

Collier County Public Schools

Shadowlawn Elementary School



2020-21 Schoolwide Improvement Plan

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Shadowlawn Elementary School

2161 SHADOWLAWN DR, Naples, FL 34112

<https://www.collierschools.com/sle>

Demographics

Principal: Amber Eliason

Start Date for this Principal: 7/23/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: A (62%) 2016-17: A (66%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Shadowlawn Elementary School

2161 SHADOWLAWN DR, Naples, FL 34112

<https://www.collierschools.com/sle>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Shadowlawn Elementary creates a challenging learning environment and encourages high expectations for student success and lifelong learning.

Provide the school's vision statement.

Shadowlawn Elementary, inspiring the leaders of tomorrow.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Phipps, Oliver	Principal	The principal provides the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment.
LaPaglia, Kyle	Other	Kyle Lapaglia - ESE Program Specialist - provides strategies and techniques for teachers working with ESE students as well as assists with the MTSS process.
Hendrix, Lisa	Instructional Coach	Lisa Hendrix - Instructional Coach - provides instructional leadership through informal means including observations, professional development, coaching, modeling lesson plans, active participation in collaborative planning sessions, professional learning communities, and reflective data chats to encourage shared decision making and empowerment of staff.
Ogletree, Amy	Instructional Media	In addition to oversee all media center activity this position works with the leadership team to develop and foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents.
Styra, Katie	Instructional Coach	Katie Styra - Instructional Coach - provides instructional leadership through informal means including observations, professional development, coaching, modeling lesson plans, active participation in collaborative planning sessions, professional learning communities, and reflective data chats to encourage shared decision making and empowerment of staff.
Young, Lisa	Assistant Principal	Lisa Young - Assistant Principal - provides instructional and operational leadership through formal and informal means including observations, professional development, participation in collaborative planning, professional learning communities, and teacher data dialogues to encourage collaboration and shared decision making.

Demographic Information

Principal start date

Thursday 7/23/2020, Amber Eliason

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: A (62%) 2016-17: A (66%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	52	71	49	61	90	72	0	0	0	0	0	0	0	395
Attendance below 90 percent	0	4	9	4	5	9	2	0	0	0	0	0	0	33
One or more suspensions	1	1	3	1	0	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	10	22	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	13	0	0	0	0	0	0	0	19

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 9/11/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	58	78	102	82	84	0	0	0	0	0	0	0	483
Attendance below 90 percent	6	4	7	7	7	4	0	0	0	0	0	0	0	35
One or more suspensions	0	1	5	2	8	8	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	35	29	0	0	0	0	0	0	0	77

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	3	12	14	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	1	1	13	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	58	78	102	82	84	0	0	0	0	0	0	0	483
Attendance below 90 percent	6	4	7	7	7	4	0	0	0	0	0	0	0	35
One or more suspensions	0	1	5	2	8	8	0	0	0	0	0	0	0	24
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	35	29	0	0	0	0	0	0	0	77

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	3	12	14	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	1	1	13	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	41%	60%	57%	48%	56%	55%
ELA Learning Gains	48%	59%	58%	75%	62%	57%
ELA Lowest 25th Percentile	33%	51%	53%	77%	57%	52%
Math Achievement	51%	68%	63%	62%	67%	61%
Math Learning Gains	59%	64%	62%	71%	67%	61%
Math Lowest 25th Percentile	51%	55%	51%	67%	58%	51%
Science Achievement	49%	59%	53%	60%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	61%	-29%	58%	-26%
	2018	34%	59%	-25%	57%	-23%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	32%	58%	-26%	58%	-26%
	2018	55%	60%	-5%	56%	-1%
Same Grade Comparison		-23%				
Cohort Comparison		-2%				
05	2019	49%	60%	-11%	56%	-7%
	2018	52%	59%	-7%	55%	-3%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	68%	-30%	62%	-24%
	2018	58%	67%	-9%	62%	-4%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019	61%	65%	-4%	64%	-3%
	2018	60%	67%	-7%	62%	-2%
Same Grade Comparison		1%				
Cohort Comparison		3%				
05	2019	49%	67%	-18%	60%	-11%
	2018	68%	68%	0%	61%	7%
Same Grade Comparison		-19%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	56%	-9%	53%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	50%	58%	-8%	55%	-5%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	29	35	32	48	54	50				
ELL	35	48	32	47	60	50	39				
BLK	37	45	27	39	57	60	29				
HSP	39	48	32	51	58	44	50				
WHT	52	50		61	58		69				
FRL	39	45	28	48	57	49	49				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	56	69	46	74	82	8				
ELL	39	69	78	58	64	58	29				
BLK	31	55	60	55	86		17				
HSP	43	75	78	63	64	54	57				
WHT	63	62		74	75		58				
FRL	44	67	71	63	71	62	48				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	71	73	35	60	56	28				
ELL	27	63	67	50	70	80	9				
BLK	40	75	82	47	60	64	41				
HSP	40	72	75	58	74	71	48				
WHT	60	76	77	75	71	64	81				
FRL	44	74	77	60	70	68	54				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Lowest 25% Reading gains fell by 38% from the previous year.

Contributing factors to this deficit are an overall lack of teaching experience on how to implement Marzano's high yield strategies and content knowledge. Grade-level standards based assignments and activities and higher expectations are a concern across all grade-levels. Additionally, regularly implemented MTSS meetings to track student performance monitor intervention programs and practices for early identification of students with disabilities as well as students who may need consistent interventions to maintain grade level performance.

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

Lowest 25% Reading Gains also showed the greatest decline going from 71% of our lowest 25% of students making a gain in reading to just 33%. The factors are the same as described above.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Lowest 25% Reading Gains was 20% below the state and 18% below the district.

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

We did not improve in any area from FY18 to FY19. Our science proficiency score had the smallest decline, going from 51% to 49%. However, this score has been trending down for the past three years.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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

1. Lowest 25% Reading Gains (-37%)
2. Reading Gains (-19%)
3. Math Proficiency (-14%)
4. Math Gains (-12%)
5. Social Emotional Learning Support

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Our ELA Lowest 25% gain score fell by 38% and our MATH lowest 25% gain score fell by 9% from 2018 to 2019, additionally the one ESSA subcategory below 42% was our SWD, all demonstrating a weakness not only in instructional delivery but more specifically in instructional intervention practices. These deficits in student achievement led us to take a closer look at our intervention instructional delivery practices. Is the teacher differentiating the instruction on grade level assignments with high expectations vs. the teacher differentiating the assignment to a lower level thereby lower expectations. Intervention instruction, Tier 2 and Tier 3, directly impacts student achievement for all learning gains and most especially for our lowest 25% in reading. By looking at our Instructional Practice specifically relating to differentiation we encompass all our Tier 2 and Tier 3 students, our SWD students, our ELL students, and our on grade-level students who may need quick interventions in specific areas. Many of the students mentioned above fall into more than one category.

Measurable Outcome:

At least 60% of our lowest 25%, inclusive of our SWD, will make learning gains in reading and math as evidenced by either FSA 2021 gain scores (5th grade- reading and math), the district quarterly benchmarks (3rd and 4th grades - reading and math), the iReady Diagnostics scores (grades k-2 reading) and the district pre and posttest (grades k-2 math).

Person responsible for monitoring outcome:

Oliver Phipps (phippsol@collierschools.com)

Evidence-based Strategy:

The evidence-based strategy will utilize is to provide differentiated instruction, or tiered interventions for students who do not make enough progress during Tier 1. These interventions will target specific reading or math skills for a certain number of weeks. We will use ongoing progress monitoring to determine if interventions are working and adjust accordingly. The foundation for our Tier 2 students will be for grade-level remediation utilizing activities from the 'Florida Center for Reading Research (FCRR) for primary students and iReady Scaffolded Comprehension Tools for intervention from Curriculum and Associates or . Tier 3 interventions will be more individualized to meet the gaps occurring in the child's education.

Additionally, teachers will receive coaching support and professional development to increase their instructional practice in the area of providing on the spot remediation to increase overall learning gains for all students.

Rationale for Evidence-based Strategy:

These strategies were selected due to the decreases in reading and math gains for our lowest 25%, overall reading and math gains, and the SWD ESSA category . We will ensure that students have strong instruction that allows students to do the majority of the thinking, that lessons are aligned to the standards and are grade appropriate and interventions are meaningful in order to close the achievement gap between Tier 1 students and Tier 2 and 3 students.

Action Steps to Implement

All teachers will use district provided resources for all students at all times. This includes district provided materials, curriculum maps and pacing guides and technology programs. These resources are grade level appropriate and readily available for instruction. Intervention practices are also identified and abundant within the material (District Literacy program, Reading Horizons, LLI, iReady Intervention lessons, HMH Math Resources).

Person Responsible

Oliver Phipps (phippsol@collierschools.com)

ESE, Resource and ELL teachers will push-in to the classroom or utilize a WebEx to provide small group instruction on grade-level material that has been assigned to the entire class. Assignments and activities should not differ from the general population.

Person Responsible Lisa Young (youngli@collierschools.com)

Targeted, embedded professional development in the following areas:

Reading Horizons - providing interventions

Guided Reading - providing interventions; how to meet the students needs on grade-level

iReady Teacher Directed Intervention Tools

PD with TNTP - emphasizes the importance of grade-level assignments.

MTSS Data Analysis - To take ownership of their students and their data

HMH Resources - Differentiated Instruction

Person Responsible Lisa Young (youngli@collierschools.com)

MTSS meetings for data review will occur every six weeks throughout the year. Students will be identified for early interventions, and/or possible identification for special programs. Student data will be monitored throughout the year to ensure interventions are working or if a change needs to occur.

Teachers will come prepared with their students' most recent data in order to make informed decisions about their educational needs.

Person Responsible Lisa Young (youngli@collierschools.com)

Two after-school programs targeting struggling students to provide interventions. One in the fall and one in the spring. Both programs will target comprehension and math skills for our lowest 25% and our bubble students.

Person Responsible Lisa Young (youngli@collierschools.com)

All Tier 2 interventions will be completed by the classroom teacher with a designated time for the grade level and a predetermined amount of time for the interventions. Tier 3 interventions will be provided by a certified teacher other than the students classroom teacher. ELA Tier 3 interventions will be provided by a certified teacher with a reading endorsement (or working towards the endorsement).

Person Responsible Lisa Young (youngli@collierschools.com)

The reading evidence-based strategy we will utilize for primary students are activities from the Florida Center For Reading Research (FCRR). These activities provide targeted interventions on specific skills in phonological awareness and phonics.

The reading evidence-based strategies we will utilize for intermediate students are comprehension lessons scaffolded for the standard(s) being taught each week. These interventions provide students with instruction that is differentiated for grade-level texts.

The math evidence-based strategies we will utilize for all students are from the current HMH Into Math series from the Differentiation Resource materials.

Person Responsible Katie Styra (styrak@collierschools.com)

#2. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:	Overall Reading gains for 4th and 5th grade students fell by 19% in 2019. Just 48% of our 4th and 5th grade students made learning gains in ELA and 59% in math. Additionally, just 43% of students made learning gains from Diagnostic 1 to Diagnostic 2 on the iReady assessment. It is our belief that all students are capable of making a year's worth of gain in both reading and math. It is for this reason that our second area of focus is to strengthen teacher effectiveness through collaborative planning, monitoring, data tracking and job-embedded professional development.
Measurable Outcome:	At least 60% of our lowest 25%, inclusive of our SWD, will make learning gains in reading and math as evidenced by either FSA 2021 gain scores (5th grade- reading and math), the district quarterly benchmarks (3rd and 4th grades - reading and math), the iReady Diagnostics scores (grades k-2 reading) and the district pre and posttest (grades k-2 math).
Person responsible for monitoring outcome:	Oliver Phipps (phippsol@collierschools.com)
Evidence-based Strategy:	We will be utilizing our reading and math coaches to support this year's main focus area, which is to increase reading and math learning gains for all students in all sub-categories. Coaches will provide job embedded professional development on ways to improve and provide differentiated instruction to a full range of strategies to accommodate a diverse set of student needs.
Rationale for Evidence-based Strategy:	The single greatest factor in predicting student achievement is quality teaching. The needs of each educator is recognized through the instructional coaching model to foster a spirit of collaboration with the final goal of improved student performance. We will provide coaching to support development of a deep understanding of evidence-based instructional practices, help in creating a plan that realizes the educator's goals with a focus on improving instruction, encouragement and support for educator reflection about their classroom evidence-based practice.

Action Steps to Implement

Weekly reading and math collaborative planning that promotes discussion on ways to deliver the instruction and how to get the most engagement out of students.

Teams will arrive prepared and ready to engage in meaningful discussions regarding classroom instruction and intervention practices.

Teachers should be prepared to discuss how they will monitor student understanding on activities and assignments.

Only district provided materials will be utilized.

District curriculum maps will be followed to ensure pacing throughout the year.

Person Responsible Lisa Hendrix (hendrl@collierschools.com)

Administration will observe assignments and activities being utilized in the classroom to ensure they are standards based and grade-level appropriate.

Person Responsible Oliver Phipps (phippsol@collierschools.com)

Teacher data chats will be conducted at mid-year with teachers individually to review their data, in this way teachers will take ownership of their students' data.

Person Responsible Lisa Young (youngli@collierschools.com)

MTSS meetings will review data every six weeks to provide ongoing progress monitoring for students receiving interventions.

Person Responsible Lisa Young (youngli@collierschools.com)

Instructional Observations with feedback of pedagogical strengths and weaknesses that are consistent with student achievement data.

Person Responsible Oliver Phipps (phippso@collierschools.com)

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

According to the SY20 Panorama survey two categories had a significant drop. Grit fell from 65% to 55% and student Self-Efficacy fell from 58% to 51%. The declines these categories align with completion of student work during the quarantine which showed student did not have the grit to complete tasks on their own without the motivation and incentives provided in the classroom as well as their belief in themselves to do so.

Additionally, Mental Health Workgroup partners are anecdotally reporting an increase in the percentage of students experiencing mental health concerns (feelings of isolation, anxiety, and depression).

Additionally, Mental Health Workgroup partners are anecdotally reporting an increase in the percentage of students experiencing mental health concerns (feelings of isolation, anxiety, and depression).

Measurable Outcome: At least 80% of students will have a favorable score on the SY21 Panorama survey in the Grit and Self-Efficacy topics.

Person responsible for monitoring outcome:

Oliver Phipps (phippsol@collierschools.com)

Evidence-based Strategy:

Collier County Public Schools top 5 Social Emotional Learning priorities will be implemented for this area of focus.

Rationale for Evidence-based Strategy:

We used our results on the Panorama survey from the spring to determine the SEL areas of greatest concern. There were 3 topics that had a score decline from the fall of SY20, however our focus will be on the two with the largest decrease - Grit and Self-Efficacy.

Action Steps to Implement

Check-in for Students - 30/60/90 check-ins with the counselor to ensure all students new to SLE are feeling welcomed and having a positive school experience.

Person Responsible

Oliver Phipps (phippsol@collierschools.com)

Handle With Care - Students who are a greater risk of having mental health concerns are flagged in FOCUS and seen by the guidance counselor or another member of the mental health team on a regular basis. Additionally, teachers will receive training on how to look and respond to signs of trauma versus reports of trauma.

Person Responsible

Oliver Phipps (phippsol@collierschools.com)

Buddy Bench - students will have opportunities to connect virtually for socialization.

Person Responsible

Oliver Phipps (phippsol@collierschools.com)

SEL Videos and activities. Principal led videos with engagement activities to follow will be utilized throughout the year. SEL lessons will be taught during the first week of school placing an immediate emphasis on the importance of SEL and well-being.

Person Responsible

Oliver Phipps (phippsol@collierschools.com)

Panorama Voice Survey and lessons will be utilized to monitor student mental health awareness.

Person Responsible Lisa Young (youngli@collierschools.com)

#4. Culture & Environment specifically relating to Parent Involvement**Area of Focus Description and Rationale:**

SLE will involve our parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of our Title I programs through our Title 1 Powerpoint presentation that is shared at our Annual Title 1 Family Involvement night. We will also share in decision making at our School Advisory Council (SAC) and Parent Teacher Organization (PTO) meetings as well as our Parent Training evening events in reading, math, and science. Title 1 Parent Involvement funds are being allocated and used, requesting parent input, recruiting volunteers to assist with our Title 1 School Parental & Family Involvement Policy (PFEP) initiatives, and also sharing in the planning, implementing, and evaluating of our Title 1 PFEP. We create a welcoming school climate and supportive learning environments, establishing effective school-to-home and home-to-school communications, strengthen families knowledge and skills to support and

Measurable Outcome:

Through a concerted effort to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students, our intended outcome is to create a welcoming school climate, provide our families information in home language related to child development and create supportive learning environments, establish effective school-to-home and home-to-school communications, strengthen families knowledge and skills to support and extend their children's learning at home, engage families in school planning and volunteer opportunities, and connecting students and families to community resources as needed.

Person responsible for monitoring outcome:

Oliver Phipps (phippsol@collierschools.com)

Evidence-based Strategy:

Researchers have found that students who do benefit from strong parental involvement have:

- * Higher overall achievement, regardless of socioeconomic, ethnic or racial background
- * A higher completion level on homework
- * Better social behavior and lower probability that they will get into trouble outside of school
- * Greater comfort navigating different cultural environments between home and school
- * Less likelihood of being placed in special education courses
- * Less probability of dropping out of high school.

Rationale for Evidence-based Strategy:

Realizing that we can't force a parent to be involved in their child's education, we can encourage and facilitate it. To increase our parent involvement, we will try to make it easy. In a world of dual-income households, single-parent households, and unconventional work hours, we will provide multiple opportunities for parents to fit engagement and interaction into their schedules.

Action Steps to Implement

Researchers have found that students who do benefit from strong parental involvement have:

- * Higher overall achievement, regardless of socioeconomic, ethnic or racial background
- * A higher completion level on homework
- * Better social behavior and lower probability that they will get into trouble outside of school
- * Greater comfort navigating different cultural environments between home and school
- * Less likelihood of being placed in special education courses
- * Less probability of dropping out of high school.

Person Responsible

Oliver Phipps (phippsol@collierschools.com)

Parent Involvement assistant to facilitate and promote home-to-school and school-to home communication

Person Responsible Oliver Phipps (phippsol@collierschools.com)

Supplies and Printing - to assist families with providing the necessary supplies students may need for school and the printing of curriculum resources for students.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Math Proficiency is another school-wide Improvement priority. However, we believe the steps we are taking to improve learning gains, instructional practice, and SEL will improve this area as well.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Shadowlawn is beginning its 3rd year in the Leader in Me program. We believe this will be an important year in really seeing the benefits and impact on student emotional well-being and student achievement. We have implemented the following and will continue to build and strengthen each throughout the year:

1. Celebrate individual success of teachers and students
2. Build relationships that cultivate trust, respect, and appreciation
3. Hold staff members to high professional standards; collegial, collaborative and productive
4. Students and staff will feel emotionally and physically safe.
5. Staff members are role models for positive, healthy behaviors for students
6. Students are consistently engaged and held to high academic expectations.
7. Leadership works collaboratively with input from staff, students and community.
8. Criticism is constructive and well-intentioned
9. Resources and learning opportunities are equitably distributed to all students.
10. All students have access to the academic support and services they may need to succeed.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$215,573.56
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0141 - Shadowlawn Elementary School	Title, I Part A	0.5	\$35,129.70
			<i>Notes: Resource Teacher - Alev Gun</i>			
	5100	510-Supplies	0141 - Shadowlawn Elementary School	Title, I Part A		\$6,000.00
			<i>Notes: Classroom Supplies</i>			
	5100	519-Technology-Related Supplies	0141 - Shadowlawn Elementary School	Title, I Part A		\$600.00
			<i>Notes: Technology Supplies</i>			
	6400	510-Supplies	0141 - Shadowlawn Elementary School	Title, I Part A		\$493.90
			<i>Notes: Staff Development Supplies</i>			
	6400	130-Other Certified Instructional Personnel	0141 - Shadowlawn Elementary School		1.0	\$81,176.04
			<i>Notes: Reading Coach</i>			
	6400	130-Other Certified Instructional Personnel	0141 - Shadowlawn Elementary School	Title, I Part A	1.0	\$76,102.02
			<i>Notes: TSA Math Coach</i>			
	5900	130-Other Certified Instructional Personnel	0141 - Shadowlawn Elementary School	Title, I Part A		\$9,087.53
			<i>Notes: After school and Intermediate Tutoring</i>			
	6400	310-Professional and Technical Services	0141 - Shadowlawn Elementary School	Title, I Part A		\$6,000.00
			<i>Notes: Lead in Me Staff Development Consultant</i>			
	6400	510-Supplies	0141 - Shadowlawn Elementary School	Title, I Part A		\$984.37
			<i>Notes: Leader in Me Staff Development Materials</i>			
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$24,823.70
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0141 - Shadowlawn Elementary School	Title, I Part A	0.5	\$23,398.36
			<i>Notes: Parent Involvement Assistant</i>			

	6150	390-Other Purchased Services	0141 - Shadowlawn Elementary School	Title, I Part A		\$1,425.34
			<i>Notes: Parent Involvement Printing</i>			
Total:						\$240,397.26