

Miami-Dade County Public Schools

Shadowlawn Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2016-17	2015-16	2014-15	2013-14
Grade	D	B	F*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Shadowlawn Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 conducive 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 incorporates 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 services team has implemented an anonymous box that allows students to express any 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 services 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, counselors, 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 reports, 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 counselors conduct 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	0	0	0	0	0	0	0	0	
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	2	7	4	1	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	1	6	15	10	12	15	0	0	0	0	0	0	0	59

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	1	3	14	3	13	15	0	0	0	0	0	0	0	49

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, teachers, 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. Based on the reading scores from the 2017 State Assessments, all students, kindergarten through fifth grade, receive an additional sixty minutes of Reading Intervention on a daily basis. Students that were retained in the third grade or promoted to fourth grade using any of the good causes receive an additional ninety minutes of reading intervention via the intensive acceleration course. In addition, students in grades three through five are encouraged 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 Rtl team.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist hosts monthly meetings for parents. During the meetings, she invites instructional coaches to present information on reading, math, and science topics to increase parents' conceptual understanding, enabling them to assist their children. The Success Coach provides attendance workshops to parents and attendance interventions with a meaningful understanding of the strong correlation between daily attendance and student achievement. The Community Involvement Specialist also assists and encourages parents to become school volunteers, so they have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connected-Ed messages, monthly calendars, the school's website and social media.

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

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 services 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 from 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 an in-house 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 an in-house 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 making 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. Responding 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. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
8. Gathering Ongoing Progress Monitoring (OPM) for all interventions.
9. Analyzing 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. 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

Extended learning opportunities (before school tutoring) are provided to our ELL students to offer support in all core subjects. 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. The school based, Title I funded Community Involvement Specialist (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, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Transformational coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

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.

Title I, Part D

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, and ELL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Communities (PLC) development and facilitation, as well as the implementation and protocols of the Lesson Study Groups

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)

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.

The Staff in the Homeless Education Program provide 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. 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.

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
- 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

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 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
Wade Forbes	Teacher
Alemarie Gonzalez-Rubi	Education Support Employee
Theodore Bridgewater	Education Support Employee
Carol Mentor	Parent
Darren Choute	Student
Ricky Brantley	Business/Community
Carmelina Phillippe	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 the iReady program, the SAT-10, and the FSA. 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 listed barriers that they felt prevented us from meeting our 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.

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 professional development blueprint that was created during Synergy, 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.

Incentives: \$1105.00

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
Williams, Nika	Assistant Principal
Williams, Robyn	Teacher, K-12
Joachim, Suzie	Teacher, K-12

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) is 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Shadowlawn Elementary's staff shares 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 keeps 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;
- by engaging in academic conversations between teachers and administration that focus on how standards are being addressed;
- and participating in bi-weekly data chats to identify the overall performance of students for each standard

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/Rtl 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: Extended School Day

Minutes added to school year: 10,800

This year, Shadowlawn Elementary School was assigned 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 "D" as a school letter grade, and was classified as a Tier III school, in which we will be equipped with transformation coaches in the areas of Reading and Mathematics; and will also be provided with support from the Education Transformation Office(ETO).

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 ELL students in third through fifth grade before school. In addition, all students, kindergarten through fifth grade, will receive an additional sixty minutes of Reading intervention during their regular school day.

Strategy Rationale

In order to facilitate this, the daily schedule of all students will be allotted with an extra sixty minutes for Reading intervention. Students performing on grade level on State Assessments will be provided with enrichment activities during this time.

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. Ongoing progress monitoring will also assess standards that have been retaught to re-evaluate mastery. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. Parents are given a Home Language Survey when they register to determine the language needs of their children. Kindergarten students will be tested with STAR Early Literacy Assessment. 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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved in all content areas, then student achievement will increase.

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. If core instruction is improved in all content areas, then student achievement will increase. 1a

G096673

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	76.0

Targeted Barriers to Achieving the Goal 3

- Students are consistently scoring below proficiency on computer based programs such as iReady.

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

Leadership team will review data to ensure that students are making progress towards the goal.

Person Responsible

Nika Williams

Schedule

Every 3 Weeks, from 9/25/2017 to 6/7/2018

Evidence of Completion

Unit/chapter assessments, iReady data, topic assessments, data chat protocol

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


 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. **1**

 G096673

G1.B3 Students are consistently scoring below proficiency on computer based programs such as iReady.

2

 B260023

G1.B3.S1 Students will utilize a daily data table to record and track their performance. In addition, teachers will monitor weekly reports and compare them to student tables to ensure accuracy and fidelity.

4

 S275470

Strategy Rationale

The tracking system that was being utilized was not being carried out with fidelity.

Action Step 1 **5**

Administrators will participate in monthly iCADS to support content area instruction.

Person Responsible

Nika Williams

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

iCADS schedule, sign-in sheets, agenda

Action Step 2 **5**

Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.

Person Responsible

Nika Williams

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Action Plan, TCC schedule, Transformation Coach logs

Action Step 3 5

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Nika Williams

Schedule

Triannually, from 9/11/2017 to 5/25/2018

Evidence of Completion

Action Plan

Action Step 4 5

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Nika Williams

Schedule

Triannually, from 7/18/2017 to 5/25/2018

Evidence of Completion

Strategic Planning schedule, assessment data

Action Step 5 5

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

Person Responsible

Nika Williams

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

DATA/COM schedule, presentation, sign-in sheet, follow-up notes

Action Step 6 5

Content area teams will meet weekly to conduct common planning.

Person Responsible

Nika Williams

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Sign-in sheet, support logs, agenda

Action Step 7 5

Provide meaningful professional development during faculty meetings.

Person Responsible

Nika Williams

Schedule

Monthly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Agenda, sign-in sheet

Action Step 8 5

A classroom teacher was purchased to lower the teacher - student ratio to ensure the continuity and fidelity of instruction.

Person Responsible

Nika Williams

Schedule

Daily, from 10/11/2017 to 6/7/2018

Evidence of Completion

The sign in sheets will reflect that the teacher is present daily and the data trackers will include the scores of each student and how they are progressing.

Action Step 9 5

The hourly interventionist will work with small groups until the end of the year to provide intense instruction to students not performing on grade level.

Person Responsible

Nika Williams

Schedule

Daily, from 3/19/2018 to 6/7/2018

Evidence of Completion

The sign in sheets will reflect the daily attendance of the interventionist; data trackers will display the OPMs to monitor student progress.

Action Step 10 5

Desktop and laptop computers will be purchased to increase the number of technology centers in each classroom to improve the quality of center rotations.

Person Responsible

Nika Williams

Schedule

On 6/8/2018

Evidence of Completion

Reports from the different technological programs will display an increase of usage time per student due to classrooms having more computers.

Action Step 11 5

Accelerated Reader will be utilized to motivate students to read and select books on their instructional level in order to strengthen fluency and comprehension.

Person Responsible

Tewana Reddick

Schedule

Daily, from 11/6/2017 to 6/7/2018

Evidence of Completion

The score reports from the Accelerated Program will be monitored for student progress.

Action Step 12 5

Students will visit Lion Country Safari to reinforce the life science strand in the science curriculum. Teachers will utilize this experience and incorporate it into the writing during the Language Arts block.

Person Responsible

Nika Williams

Schedule

On 2/12/2018

Evidence of Completion

Students' writing samples will be visible in student folders, along with feedback from the Language Arts teachers.

Action Step 13 5

We will purchase Florida Performance Coach books to give students an opportunity to engage in materials that will help promote comprehension; in addition to being exposed to questions and passages that are aligned to the Florida Standards Assessment.

Person Responsible

Tewana Reddick

Schedule

Weekly, from 11/1/2017 to 5/31/2018

Evidence of Completion

The pages that were assigned and completed will be aligned to grade level instruction.

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

Leadership team will conduct classroom walkthroughs to monitor the implementation of the action plan cycles.

Person Responsible

Nika Williams

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrator walk-throughs, lesson plans, student journals, student work folders

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

Leadership team will meet weekly to monitor the implementation of the student data tables.

Person Responsible

Nika Williams

















Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Weekly reports, student data tables

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S1.A12  A369851	Students will visit Lion Country Safari to reinforce the life science strand in the science...	Williams, Nika	2/12/2018	Students' writing samples will be visible in student folders, along with feedback from the Language Arts teachers.	2/12/2018 one-time
G1.B3.S1.A1  A369840	Administrators will participate in monthly iCADS to support content area instruction.	Williams, Nika	9/1/2017	iCADS schedule, sign-in sheets, agenda	5/25/2018 monthly
G1.B3.S1.A2  A369841	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to...	Williams, Nika	9/1/2017	Action Plan, TCC schedule, Transformation Coach logs	5/25/2018 monthly
G1.B3.S1.A3  A369842	Conduct the Instructional Review process and identify action steps required to eliminate the...	Williams, Nika	9/11/2017	Action Plan	5/25/2018 triannually
G1.B3.S1.A4  A369843	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Williams, Nika	7/18/2017	Strategic Planning schedule, assessment data	5/25/2018 triannually
G1.B3.S1.A5  A369844	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Williams, Nika	8/14/2017	DATA/COM schedule, presentation, sign-in sheet, follow-up notes	5/25/2018 triannually
G1.B3.S1.A6  A369845	Content area teams will meet weekly to conduct common planning.	Williams, Nika	8/21/2017	Sign-in sheet, support logs, agenda	5/25/2018 weekly
G1.B3.S1.A7  A369846	Provide meaningful professional development during faculty meetings.	Williams, Nika	8/17/2017	Agenda, sign-in sheet	5/25/2018 monthly
G1.B3.S1.A13  A369852	We will purchase Florida Performance Coach books to give students an opportunity to engage in...	Reddick, Tewana	11/1/2017	The pages that were assigned and completed will be aligned to grade level instruction.	5/31/2018 weekly
G1.MA1  M398280	Leadership team will review data to ensure that students are making progress towards the goal.	Williams, Nika	9/25/2017	Unit/chapter assessments, iReady data, topic assessments, data chat protocol	6/7/2018 every-3-weeks
G1.B3.S1.MA1  M398278	Leadership team will meet weekly to monitor the implementation of the student data tables.	Williams, Nika	9/25/2017	Weekly reports, student data tables	6/7/2018 weekly
G1.B3.S1.MA1  M398279	Leadership team will conduct classroom walkthroughs to monitor the implementation of the action...	Williams, Nika	9/25/2017	Administrator walk-throughs, lesson plans, student journals, student work folders	6/7/2018 weekly
G1.B3.S1.A8  A369847	A classroom teacher was purchased to lower the teacher - student ratio to ensure the continuity and...	Williams, Nika	10/11/2017	The sign in sheets will reflect that the teacher is present daily and the data trackers will include the scores of each student and how they are progressing.	6/7/2018 daily
G1.B3.S1.A9  A369848	The hourly interventionist will work with small groups until the end of the year to provide intense...	Williams, Nika	3/19/2018	The sign in sheets will reflect the daily attendance of the interventionist; data trackers will display the OPMs to monitor student progress.	6/7/2018 daily
G1.B3.S1.A11  A369850	Accelerated Reader will be utilized to motivate students to read and select books on their...	Reddick, Tewana	11/6/2017	The score reports from the Accelerated Program will be monitored for student progress.	6/7/2018 daily
G1.B3.S1.A10  A369849	Desktop and laptop computers will be purchased to increase the number of technology centers in each...	Williams, Nika	10/23/2017	Reports from the different technological programs will display an increase of usage time per student due to classrooms having more computers.	6/8/2018 one-time

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B3 Students are consistently scoring below proficiency on computer based programs such as iReady.

G1.B3.S1 Students will utilize a daily data table to record and track their performance. In addition, teachers will monitor weekly reports and compare them to student tables to ensure accuracy and fidelity.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Transformation Coaches

Participants

Teachers

Schedule

Monthly, from 8/17/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B3 Students are consistently scoring below proficiency on computer based programs such as iReady.

G1.B3.S1 Students will utilize a daily data table to record and track their performance. In addition, teachers will monitor weekly reports and compare them to student tables to ensure accuracy and fidelity.

TA Opportunity 1

Desktop and laptop computers will be purchased to increase the number of technology centers in each classroom to improve the quality of center rotations.

Facilitator

iReady Representatives

Participants

K - 5 Teachers

Schedule

On 6/8/2018

VII. Budget

1	G1.B3.S1.A1	Administrators will participate in monthly iCADS to support content area instruction.				\$0.00
2	G1.B3.S1.A10	Desktop and laptop computers will be purchased to increase the number of technology centers in each classroom to improve the quality of center rotations.				\$7,333.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		4961 - Shadowlawn Elementary School	UniSIG		\$7,333.00
3	G1.B3.S1.A11	Accelerated Reader will be utilized to motivate students to read and select books on their instructional level in order to strengthen fluency and comprehension.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		4961 - Shadowlawn Elementary School	UniSIG		\$3,000.00
4	G1.B3.S1.A12	Students will visit Lion Country Safari to reinforce the life science strand in the science curriculum. Teachers will utilize this experience and incorporate it into the writing during the Language Arts block.				\$2,000.00

Dade - 4961 - Shadowlawn Elementary School - 2017-18 SIP
Shadowlawn Elementary School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		4961 - Shadowlawn Elementary School	UniSIG		\$2,000.00
5	G1.B3.S1.A13	We will purchase Florida Performance Coach books to give students an opportunity to engage in materials that will help promote comprehension; in addition to being exposed to questions and passages that are aligned to the Florida Standards Assessment.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		4961 - Shadowlawn Elementary School	UniSIG		\$1,000.00
6	G1.B3.S1.A2	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.				\$0.00
7	G1.B3.S1.A3	Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.				\$0.00
8	G1.B3.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.				\$0.00
9	G1.B3.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.				\$0.00
10	G1.B3.S1.A6	Content area teams will meet weekly to conduct common planning.				\$0.00
11	G1.B3.S1.A7	Provide meaningful professional development during faculty meetings.				\$0.00
12	G1.B3.S1.A8	A classroom teacher was purchased to lower the teacher - student ratio to ensure the continuity and fidelity of instruction.				\$76,454.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4961 - Shadowlawn Elementary School	UniSIG		\$76,454.00
			Notes: Notes			
13	G1.B3.S1.A9	The hourly interventionist will work with small groups until the end of the year to provide intense instruction to students not performing on grade level.				\$7,873.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4961 - Shadowlawn Elementary School	UniSIG		\$7,873.00
			Notes: Notes			
Total:						\$97,660.00