

Miami-Dade County Public Schools

Shadowlawn Elementary School



2021-22 Schoolwide Improvement Plan

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Shadowlawn Elementary School

149 NW 49TH ST, Miami, FL 33127

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

Demographics

Principal: Nika Williams L

Start Date for this Principal: 11/20/2019

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 Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (47%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Dade 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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<http://shadowlawn.dadeschools.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>94%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>100%</p>

School Grades History

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

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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 School's mission is to provide a multi-faceted educational environment for all stakeholders through the delivery of data-driven curricula. 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 Educational Excellence School Advisory Committee (EESAC) will ensure that all stakeholders are represented in the planning and implementation of the School Improvement Process (SIP). This coordinated effort is intended to raise the expectations of student achievement, teacher performance, and community involvement.

Provide the school's vision statement.

The students at Shadowlawn Elementary School will reach their highest potential through the integration of curriculum, high expectations, technology, and family literacy. Shadowlawn Elementary School will create a positive, peaceful, and nurturing learning environment. This environment will not only be conducive to high student performance, but also attracts and empowers the efforts of all stakeholders, including staff, parents, and other community members.

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
Williams, Nika	Principal	The principal is the instructional leader of the school. She is responsible for ensuring the effective implementation of the academic curriculum and policies, as well as, the physical safety of all stakeholders within the building. Her duties include action such as assessing teacher practices, involvement, hiring staff members staff members, maintaining and overseeing the budget, and promoting the school vision and mission.
Reddick, Tewana	Assistant Principal	The assistant principal aids and supports the principal as the instructional leader of the school. She supports the principal in ensuring the effective implementation of the academic curriculum and policies, as well as overseeing the discipline to assist in ensuring the physical safety of all stakeholders within building. Her duties include supporting the principal in evaluating instructional practices, monitoring student data, motivating parent and community involvement, promoting the school vision and mission, and identify professional development for ll staff members.
Hernandez, Sylvia	Instructional Coach	The primary literacy coach is responsible for providing support and professional development to all primary stakeholders to improve the reading program throughout the building. her duties include actions such as facilitating planning sessions, modeling lessons, observing instruction to provide constructive feedback and suggested practices. She collaborates wit both the administration and teachers to implement the reading curriculum in the most effect manner. Furthermore, she assists all stakeholders in monitoring the reading data and identifying trends.
Noda, Ileana	School Counselor	The school counselor is responsible for implementing and managing the social-emotional programs within the school. She assists students with creating an academic success plan, and provides individual, small group, and classroom support and presentations. She monitors student attendance and provides support to students and parents in increasing daily attendance. She also serves as one of the LEAs, identifying students who may need extra academic, emotional, or behavioral support to better assist them in accessing their education.

Demographic Information

Principal start date

Wednesday 11/20/2019, Nika Williams L

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.*

12

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

13

Total number of students enrolled at the school

142

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

6

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

0

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	8	22	25	34	19	34	0	0	0	0	0	0	0	142
Attendance below 90 percent	3	10	9	16	7	10	0	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	9	6	4	0	0	0	0	0	0	0	19
Course failure in Math	0	0	1	12	5	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	4	20	23	5	9	0	0	0	0	0	0	0	61

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	0	0	14	6	9	0	0	0	0	0	0	0	29

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	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	24	30	30	35	36	29	0	0	0	0	0	0	0	184
Attendance below 90 percent	10	9	11	12	10	12	0	0	0	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	3	12	4	9	0	0	0	0	0	0	0	28
Course failure in Math	0	0	1	6	11	15	15	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	4	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6

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	0	7	13	9	15	0	0	0	0	0	0	0	44

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	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	3	0	0	0	0	0	0	0	4

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				39%	62%	57%	35%	62%	56%
ELA Learning Gains				56%	62%	58%	56%	62%	55%
ELA Lowest 25th Percentile				41%	58%	53%	50%	59%	48%
Math Achievement				63%	69%	63%	59%	69%	62%
Math Learning Gains				59%	66%	62%	54%	64%	59%
Math Lowest 25th Percentile				53%	55%	51%	38%	55%	47%
Science Achievement				38%	55%	53%	34%	58%	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	34%	60%	-26%	58%	-24%
Cohort Comparison						
04	2021					
	2019	50%	64%	-14%	58%	-8%
Cohort Comparison		-34%				
05	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	67%	4%	62%	9%
Cohort Comparison						
04	2021					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-71%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	53%	-12%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The data displayed in the progress monitoring tool reflects the percent of students on the Reading and Math i-Ready assessments in grades K-5. The AP 1 data is labeled as Fall, AP 2 data as Winter, and AP 3 data as Spring. In addition, the District mid-year assessment reflected the percent proficient in 5th grade Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.1%	17.4%	21.7%
	Economically Disadvantaged	26.1%	17.4%	21.7%
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.1%	13.0%	21.7%
	Economically Disadvantaged	26.1%	13.0%	21.7%
	Students With Disabilities English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37.5%	16.7%	37.5%
	Economically Disadvantaged	37.5%	16.7%	37.5%
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.5%	12.5%	20.8%
	Economically Disadvantaged	37.5%	12.5%	20.8%
	Students With Disabilities English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3%	40.7%	59.3%
	Economically Disadvantaged	30.8%	38.5%	57.7%
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.1%	25.9%	42.3%
	Economically Disadvantaged	11.5%	23.1%	40.0%
	Students With Disabilities English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.8%	50.0%	53.1%
	Economically Disadvantaged	55.2%	50.0%	53.3%
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.3%	53.1%	65.6%
	Economically Disadvantaged	30.0%	53.3%	66.7%
	Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.3%	26.9%	32.1%
	Economically Disadvantaged	14.3%	26.9%	32.1%
	Students With Disabilities			14.3%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.4%	25.9%	42.9%
	Economically Disadvantaged	15.4%	25.9%	42.9%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		12.0%	
	Economically Disadvantaged		12.0%	
	Students With Disabilities		0%	
	English Language Learners		0.0%	

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											
ELL	47			61							
BLK	42	38		48	13		26				
HSP	37			40							
FRL	41	35		46	13		23				
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	19	45		38	50	45					
ELL	37	56		54	68						
BLK	37	53	36	59	58	54	29				
HSP	42	67		76	62						
FRL	38	55	41	62	59	53	38				

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	38	60		47	45						
ELL	38	50		48	50						
BLK	35	59	54	63	53	38	37				
HSP	29			40							
FRL	35	56	50	59	54	38	34				

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	6
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	0
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	50
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

When reviewing all grade levels and sub groups, it was determined that the L25 students made limited gains. 0% of our L25 students achieved a learning gain in reading or math, as evident on the 2021 State Assessments. In addition, the progress monitoring tool demonstrated a lack of student proficiency across grade levels in both reading and math.

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

Both the proficiency levels and the learning gains data components are in need of improvement. Data revealed that both components did not meet our set goals. Our proficiency goals in reading and math were 31% and 52%, respectively. Although we surpassed our goal in reading with 41%; we fell short of our goal in math with 46% proficiency. Our learning gain goals in reading and math were 45% and 50%, respectively. However, we fell short in both components with 35% in reading and 13% in math.

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

After reviewing the progress monitoring data and results from 2019 assessments, the implementation of Differentiated Instruction and Intervention were not executed with fidelity. This year as we enter a new school year, we will ensure that groups continue to be organized according to current data. The resources and materials, for both DI and Intervention, will be aligned to student's instructional level; and progress monitoring will be administered bi-weekly to determine if students are meeting their individual goals. Data Chats will be conducted with teachers, students, and parents to promote student progression.

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

As we reviewed the i-Ready Progress monitoring data, our overall 3rd Grade as well as ED students displayed the most improvement in ELA when comparing data from Fall to Spring. They displayed a 26% gain in proficiency. However, our 5th grade students also demonstrated a notable gain of 14% proficiency when comparing the two test administrations.

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

The contributing factors to this improvement was not only our consistent monitoring of data, but the participation of various stakeholders in our scheduled data chats. The manner in which we conducted our data chats were revised and therefore strengthened the implementation of the i-Ready program, small group instruction, and whole group activities. Conversations not only focused on the performance of the individual student but how they compared to their class, grade level, and demographically similar schools.

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

As we are faced with a large percentage of learning loss, the monitoring and implementation of strategies that close achievement gaps will have to be conducted on a daily basis. Ensuring that groups are aligned to current data, activities are aligned to targeted standards, and questions reflect grade level and response mechanisms will be the focus of daily walk-throughs, product reviews to

evaluate instructional delivery and strategically identifying lessons to utilize during extended learning programs will also accelerate learning throughout the building. Furthermore, we must ensure that students are exposed to and allowed to grapple with higher order thinking questions to increase their critical thinking skills.

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.

Teachers in grades K-5 and interventionists will participate in ELA professional developments that focus on the new reading and intervention programs. Teachers will also attend Professional Developments that reinforce the planning of enrichment activities for both Reading and Math DI. In addition, during staff meetings, teachers will take part in Professional Developments that focuses on the Framework of Effective Instruction. to strengthen their skills and knowledge of the different professional standards. Transformational coaches will provide teachers with job-embedded support via coaching cycles, classroom support, and facilitated planning sessions

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

Consistency is the key to sustainability of improvement, for this reason, we will ensure that systems in place are revisited throughout the year to determine it's effectiveness. Shadowlawn will offer before and after school tutoring, the Century 21 after school program, Saturday Academy, Winter Academy and Spring Break Academy.

There will also be an increase in the number of incentives provided to students, parents, and staff which will assist in motivating them to work at their full potential.

Part III: Planning for Improvement

Areas of Focus:

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

After conducting a thorough review of the 2019 FSA data, Shadowlawn has selected to focus on the consistent implementation of the intervention program with fidelity. The 2019 FSA data revealed that 39% of our students scored proficient in reading. However, when taking a deeper look at our subgroups; it was noted that only 19% of our SWD and 37% of our ELL populations scored proficient on the reading assessment. This data reflects the importance and need for our students to obtain and engage in an extra sixty minutes of intensive instruction in reading to assist in closing the achievement gap. By ensuring that this practice is being implemented with fidelity, this will not only increase the learning gains within the identified subgroups, but will result in an increase of the overall proficiency percentage in reading as well. These practices will continue to support us in raising our proficiency rate, as we did on the 2021 Reading FSA, with 41% of our students scoring proficient on the assessment.

Measurable Outcome:

If we successfully implement the intervention program, then our identified subgroups will increase their percentage of learning gains by 15%. This will result in an overall proficiency percentage gain of 6%; which will be evident on the 2022 FSA.

Monitoring:

The leadership team will conduct daily classroom walkthroughs and bi-weekly product reviews with data chats to evaluate instruction and revise practices as needed. The focus of these activities will be evident by student engagement, corrective feedback, adherence to the new program, and satisfactory scores on the ongoing progress monitoring assessments. This will ensure that the intervention program is being conducted efficiently, promoting student growth.

Person responsible for monitoring outcome:

Nika Williams (pr4961@dadeschools.net)

Evidence-based Strategy:

We will utilize two evidence-based strategies: Corrective Feedback for Students and Student Engagement. Corrective feedback will provide intentional verbal and/or written comments that will prompt students to change, strengthen, or elaborate on their initial response. Student engagement will display and support student learning by motivating them to take ownership in their learning by participating in activities such as: collaborative talk with both their peers and teachers, responding to provided feedback, and the tracking of their own data.

Rationale for Evidence-based Strategy:

By providing corrective feedback to students; misconceptions, extra support, and intrinsic motivation can take place in a timely fashion. This will not only lessen any frustrations that may be emerging, but will provide an extra layer of encouragement to inspire students to continue putting forth their maximum effort. Student engagement will allow students to not only learn from the teacher, but from each other as well. It will also provide teachers with another means of identifying which students require more teacher directed instruction as compared to others who can continue with student independent work. Both of these practices will allow teachers to maximize the sixty-minute period and best support all learners.

Action Steps to Implement

Administration will meet with teachers during collaborative planning to provide expectations of student feedback and engagement during intervention.

Person Responsible Nika Williams (pr4961@dadeschools.net)

The leadership team will conduct a walk-through to inventory any materials that are still needed for the implementation of the intervention program.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

Administration will meet with our Curriculum Support Specialist to clarify questions pertaining to the implementation of the intervention program with fidelity.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

On a teacher planning day, teachers and interventionists will participate in a refresher training to ensure that the delivery of intervention by all instructors and the expectations of the leadership team are aligned.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

Daily walk-throughs will take place by the leadership team to observe student engagement via collaborative talk and responses to teacher feedback.

Person Responsible Nika Williams (pr4961@dadeschools.net)

Administration will create and share our in-house data tracker with teachers, so teachers can input current data to monitor student progress.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

Administration will conduct biweekly data chats and product reviews with teachers and interventionists to provide feedback on how the intervention program can be strengthened.

Person Responsible Nika Williams (pr4961@dadeschools.net)

11/1-12/17 Administration will conduct walkthroughs utilizing the updated intervention calendars created by the Curriculum Support Specialist to ensure that teachers are on pace to be aligned with the District's assigning of lessons.

Person Responsible Sylvia Hernandez (sleal@dadeschools.net)

11/1-12/17 Administration will utilize and review the online trackers to evaluate the effectiveness and fidelity of the teacher reading the lesson scripts verbatim and utilizing the Daily Core 4 for intervention instruction.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

1/31-4/29 Teachers will pull the progress monitoring data by individual assessment name to determine the scores of students whose score report was blank because they were unsuccessful on that quiz.

Person Responsible Sylvia Hernandez (sleal@dadeschools.net)

1/31-4/29 Members of the leadership team will conduct individual student data chats utilizing their intervention tracker and sample work to hold them accountable, as well as provide motivational words.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	As we prepare to address the learning losses experienced due to COVID-19, teachers and staff must be prepared to meet students at their current individual instructional level. After reflecting on last year's bi-weekly and topics assessments, two major trends were consistent throughout the year. Our L25 subgroup struggled to reach 50 percent on their assessments; and our level 4 and 5 students were not consistent on achieving a 70 percent average score. Understanding this, all instructional personnel must pre-plan and be ready to reteach, reinforce, and enrich all topics as it pertains to pre-requisites and grade level standards. By differentiating lessons and activities, academic gaps can begin to close, which will result in increased student learning gains and proficiency levels. Increasing opportunities for students to grapple with the content being taught will also increase student engagement. These practices will need to be conducted and monitored with fidelity as Shadowlawn addresses 35% learning gains in reading and 13% in math, with no gains being made by students in the L25 subgroup in either subject area.
Measurable Outcome:	If we successfully implement Differentiated Instruction, we expect 60 percent of our overall student population to achieve learning gains in Reading and Math as evident on the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct daily walk-throughs to monitor the delivery of differentiated instruction. Administration will review groups and ensure that they are formed utilizing current data. We will also ensure that the activities being implemented are aligned to the instructional needs of each group. Lesson plans will be reviewed to identify how activities are being selected for each group. During bi-weekly product reviews, we will look at random folders to identify how lessons change with data, as well as how feedback is being provided to support student independent work.
Person responsible for monitoring outcome:	Nika Williams (pr4961@dadeschools.net)
Evidence-based Strategy:	To support this practice, we will utilize two evidence-based strategies: Data Driven Instruction and Effective Curriculum and Resources Utilization. Data Driven Instruction allows teachers to use data to plan and drive instruction. These identified strategies will help ensure that students are provided with rigorous instruction that will help close the achievement gap.
Rationale for Evidence-based Strategy:	Data Driven instruction will assist teachers in analyzing data to help guide instruction of standards that are in need of remediation. Additionally, upon completion of Reading and Math assessments, data will be analyzed determining standards that are in need of remediation. Teachers will analyze data platforms such as: Performance Matters and McGraw-Hill to create focus calendars for DI, identifying targeted standards. This will give students another opportunity to learn specific standards and will help close the learning gap. If teachers are able to effectively use and implement the selected curriculum and

resources for instruction, then it will have positive impacts on student learning. Teachers will utilize District pacing guides, task cards, core programs' resources and materials to plan innovative lessons that promote student learning. Understanding the purpose of DI and knowing how to select materials that are aligned to current data will help teachers select activities at the TLC center.

Action Steps to Implement

1. The leadership team will conduct daily walkthroughs to determine the explicitness of instruction at the TLC by reviewing groups, current data and the selection of resources and materials being used.

Person Responsible Nika Williams (pr4961@dadeschools.net)

During collaborative planning, the transformational coach will utilize data, frameworks, pacing guides, and appropriate resources and materials to plan weekly with teachers in order to select innovative lessons that are aligned to student data. In addition, through collaborative planning, supplemental resources will be identified to support students in reinforcing targeted standards.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

3. The leadership team will conduct bi-weekly product reviews to determine the alignment of assignments to data and feedback that is being provided to support student learning.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

4. The leadership team will conduct monthly data chats with students to determine students are in reaching their set goal.

Person Responsible Nika Williams (pr4961@dadeschools.net)

The leadership team will conduct monthly data chats with teachers to identify the needs for strengthening the DI center and ensuring satisfactory results on the OPM assessments.

Person Responsible Nika Williams (pr4961@dadeschools.net)

11/1-12/17 Administrative data chats, will be revised to include mini product review to allow the instructional team the opportunity to identify tangible components that can be strengthened to increase the effectiveness of the small group instruction.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

11/1-12/17 During daily walkthroughs, the leadership team will refer to standards- based data to determine if the small group instruction is properly aligned to provide continuous feedback to teachers on the utilization of resources and instructional strategies that were selected during planning.

Person Responsible Nika Williams (nlwilliams@dadeschools.net)

1/31-4/29 The leadership team will provide feedback to teachers on whether the line of questioning is aligned to grade level standards after conducting daily walkthroughs.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

1/31-4/15 The leadership team will conduct data chats analyzing DI OPM data with parents to encourage them in allowing their child to participate in the extended learning opportunities (Saturday School).

Person Responsible Nika Williams (pr4961@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:

After reviewing the data from the School Climate and SIP surveys, Shadowlawn selected to focus on the area of our leadership team. Data from the school climate survey indicated that there is a need to increase the morale within the building, with 18% of the staff stating that they do not feel like the morale was high. These sentiments were revealed in the SIP survey as well. When teachers required assistance from the leadership team because a child was displaying early warning signs; 40% of the staff stated that interventions were only provided sometimes. Furthermore, 20% of the staff indicated that their students never received any type of intervention. In order for the staff to believe in and put forth effort in carrying out the vision and mission set by the leader; they must feel supported and encouraged in all areas needed to meet targeted goals. Therefore, the leadership team must be cohesive, visible, and hands-on throughout the building in order to bring out the best in all stakeholders.

Measurable Outcome:

If we successfully implement what is needed to maintain an effective leadership team, staff will become more energetic in taking on a bigger role doing what is needed to ensure all students are successful. This will be evident by an increase of staff members agreeing to teach in one or more of the extended programs and in the amount of staff who miss five or less days. Also resulting in an increase of student individual and group counseling sessions, as well as SST meetings.

Monitoring:

The administration will monitor the effectiveness by conducting bi-monthly staff surveys and engaging in informal conversations with the UTD steward to ensure we have an accurate pulse of the building. Furthermore, monthly meetings with the counselor and mental health coordinator will take place to remain abreast of how students are being serviced to best access their daily instruction.

Person responsible for monitoring outcome:

Nika Williams (nlwilliams@dadeschools.net)

Evidence-based Strategy:

To help support the area of the leadership team, Shadowlawn selected to utilize the evidence-based strategy: Demonstrating Perseverance as a Team. The road to success begins at the top. The leadership team must be committed to the set goals, especially when challenges arise. Furthermore, they must be cognizant and flexible enough to make revisions to their actions, behaviors, and strategies that will result in the success of all stakeholders, especially our teachers and students.

Rationale for Evidence-based Strategy:

In order to instill motivation and encourage all staff to put forth their maximum effort on a daily basis, the organization must have trust in their leaders. They have to possess a feeling that their leaders are supporting them in all aspects of their job, as well as a sense of appreciation for all that they do. Furthermore, the leadership team must send the same message at all times to maintain consistency of the instructional program, school morale, and trust that staff has in the leadership team to support them through successes and challenges.

Action Steps to Implement

Begin all faculty meetings with team building ice breakers that include participation of staff and the leadership team together in groups.

Person Responsible

Tewana Reddick (treddick@dadeschools.net)

Set aside time in each faculty meeting for staff to voice any concerns for the leadership team to address.

Person Responsible Nika Williams (pr4961@dadeschools.net)

During the September faculty meeting the counselor will review protocols, including the submission of a SCAM, for referring any student displaying early warning signs or disruptive behavior.

Person Responsible Ileana Noda (inoda@dadeschools.net)

Conduct monthly meetings with the student services team to stay abreast of interventions being provided to identified students.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

Engage in monthly informal dialogues with the UTD steward to discuss any issues that administration would need to address or revisit.

Person Responsible Nika Williams (pr4961@dadeschools.net)

Begin each morning with stating our school vision, targeted goals, and an inspirational message during the morning announcements.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

Implement biweekly "Thank You" faculty treats and "Spotlight Staff Member" awards to show appreciation for their daily efforts.

Person Responsible Nika Williams (pr4961@dadeschools.net)

11/1-12/17 During faculty meetings, allotted time will be set aside for Brain Power activities to assist in alleviating daily stress.

Person Responsible Nika Williams (pr4961@dadeschools.net)

11/1-12/17 Administration and Transformational Coaches will integrate the Framework of Effective Instruction document to provide more specific on-going feedback on coaching support, classroom lessons, and coach teacher collaborations.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

1/31-4/29 Administration will select monthly recipients of awards in the following categories: instructional personnel of the month, non-instructional personnel of the month, and perfect attendance.

Person Responsible Nika Williams (pr4961@dadeschools.net)

1/31-4/29 Recipients of the monthly awards will receive a certificate and gift card and be highlighted on the spotlight bulletin board and school social media platform.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Based on the results of our climate survey, our school will implement the Targeted Element: Positive Behavior Intervention and Support Plan. Data revealed that 50 percent of students believed that our school had violence and 67 percent of students believed that gang activity was present in the school. We recognize the need to cultivate positive behaviors throughout the school day. It is imperative that students feel comfortable and are in an environment that is conducive to learning. Teachers and students must both understand the PBIS process in order to steer students in the right direction to demonstrate positive behaviors.

Measurable Outcome: If we successfully implement a Positive Behavior Plan, students and staff will begin to feel safer in school. With consistent utilization of the PBIS, there will be a decrease in the number of students receiving SCAMS due to negative behavior. There will also be an increase in the amount of students being nominated for the core values of the month and the "DO the Right Thing" awards.

During weekly leadership meetings, the counselor will discuss any students who may have had multiple referrals. In addition, at the end of each month, the counselor will recognize students that are being awarded for displaying the character value of the month or doing something positive to help a peer or teacher.

Monitoring: The Leadership team will collaborate with the school counselor and the mental health coordinator weekly to discuss interventions and supports needed for specific students; by reviewing student conference logs and/or SCAMS. This will determine if the interventions and support systems are working. We will focus on positive behaviors displayed by students; thus indicating the number of SCAMS and the number of bully reports decreasing by 5%.

Person responsible for monitoring outcome: Nika Williams (pr4961@dadeschools.net)

Evidence-based Strategy: The evidence-based strategies we will utilize are Positive Behavior Support (PBS) and Character Education/Values Matters. PBS is a school-wide behavior plan that promotes positive behaviors. Putting systems in place to ensure that students are in an environment conducive for learning will assist in them making good choices, as well as in a place where he or she can learn. Character Education/Values Matters supports the social, emotional, and ethical development of students. Character Education/Value Matters teaches students how to be their best selves and how to do their best work.

Rationale for Evidence-based Strategy: PBS initiatives will assist in decreasing the number of students displaying negative behaviors. The initiatives will provide a systematic approach to create behavior management plans that will promote a learning environment that is conducive to learning. By incorporating positive behaviors throughout the school, students will be able display characteristics that will help them become successful in school. For instance, they will display actions such as: completing home learning, reporting bullying, being kind, and being respectful. Similarly, incorporating the Character Education/Value Matters will assist all students in becoming the best that they can be in and outside of school. This will help them understand the importance of school as a whole.

Action Steps to Implement

The leadership team will meet with students, counselors, and resource officer in the cafeteria by class to discuss the School-Wide Behavior Plan.

Person Responsible Nika Williams (pr4961@dadeschools.net)

The leadership team will collaborate with the school counselor and mental health coordinator weekly to discuss interventions and supports needed for specific students; by reviewing student conference logs and/or SCAMS.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

The leadership team will meet with teachers to ensure that classroom rules are aligned to the School-Wide Behavior Plan during collaborative planning sessions.

Person Responsible Nika Williams (pr4961@dadeschools.net)

The leadership team will create school wide incentives periodically that reward consistent positive behaviors for individual students and/or classes.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

The leadership team will meet with parents to explain the School-Wide Behavior Plan during Open House.

Person Responsible Nika Williams (pr4961@dadeschools.net)

The school-wide behavior plan will be updated to include the expectations of positive student engagement in the classroom to not only promote good behavior but academic motivation as well .

Person Responsible Nika Williams (pr4961@dadeschools.net)

11/1-12/17 Teachers will incorporate individual notes of students being engaged in classroom lessons as a part of their postings on their platforms or documents that they utilize as the parent communication tool.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

1/31-4/29 Staff and students will report students, who they witness doing something positive, to administration to "shout-out" on the announcements.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

1/31-4/29 Administration will send a follow-up email, after the counselor, to remind teachers to highlight at least one of their students for the monthly "Do the Right Thing" nominations.

Person Responsible Nika Williams (pr4961@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of ELA. We selected ELA based on our findings that 41% of our 3rd through 5th grade students demonstrated proficiency in ELA on the 2021 FSA. We compared the current 2021 ELA data of 41 percentage points to the 2019 FSA ELA proficiency of 39%. Tier 1 instruction, in planning and delivery, did have a positive effect of a 2% increase of proficient students. However, we will develop, explicitly deliver, and monitor Tier 1 instruction to increase the number of proficient students in ELA .

Measurable Outcome: If we successfully develop, deliver, and monitor Tier 1 instruction, then our ELA Proficient students will increase by a minimum of 10 percentage points as evidenced by the 2022 State Assessments.

Monitoring: The Leadership Team will participate in weekly collaborative planning, followed by targeted weekly walk-throughs that monitor the alignment of planning to instructional delivery. Weekly explicit feedback will be provided and utilized during collaborative planning to make any necessary instructional shifts. Transformation coaches will collaboratively plan with teachers, utilizing instructional resources that define the expectations of the standards. Collection of observational data and explicit feedback will be utilized to adjust planning and instruction. Data analysis of bi-weekly progress monitoring assessments, as well as the review of products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

Person responsible for monitoring outcome: Tewana Reddick (treddick@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standard based Collaborative Planning. Standards based collaborative planning brings teachers together to learn from each other and collaborate. These collaborations will result in improved lesson quality, instructional effectiveness, and student achievement. Standards based collaborative planning will be monitored by observation of instructional delivery, product reviews, and progress monitoring performance.

Rationale for Evidence-based Strategy: Standards-Based Collaborative Planning will ensure teachers plan rigorous and aligned lessons that translate into effective delivery. Continual feedback related to instructional delivery, product effectiveness, and assessment performance will guide shifts and enhancements in instructional delivery and student performance.

Action Steps to Implement

8/31/ - 10/11 Teachers will participate in weekly collaborative planning sessions, with a focus on standards aligned instruction.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

8/31-10/11 Plans will ensure that teachers' instructional delivery includes both a daily learning target and daily end product that ensures that the lesson is aligned to the targeted standard.

Person Responsible Nika Williams (pr4961@dadeschools.net)

8/31/- 10/11 Bi-weekly product reviews will be completed during collaborative planning to ensure that the instructional delivery is evident in student work.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

8/31-10/11 Data analysis of progress monitoring assessments will be conducted bi-weekly to assess the delivery of content on student performance.

Person Responsible Nika Williams (pr4961@dadeschools.net)

11/1-12/17 During Collaborative Planning, teachers and transformational coaches will utilize the strategy of backwards planning; by using Planning Cards, Item Specs and Topic/Progress Monitoring Assessments, to ensure that the daily end products are aligned to the learning target.

Person Responsible Nika Williams (pr4961@dadeschools.net)

11/1-12/17 During daily walk-throughs, the leadership team will look for anchor charts posted in classrooms and / or student journals that were selected during collaborative planning by the teachers and the transformational coaches to support the standard being taught for the week.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

1/31-2/4 Administration will provide an in-house PD to the instructional coaches to show the benefits of the feedback modeling practice.

Person Responsible Nika Williams (pr4961@dadeschools.net)

2/4-4/29 Administration will incorporate the "feedback-modeling" protocol into the debriefing sessions with the instructional coaches to assist in providing them support in conducting the protocol with their teachers.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

As comparing data across the state, it was determined that per 100 students we had violent incidents; property incidents and drug/public incidents. It was also reported that we had 0 suspensions in the year of 2019-2020. However, our school's disciplinary data report by grade demonstrates percentages between 3%-11% across grade levels. By implementing the PBIS plan, the number of referrals will decrease because our school wide focus will be to promote positive behaviors.

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.

Shadowlawn makes every effort to build a positive school culture and environment. The Leadership Team provides bi-weekly motivational surprises to keep teachers in high spirits, especially with the sense of anxiety that is looming. Daily shout outs via morning announcements highlight and excite students to put forth their best efforts every day. All parents, staff, and community members are invited to participate in the scheduled ESSAC meetings to be abreast of all aspects in planning, reviewing and implementing programs for instructional improvement. We provide a number of venues that allow stakeholders to input their views and concerns. These venues consist of PTA meetings, EESAC, and Parent Workshops. Their input is solicited for the Parent Compact, Parent Engagement and Family Plan as well as the SIP. Parent surveys are used to solicit parent input, concerns and views appreciation of staff.

In addition to sharing, curriculum and assessment information is shared at Open House. Shadowlawn also hosts various school events, programs and meetings which promote community and parent involvement, which in turn builds the self-esteem of the students and the appreciation of the staff.

Parent Conferences are not only held when students are identified for improvement in a particular area, but for positive reasons as well. Data chats are organized to include all stakeholders to emulate the sense of collaboration amongst all to meet the needs of our students. This year, we will be upgrading our school website and having a stronger presence on social media to radiate a sense of pride throughout the Shadowlawn community.

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

Principal-Nika Williams-sets the tone for a collaborative and supportive environment. She is responsible for obtaining community members to invest in the success of the organization.

Assistant Principal-Tewana Reddick-assist the principal in sharing the vision and mission with all stakeholders. She communicates with teachers, parents, and students daily to identify any concerns and to reinforce the notion that Shadowlawn is here to help.

Counselor- Dr. Ileana Noda- plans and conducts parent workshops that focus and build on strengthening the home to school relationship. She also provides support for the social-emotional well being of all students.

Registrar- Tonya Johnson- is the first person that parents encounter to address a concern in the office. She builds a rapport with parents to see what is needed to provide a more successful experience at the school site.

Security- Paula Cole- monitors the movement throughout the building to ensure everyone's safety.

Community Involvement Specialist-Symonetta Lovette- reaching out to parents to strengthen the line of communication between parents and staff.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00