support the school's curriculum and academic performance.

2. 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

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

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

In compliance.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Williams, Nika	Principal
Reddick, Tewana	Instructional Coach
Hernandez, Sylvia	Teacher, K-12
Degiacomo, Jamie	Teacher, K-12
Williams, Nika	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the Literacy Leadership Team (LLT) are to monitor the fidelity of the implementation of the Reading / Language Arts curriculum; support reading and writing throughout all subject areas; and to collect and analyze data to determine, plan, and select professional developments that will reinforce instruction throughout the school.

D. 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).

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

Shadowlawn Elementary's staff share a sense of responsibility for student development, school improvement and professional growth. The Leadership Team provides a number of activities that are geared towards encouraging positive working relationships between teachers. Activities are as follows:

COLLABORATIVE PLANNING: Teachers plan with colleagues in their department, along with their respective Instructional Coach and administration, on a weekly basis. These sessions allow teachers to voice concerns that they are encountering towards meeting the needs of their students; to develop solutions and strategies to identified barriers; to share academic and behavioral best practices that can be implemented; and to create daily plans providing a blueprint of how to deliver the week's lesson.

PROFESSIONAL DEVELOPMENT: Teachers attend professional development sessions that provide support and guidance on identified areas of need. During these sessions, teachers have the opportunity to collaborate and share ideas on how the presented concepts can be tailored to each individual teacher to implement in their classroom.

TEAM BUILDING ACTIVITIES: The staff plans gatherings that serve as stress relievers and trust building exercises. These outings allow teachers to open up and engage in dialogue about some of the successes and challenges that they are experiencing in the classroom.

MENTORING PROGRAM: Teachers that request assistance in any area of preparing their students for success are paired with teachers that are excelling in that particular area. This relationship is strictly voluntary and conversations remain between the two teachers. This allows the teacher that requested the assistance to be more open with their mentor and keep that line of communication open.

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

Administration interviews applicants with the school's goal and mission as the focus. Applicants that are deemed to share the same values and can articulate strategies for the overall development of a child is selected. Once hired, teachers are provided with on-going professional development that continue to strengthen their craft. Identified teachers are also given leadership duties that assist in molding them into staff that can serve as a leader in some capacity in the building.

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

Instructional personnel that are identified as "Highly Effective" are selected as the mentors in the building. Teachers can be paired up in one of three ways:
TEACHER REQUEST
• Teachers can ask to be paired with another teacher to assist them in one or more areas as it pertains to instruction in their class. This request is on the teacher's own cognizance and is for self improvement.

ADMINISTRATIVE ASSIGNED
• Teachers may be assigned to work with a mentor teacher provided by administration. Through a number of walk-throughs, administration may identify an area or more in which a teacher is struggling. The mentor teacher is then provided as a means of support.

NEW TEACHER
• Teachers that are new to the profession are also assigned a mentor teacher by administration. The mentor serves as a support and resource to the new teacher to aide him/her in a successful year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

At Shadowlawn Elementary School, the school ensures that the core instructional programs and materials are aligned to the Florida Standards by:
• planning with the District Pacing Guide, which provides a blue-print of the Florida Standards that are to be taught throughout the year;
• ensuring that the objectives on all the lesson plans reflect the Florida Standards;
• participating in assessments that are aligned to the Florida Standards;
• and by engaging in academic conversations between teachers and administration that focus on how standards are being addressed.

b. Instructional Strategies

1. 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 utilizes data-driven decision making to ensure that the school, the class, and the students are meeting the goals that are stated in the school's mission and vision.

Differentiated Instruction starts weekly with the classroom teacher. The teacher, with the aide of their respective instructional coach, reviews the most current data on a weekly basis and selects specific activities for individual students that will provide reteaching or enrichment for the indicated standards.

The Leadership Team also reviews data on a biweekly basis to determine what standards and types of activities need to be implemented and utilized in the extended learning programs. In addition to selecting activities for students, professional development sessions are identified based on the common concerns found in the data.

The MTSS/RtI team also utilizes the data to verify that the intervention plan devised for targeted students are appropriate to their specific needs. Data, in this process, is utilized to determine and create specific activities for specific students , for specific tiers.

As these data points are being utilized to plan activities for students, Shadowlawn Elementary is striving to increase the levels of proficiency of all students throughout the building.

2. 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: After School Program

Minutes added to school year: 2,880

This year, Shadowlawn Elementary School was unassigned as one of the "Lowest 300 Elementary Schools" by the State of Florida. This determination was made by analyzing the reading and mathematics proficiency levels, as well as their learning gains. Therefore, this year, our school received a "B" as a school letter grade, and was classified as a Tier II school, in which we will be equipped with instructional coaches in the areas of Reading and Mathematics; and will also be provided with some support from the Office of Academics and Transformation (OAT).

In order to provide extra small group instruction, our school will be offering an additional hour of reading, mathematics, and science intervention/enrichment to all students in third through second grade after school. In addition, all students, kindergarten through fifth grade, will receive an additional thirty minutes of Reading intervention/ intervention during their regular school day.

Strategy Rationale

In order to facilitate this, thirty minutes of the students' daily schedule will be allotted for Reading intervention if they scored below a Level 3 on the Florida Standards Assessment or Level 5 on the Stanford Achievement Test. Students performing on grade level will be provided with enrichment activities during this time.

Shadowlawn Elementary will designate two days a week in which students in third through fifth grade will stay after school for an hour to reinforce the standards in which they are struggling as a grade level .

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Nika, pr4961@dadeschools.net

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

Students will be monitored for success through weekly assessments in Reading; topic assessments in Mathematics and Science; iReady Diagnostics in Reading and Mathematics; and Quarterly and Baseline/Post Tests in Science. The Leadership Team will review and disaggregate the data as it becomes available and determine the amount of student progress, as well as proficiency levels.

2. Student Transition and Readiness

a. 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).

1. 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 the starting of school. In addition, 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 child. 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. 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 individual students and groups of students. Activities will include daily explicit instruction, modeling, guided practice and independent practice of academic skills as identified by the testing instruments. Furthermore, the office staff distributes Kindergarten preparation brochures and other documents to interested parents throughout the school year.

b. College and Career Readiness

1. 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.

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

Not Applicable.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 2016-2017 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 2016-2017 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators.

Strategic Goals Detail

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

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

🔑 G088225

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	76.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of how to analyze data and utilize it to guide instruction. Teachers struggle to strategically align materials and resources to various data points in order to develop effective differentiated instruction lessons that target the instructional needs of students. As a result, there is ineffective and inconsistent delivery of small group instruction.

- Teachers struggle to strategically plan and create Phase II and Phase III activities that allow students to apply content knowledge to answer questions and problem solve real-life scenarios.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; i-Ready Toolbox, FSA Task Cards

- 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

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
Nika Williams

Schedule
Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion
Teacher Lesson Plans, DI Folders, Administrative Walkthroughs.

G2. Our 2016-2017 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`

🔑 G088226

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

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.

Resources Available to Help Reduce or Eliminate the Barriers `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

Plan to Monitor Progress Toward G2. `8`

Administrators will monitor the number of students that register for region, district and state competitions.

Person Responsible
Nika Williams

Schedule
Quarterly, from 12/5/2016 to 3/30/2017

Evidence of Completion
The registration confirmations for the region, district and state competitions.

G3. Our 2016-2017 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators. `1a`

🔍 G088227

Targets Supported `1b`

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	20.0

Targeted Barriers to Achieving the Goal `3`

- Approximately 42 students have been identified through Early Warning System (EWS) Indicators as being at risk.

Resources Available to Help Reduce or Eliminate the Barriers `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

Plan to Monitor Progress Toward G3. `8`

Administrators will monitor the weekly bulletins to identify a decrease in student absenteeism.

Person Responsible

Nika Williams

Schedule

Quarterly, from 9/26/2016 to 6/8/2017

Evidence of Completion

Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs, Interim Reports, Report Cards, Student Coaching Plan, Daily Attendance Bulletin

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

🔑 G088225

G1.B1 Limited knowledge of how to analyze data and utilize it to guide instruction. Teachers struggle to strategically align materials and resources to various data points in order to develop effective differentiated instruction lessons that target the instructional needs of students. As a result, there is ineffective and inconsistent delivery of small group instruction. 2

🔑 B234596

G1.B1.S1 Collaborate with teachers to effectively align data to meet the instructional needs of students. 4

🔑 S247313

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

During planning sessions, analyze data and align resources and materials for differentiated instruction; ensuring that lessons are tired and targeted to address the instructional needs of all learners.

Person Responsible

Tewana Reddick

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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 11/10/2016

Evidence of Completion

Agenda , Sign-in Sheets

Action Step 3 5

Conduct data chats with teachers on various data points to create differentiated instruction lessons and to group students.

Person Responsible

Kecia Smith

Schedule

Monthly, from 8/22/2016 to 5/18/2017

Evidence of Completion

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

Action Step 4 5

Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction as it is aligned data.

Person Responsible

Tewana Reddick

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Coaches' Logs and Calendar

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

Nika Williams

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthroughs, Leadership team meeting agenda

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

Monitor the implementation and alignment of materials and resources for differentiated instruction.

Person Responsible

Nika Williams

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Student Differentiated Instruction Folders, Student Data Folders, Walkthroughs

G1.B2 Teachers struggle to strategically plan and create Phase II and Phase III activities that allow students to apply content knowledge to answer questions and problem solve real-life scenarios. 2

🔍 B234597

G1.B2.S1 Teachers struggle to strategically plan and create Phase II and Phase III activities that allow students to apply content knowledge to answer questions and problem solve real-life scenarios. 4

🔍 S247314

Strategy Rationale

Inconsistent use of activities and questions that promote higher-order thinking skills.

Action Step 1 5

Conduct professional development sessions that will focus on Phase I, Phase II, and Phase III activities.

Person Responsible

Nika Williams

Schedule

On 10/14/2016

Evidence of Completion

Lesson Plans

Action Step 2 5

Planning sessions with teachers to plan explicit instruction that will promote student output from phase I to phase III as the topic is delivered.

Person Responsible

Nika Williams

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

Action Step 3 `5`

Professional Learning Community to provide corrective feedback in Science Journals

> **Person Responsible**
>
> Nika Williams
>
> **Schedule**
>
> Monthly, from 11/10/2016 to 4/27/2017
>
> *Evidence of Completion*
>
> Interactive Journals, Sign-in Sheets

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

Classroom Walkthrough to identify different levels of questioning in the science journals.

> **Person Responsible**
>
> Nika Williams
>
> **Schedule**
>
> Daily, from 8/22/2016 to 6/7/2017
>
> *Evidence of Completion*
>
> Essential Labs, Interactive Journals, Agendas Walk through Forms

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

Conduct classroom walkthroughs to verify positive constructive feedback on higher order thinking questions.

> **Person Responsible**
>
> Nika Williams
>
> **Schedule**
>
> Weekly, from 9/5/2016 to 6/8/2017
>
> *Evidence of Completion*
>
> Journals and Students' work will contain different levels of questioning with constructive feedback requiring students to evaluate their original responses.

G2. Our 2016-2017 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`

🔍 G088226

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`

🔍 B234598

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`

🔍 S247315

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

Nika Williams

Schedule

Monthly, from 10/3/2016 to 6/8/2017

Evidence of Completion

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

Action Step 2 `5`

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

Person Responsible

Nika Williams

Schedule

Every 6 Weeks, from 11/7/2016 to 2/24/2017

Evidence of Completion

Registrations for various science competitions

Action Step 3 `5`

Science Teachers will provide additional support through planning, coaching & mentoring to students who are selected to represent the school at competitions.

Person Responsible

Nika Williams

Schedule

Every 2 Months, from 11/7/2016 to 3/30/2018

Evidence of Completion

Curriculum Support Specialists, Instructional Coaches

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

Administrators will monitor the number of students that participate in school-wide competitions that will serve as a a selection process for the district and state STEM competitions.

Person Responsible

Nika Williams

Schedule

Every 2 Months, from 11/7/2016 to 3/30/2017

Evidence of Completion

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

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

Administrators will monitor the number of students participating in school-wide science competitions.

Person Responsible

Nika Williams

Schedule

Every 2 Months, from 11/7/2016 to 3/30/2017

Evidence of Completion

An increase in the number of students that participate in school-wide science competitions as evidence by sign-in sheets.

G3. Our 2016-2017 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators. 1

🔑 G088227

G3.B1 Approximately 42 students have been identified through Early Warning System (EWS) Indicators as being at risk. 2

🔑 B234599

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

🔑 S247316

Strategy Rationale

Poor student attendance leads to low academic performance and behavior problems.

Action Step 1 5

Monitor and recognize daily classrooms with 100% attendance.

Person Responsible

Chandrell Pierre

Schedule

Daily, from 8/22/2016 to 6/8/2017

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

Ileana Noda

Schedule

Daily, from 9/5/2016 to 6/8/2017

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, certificates for parents whose child has 100% attendance in a grading period).

Person Responsible

Chandrell Pierre

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

Action Step 4 `5`

Identified students will be placed on an Attendance Contract and or an Attendance Intervention Plan.

Person Responsible

Ileana Noda

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Weekly Contract and completed attendance plans

Action Step 5 `5`

Identified students will participate in Individual Counseling/Conferences with Student Services personnel.

Person Responsible

Ileana Noda

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Daily Conferencing Logs and Referrals.

Action Step 6 `5`

Student Services will provide Parent Workshops on Attendance and Academic Success.

Person Responsible

Chandrell Pierre

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Parent Workshop & Meeting Sign-in Sheets, Powerpoints

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

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

Person Responsible

Ileana Noda

Schedule

Weekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

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

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

Student Services will conduct ongoing Student Progress Monitoring to identify a decrease in student absentee. students, as needed.

Person Responsible

Chandrell Pierre

Schedule

Biweekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Early Warning System Findings, Control D Reports, Attendance Logs, Student Coaching Plan

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A1 A322013	Conduct professional development sessions that will focus on Phase I, Phase II, and Phase III...	Williams, Nika	8/29/2016	Lesson Plans	10/14/2016 one-time
G1.B1.S1.A2 A322010	Provide professional development on the alignment of materials and resources for small group,...	Reddick, Tewana	8/22/2016	Agenda , Sign-in Sheets	11/10/2016 one-time
G2.B1.S1.A2 A322017	Administrators will monitor and increase participation in school site STEM competitions that serve...	Williams, Nika	11/7/2016	Registrations for various science competitions	2/24/2017 every-6-weeks
G2.MA1 M335133	Administrators will monitor the number of students that register for region, district and state...	Williams, Nika	12/5/2016	The registration confirmations for the region, district and state competitions.	3/30/2017 quarterly
G2.B1.S1.MA1 M335131	Administrators will monitor the number of students participating in school-wide science...	Williams, Nika	11/7/2016	An increase in the number of students that participate in school-wide science competitions as evidence by sign-in sheets.	3/30/2017 every-2-months
G2.B1.S1.MA1 M335132	Administrators will monitor the number of students that participate in school-wide competitions...	Williams, Nika	11/7/2016	Science Fair Participation Projects, District & School-Based STEM Activity Participation Registration Logs	3/30/2017 every-2-months
G1.B2.S1.A3 A322015	Professional Learning Community to provide corrective feedback in Science Journals	Williams, Nika	11/10/2016	Interactive Journals, Sign-in Sheets	4/27/2017 monthly
G1.B1.S1.A3 A322011	Conduct data chats with teachers on various data points to create differentiated instruction...	Smith, Kecia	8/22/2016	Planning Agenda, Coach's Logs, Calendar, Lesson Plans	5/18/2017 monthly
G1.B1.S1.A4 A322012	Conduct coaching cycles and model the effective implementation of a systematic plan for...	Reddick, Tewana	8/22/2016	Coaches' Logs and Calendar	5/31/2017 weekly
G1.B2.S1.A2 A322014	Planning sessions with teachers to plan explicit instruction that will promote student output from...	Williams, Nika	8/29/2016	Lesson Plans	5/31/2017 biweekly
G1.B2.S1.MA1 M335129	Classroom Walkthrough to identify different levels of questioning in the science journals.	Williams, Nika	8/22/2016	Essential Labs, Interactive Journals, Agendas Walk through Forms	6/7/2017 daily
G1.MA1 M335130	There is evidence of effective Implementation and strategic aligning of materials and resources to...	Williams, Nika	8/29/2016	Teacher Lesson Plans, DI Folders, Administrative Walkthroughs.	6/8/2017 weekly
G3.MA1 M335136	Administrators will monitor the weekly bulletins to identify a decrease in student absenteeism.	Williams, Nika	9/26/2016	Early Warning System Findings, Control D Reports, SST/RTI Meeting Logs, Interim Reports, Report Cards, Student Coaching Plan, Daily Attendance Bulletin	6/8/2017 quarterly
G1.B1.S1.MA1 M335126	Monitor the implementation and alignment of materials and resources for differentiated instruction.	Williams, Nika	8/22/2016	Student Differentiated Instruction Folders, Student Data Folders, Walkthroughs	6/8/2017 weekly
G1.B1.S1.MA1 M335127	Monitor the implementation of a purposeful standard and data-driven differentiated instruction...	Williams, Nika	8/22/2016	Walkthroughs, Leadership team meeting agenda	6/8/2017 weekly
G1.B1.S1.A1 A322009	During planning sessions, analyze data and align resources and materials for differentiated...	Reddick, Tewana	8/22/2016	Coach's Logs, Agenda, Calendar	6/8/2017 weekly
G1.B2.S1.MA1 M335128	Conduct classroom walkthroughs to verify positive constructive feedback on higher order thinking...	Williams, Nika	9/5/2016	Journals and Students' work will contain different levels of questioning with constructive feedback requiring students to evaluate their original responses.	6/8/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A322016	Professional Development opportunities will be provided to teachers on the Scientific Method and...	Williams, Nika	10/3/2016	Sign-in Sheets, Agendas, PowerPoint Presentations, Handouts, PD Observations	6/8/2017 monthly
G3.B1.S1.MA1 M335134	Student Services will conduct ongoing Student Progress Monitoring to identify a decrease in student...	Pierre, Chandrell	9/5/2016	Early Warning System Findings, Control D Reports, Attendance Logs, Student Coaching Plan	6/8/2017 biweekly
G3.B1.S1.MA1 M335135	Counselors will use a Check-in/Check-out system to visit classrooms of students with excessive...	Noda, Ileana	9/5/2016	Early Warning System Dashboard (Findings), Control D Reports, Weekly Logs, Attendance Bulletins	6/8/2017 weekly
G3.B1.S1.A1 A322019	Monitor and recognize daily classrooms with 100% attendance.	Pierre, Chandrell	8/22/2016	Early Warning System Dashboard (Findings), Control D Reports, Attendance Bulletin.	6/8/2017 daily
G3.B1.S1.A2 A322020	When students accumulate 3 or more absences, this will generate a phone call/letter to parent...	Noda, Ileana	9/5/2016	Early Warning System Dashboard (Findings), Control D Reports, Attendance Bulletins, Referrals	6/8/2017 daily
G3.B1.S1.A3 A322021	Motivate students and parents by providing incentives to reward good attendance, thus improving...	Pierre, Chandrell	8/22/2016	Early Warning System Dashboard (Findings), Control D Reports, Daily Attendance Bulletins	6/8/2017 daily
G3.B1.S1.A4 A322022	Identified students will be placed on an Attendance Contract and or an Attendance Intervention Plan.	Noda, Ileana	8/22/2016	Weekly Contract and completed attendance plans	6/8/2017 weekly
G3.B1.S1.A5 A322023	Identified students will participate in Individual Counseling/Conferences with Student Services...	Noda, Ileana	8/22/2016	Daily Conferencing Logs and Referrals.	6/8/2017 daily
G3.B1.S1.A6 A322024	Student Services will provide Parent Workshops on Attendance and Academic Success.	Pierre, Chandrell	8/22/2016	Parent Workshop & Meeting Sign-in Sheets, Powerpoints	6/8/2017 monthly
G2.B1.S1.A3 A322018	Science Teachers will provide additional support through planning, coaching & mentoring to students...	Williams, Nika	11/7/2016	Curriculum Support Specialists, Instructional Coaches	3/30/2018 every-2-months

V. 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 how to analyze data and utilize it to guide instruction. Teachers struggle to strategically align materials and resources to various data points in order to develop effective differentiated instruction lessons that target the instructional needs of students. As a result, there is ineffective and inconsistent delivery of small group instruction.

G1.B1.S1 Collaborate with teachers to effectively align data to meet the instructional needs of students.

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, Math Coach, and Curriculum Support Specialists

Participants

K-5

Schedule

On 11/10/2016

G1.B2 Teachers struggle to strategically plan and create Phase II and Phase III activities that allow students to apply content knowledge to answer questions and problem solve real-life scenarios.

G1.B2.S1 Teachers struggle to strategically plan and create Phase II and Phase III activities that allow students to apply content knowledge to answer questions and problem solve real-life scenarios.

PD Opportunity 1

Conduct professional development sessions that will focus on Phase I, Phase II, and Phase III activities.

Facilitator

Nika Williams, Assistant Principal

Participants

K-5 Science Teachers

Schedule

On 10/14/2016

PD Opportunity 2

Professional Learning Community to provide corrective feedback in Science Journals

Facilitator

Nika Williams, Assistant Principal

Participants

K-5 Science Teachers

Schedule

Monthly, from 11/10/2016 to 4/27/2017

G2. Our 2016-2017 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 ScienceTeachers

Schedule

Monthly, from 10/3/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance 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 how to analyze data and utilize it to guide instruction. Teachers struggle to strategically align materials and resources to various data points in order to develop effective differentiated instruction lessons that target the instructional needs of students. As a result, there is ineffective and inconsistent delivery of small group instruction.

G1.B1.S1 Collaborate with teachers to effectively align data to meet the instructional needs of students.

TA Opportunity 1

Conduct data chats with teachers on various data points to create differentiated instruction lessons and to group students.

Facilitator

Reading Coach, Math Coach and Administration

Participants

K-5

Schedule

Monthly, from 8/22/2016 to 5/18/2017

VII. Budget

1	G1.B1.S1.A1	During planning sessions, analyze data and align resources and materials for differentiated instruction; ensuring that lessons are tired and targeted to address the instructional needs of all learners.	$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	Conduct data chats with teachers on various data points to create differentiated instruction lessons and to group students.	$0.00
4	G1.B1.S1.A4	Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction as it is aligned data.	$0.00
5	G1.B2.S1.A1	Conduct professional development sessions that will focus on Phase I, Phase II, and Phase III activities.	$0.00
6	G1.B2.S1.A2	Planning sessions with teachers to plan explicit instruction that will promote student output from phase I to phase III as the topic is delivered.	$0.00
7	G1.B2.S1.A3	Professional Learning Community to provide corrective feedback in Science Journals	$0.00

8	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**
9	G2.B1.S1.A2	**Administrators will monitor and increase participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.**	**$0.00**
10	G2.B1.S1.A3	**Science Teachers will provide additional support through planning, coaching & mentoring to students who are selected to represent the school at competitions.**	**$0.00**
11	G3.B1.S1.A1	**Monitor and recognize daily classrooms with 100% attendance.**	**$0.00**
12	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**
13	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, certificates for parents whose child has 100% attendance in a grading period).**	**$500.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	4961 - Shadowlawn Elementary School	School Improvement Funds		$500.00

14	G3.B1.S1.A4	**Identified students will be placed on an Attendance Contract and or an Attendance Intervention Plan.**	**$0.00**
15	G3.B1.S1.A5	**Identified students will participate in Individual Counseling/Conferences with Student Services personnel.**	**$0.00**
16	G3.B1.S1.A6	**Student Services will provide Parent Workshops on Attendance and Academic Success.**	**$0.00**
		Total:	**$500.00**