Collier County Public Schools

Shadowlawn Elementary School

2021-22 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: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	A

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SIP Authority

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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. 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	Position Title	Job Duties and Responsibilities
Krembs, Christen	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.
Young, Lisa	Assistant Principal	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.
Hendrix, Lisa	Reading Coach	The Reading 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.
Styra, Katie	Math Coach	The Math 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.
LaPaglia, Kyle	Other	ESE Program Specialist - provides strategies and techniques for teachers working with ESE students as well as assists with the MTSS process.
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.

Demographic Information

Principal start date
Thursday 7/1/2021, 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

Total number of students enrolled at the school

395

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	88	68	80	53	58	74	0	0	0	0	0	0	0	421
Attendance below 90 percent	30	17	22	9	15	9	0	0	0	0	0	0	0	102
One or more suspensions	0	2	0	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	1

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	0	0	0	0	0	0	0	0	0	0	0	0	
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

Tuesday 8/31/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	60%	57%	46%	61%	56%
ELA Learning Gains				48%	59%	58%	67%	62%	55%
ELA Lowest 25th Percentile				33%	51%	53%	71%	54%	48%
Math Achievement				51%	68%	63%	65%	69%	62%
Math Learning Gains				59%	64%	62%	71%	65%	59%
Math Lowest 25th Percentile				51%	55%	51%	60%	55%	47%
Science Achievement				49%	59%	53%	51%	60%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	32%	61%	-29%	58%	-26%
Cohort Comparison						
04	2021					
	2019	32%	58%	-26%	58%	-26%
Cohort Comparison		-32%				
05	2021					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-32%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	38%	68%	-30%	62%	-24%
Cohort Comparison						
04	2021					
	2019	61%	65%	-4%	64%	-3%
Cohort Comparison		-38%				
05	2021					
	2019	49%	67%	-18%	60%	-11%
Cohort Comparison		-61%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	56%	-9%	53%	-6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

k-2 iReady benchmarks for 3-5

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	29	52
	Economically Disadvantaged	14	29	
	Students With Disabilities	15	8	47
	English Language Learners	7	23	43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	34	52
	Economically Disadvantaged	13	34	100
	Students With Disabilities	-	20	33
	English Language Learners	10	29	43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	25	29
	Economically Disadvantaged	25	25	27
	Students With Disabilities	11	9	17
	English Language Learners	21	21	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	36	7
	Economically Disadvantaged	44	37	5
	Students With Disabilities	20	18	-
	English Language Learners	35	35	-

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	37	40
	Economically Disadvantaged	36	35	39
	Students With Disabilities	31	33	29
	English Language Learners	27	28	34
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	37	19
	Economically Disadvantaged	36	36	19
	Students With Disabilities	38	44	35
	English Language Learners	34	35	18

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	49	42
	Economically Disadvantaged	38	48	39
	Students With Disabilities	20	29	44
	English Language Learners	31	32	30
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	54	38
	Economically Disadvantaged	41	52	36
	Students With Disabilities	13	29	8
	English Language Learners	41	46	33
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	42	41
	Economically Disadvantaged	18	40	39
	Students With Disabilities	-	7	7
	English Language Learners	9	27	33

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	53		23	35						
ELL	32	63	69	41	71	73	35				
BLK	38	57		38	57						
HSP	36	63	73	45	71	79	38				
WHT	80			60							
FRL	40	62	74	44	68	61	41				
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				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
WHT	52	50		61	58		69				
FRL	39	45	28	48	57	49	49				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our ELA proficiency has trended backwards from its peak in 2017 at 48% to 41% in 2021. Our math proficiency has trended backwards from its peak in 2018 of 65% to our present proficiency of 45%. Our SWD's making gains in math peaked at 74% in 2018 and dropped to 35% in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our overall proficiency for ELA and Math along with our SWD's making gains demonstrate the greatest need for improvement. While some gains were made last year with overall gains in reading and math as well as with our overall gains in reading and math with our lowest 25% we recognize the 20-21 school year only used the 5th grade data. Had the 4th grade gains been counted in these four areas our overall school grade would have remained a "C".

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There are several factors leading to this need for improvement. The master schedule did not support maximizing support staff to our lowest 25% or sufficiently address the intervention needs of the school in both reading and math. We now have a 30 minutes Differentiated Instructional Block for both reading and math to address these needs. We also revised our Title I budget to allow for 2 additional resource teachers and an additional .5 Spanish tutor.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

As stated we made significant gains in reading and math overall gains as well as our lowest 25%, however, this data can be misleading as normally 4th and 5th grades comprise these data components. For this reason, we continue to focus on these areas to strengthen those components for both 4th and 5th grade.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The 5th grade team was a strong, unified team with solid instructional practice methods. We also prioritized support staff such as resource teachers and tutors for that grade level.

What strategies will need to be implemented in order to accelerate learning?

In addition to the budget revisions to allow for more intervention and support staff we are focusing on TNTP focused professional developments and PLC focuses. Our Core reading program has been revamped to ensure all students have on-grade level text and opportunities. Students will have the opportunity to practice a core set of grade-level-appropriate competencies for processing information, thinking critically about texts, and solving problems using evidence.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Morning PLCs will be held throughout the year in 4 week cycles. PLCs will be focused on data analysis, action plans, and team specific professional learning. Adjustments will be made as needed based on team needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Master schedule that allows for 30 minutes of reading and math interventions outside of the reading and math blocks. The Core Reading and Math blocks will contain grade-level only material with the teacher remediating to that level.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our overall reading gains in 2017 was at 75%, the following year we fell to 67% and then in 2019 hit a low of 48%. In 2021 this category increased to 63% and while we were pleased with the uptick we are also very aware the increase was due to the change in criteria for the category. Had our 4th grade scores been included in our reading gain scores we would not have faired so well. It is for this reason that we believe this category remains in the most critical need area. We are also concerned that our overall reading proficiency has remained at 41%.
Measurable Outcome:	Shadowlawn Elementary will increase the percentage of students making overall gains in ELA on the 2022 FSA by 3%, going from 63% to 66%.
Monitoring:	The leadership team along with the grade level teachers will actively monitor this area by conducting data analyses at check points throughout the year. After the district benchmark assessments, the iReady diagnostics and the state practice tests we will monitor the growth of our students and adjust our practice as needed. Each students progress will be monitored and adjusted to promote growth and success.
Person responsible for monitoring outcome:	Christen Krembs (krembsch@collierschools.com)
Evidence-based Strategy:	TNTP Philosophy: High expectations, grade level appropriate assignments, student engagement, strong instruction Formative assessments common planning with coaches monitoring of instruction
Rationale for Evidence-based Strategy:	We found that our students demonstrated success on the majority of their assignments, as evidenced by their progress reports, however, they have difficulty demonstrating this same type of success on district and state assessments. We then found that the majority of the assignments given were not grade-level-appropriate rather below grade level. Instruction has been meeting the needs of the student at their level, but not on grade-level materials.

Action Steps to Implement

Ensure purposeful grade-level tasks are planned and implemented with fidelity.

Person Responsible	Lisa Hendrix (hendrl@collierschools.com)

Master Schedule ensures all classes are supported and staggered instructional blocks to allow for close monitoring of instruction as well as literacy support.

Person Responsible	Christen Krembs (krembsch@collierschools.com)

Revised Title I budget from 20-21 to allow for 2 additional resource teachers (3 in all) and an additional .5 Spanish tutor.

Person Responsible	Christen Krembs (krembsch@collierschools.com)

Bi-monthly PLCs focusing on data analysis, action plans, and team specific professional learning. Adjustments will be made as needed based on the teams' needs.

Person Responsible	Christen Krembs (krembsch@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	In 2017 our math gains for our lowest 25% was 67%, in 2018 that number fell to 60% and in 2019 that category fell further to 51%. In 2021 we increased this percentage to 61%, however, that data only included gains from our 5th grade. Based on our district assessments as well as the state assessment results, had 4th grade been included we would have fallen further behind.
Measurable Outcome:	On the 2022 FSA we will increase the percentage of students making math gains in the lowest 25% by 3%, going from 61% to 64%.
Monitoring:	The leadership team along with the grade level teachers will actively monitor this area by conducting data analyses at check points throughout the year. After the district benchmark assessments, the HMH diagnostics and the state practice tests we will monitor the growth of our students and adjust our practice as needed. Each students' progress will be monitored and adjusted to promote growth and success.
Person responsible for monitoring outcome:	Lisa Young (youngli@collierschools.com)
Evidence-based Strategy:	intervention block- 30 minutes per day team planning with math coach formative assessments
Rationale for Evidence-based Strategy:	Our math scores are well below the state and district both in proficiency as well as overall gains and our lowest 25% gains. Our students often lack foundational skills needed to solve more difficult problems. We plan to use this LEAD time as additional time to meet each students' needs. This time will not be used or take from the Core math block.

Action Steps to Implement

Weekly math planning for all grade levels.

Person Responsible	Katie Styra (styrak@collierschools.com)

Monthly PLCs with a math focus for all grade levels.

Person Responsible	Katie Styra (styrak@collierschools.com)

Three 30 minute block dedicated to math spiral review, interventions and extension activities. This time is in addition to the 60 minute Core math block.

Person Responsible	Lisa Young (youngli@collierschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	In regards to math, Shadowlawn is trending backwards in proficiency, dropping 20% since 2018. We scored lower than the state average in all grade levels. A major concern is when we disaggregate the data our students with disabilities have dropped in all areas in math and are also trending downward. Our ESE students have gone from a 48% in 2019 to a 35% in 2021.
Measurable Outcome:	On the 2022 FSA the percentage of ESE students making math gains will increase by 3%, going from 35% to 38%.
Monitoring:	The leadership team along with the grade level teachers, resource teachers, and ESE teachers will actively monitor this area by conducting data analyses at check points throughout the year. After the district benchmark assessments, the HMH diagnostics and the state practice tests we will monitor the growth of our students and adjust our practice as needed. Each ESE students' progress will be monitored and adjusted to promote growth and success.
Person responsible for monitoring outcome:	Katie Styra (styrak@collierschools.com)
Evidence-based Strategy:	intervention block- 30 minutes per day team planning with math coach formative assessments
Rationale for Evidence-based Strategy:	Instructional practice is at the foundation of all learning. With strong instructional practice we can build strong math skills and problem solving skills.

Action Steps to Implement

Our Math Coach will work closely with the administration to ensure what we discuss in planning is implemented with fidelity, and support our teachers through coaching cycles and co-teaching models in designated classrooms

Person Responsible	Katie Styra (styrak@collierschools.com)

Staffing change, hired a strong ESE inclusion teacher to work with students on IEP goals

Person Responsible	Kyle LaPaglia (lapagk@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Both our In-School and Out-of-School suspensions were less that 10 resulting in no-available data. Violent Incidents as well as Property incidents were also considered "Very Low" compared to the state averages. Our one area of concern would be in the Drug/Public Order Incidents category. The report states there were two of these incidents which is out of the norm for an elementary school.

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.

Our Panorama data shows that Shadowlawn students have fallen in GRIT by 12% in the past 2 years. This data shows us that our school culture needs to be a major focus this year. We believe that by building a positive school culture, our students will learn to have the GRIT and determination needed to be successful.

We kicked off the year with activities that asked our staff to think, discuss and write about what a super leader is from various perspectives such as: a student, a parent, a teacher, a team, and finally from a staff's perspective. The activities were a huge hit and laid the groundwork for a successful year ahead!

We have also revamped our PBIS system to merge it with the Leader in Me Habits which will help our students understand the importance of good character traits united with powerful actions.

Our administration and leadership team will exhibit a hands-on, supportive work ethic that models the traits we expect from our staff. We will be in rooms supporting teachers and students in every way possible. We will be mentors, teachers, assistants, coaches, or custodians if the need arises. We will lead by example to succeed.

We also have many school-wide incentive programs planned for both setting and achieving goals. Student accomplishments will be recognized, rewarded and best of all shared in many ways, such as: on the morning news, through social media, with phone calls home, certificates posted in hallways, reward ceremonies, and with a smile!

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our administration and leadership team will exhibit a hands-on, supportive work ethic that models the traits we expect from our staff. We will be in rooms supporting teachers and students in every way possible. We will be mentors, teachers, assistants, coaches, or custodians if the need arises. We will lead by example to succeed.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					$174,959.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	130-Other Certified Instructional Personnel	0141 - Shadowlawn Elementary School	Title, I Part A	2.0	$147,505.79	
		Notes: Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70					
	5100	150-Aides	0141 - Shadowlawn Elementary School	Title, I Part A	0.5	$24,585.60	
		Notes: Resource Teachers Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70					
	6150	390-Other Purchased Services	0141 - Shadowlawn Elementary School	Title, I Part A		$640.26	
		Notes: Parent Involvement Printing					
	6150	510-Supplies	0141 - Shadowlawn Elementary School	Title, I Part A		$1,800.00	
		Notes: PI Supplies					
	6150	390-Other Purchased Services	0141 - Shadowlawn Elementary School	Title, I Part A		$427.60	
		Notes: PI Printing					
2	III.A.	Areas of Focus: Instructional Practice: Math					$80,079.72
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	6400	130-Other Certified Instructional Personnel	0141 - Shadowlawn Elementary School	Title, I Part A	1.0	$80,079.72	
		Notes: Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/ Medicare (7.65%), Workers Compensation (.40%), Group health insurance $9,681 & Life insurance $70					
3	III.A.	Areas of Focus: Instructional Practice: Math					$0.00
						Total:	$255,038.97