Shadowlawn Elementary School

2022-23 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: 7/11/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: A (68%) 2018-19: C (47%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Eliason, Amber	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.
Howard, Lynette	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
Monday 7/11/2022, Amber Eliason

Number of teachers with a 2022 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.*
5

Number of teachers with a 2022 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.*
17

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

460

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	71	92	75	79	50	65	0	0	0	0	0	0	0	432
Attendance below 90 percent	9	20	14	10	7	5	0	0	0	0	0	0	0	65
One or more suspensions	1	12	9	2	5	7	0	0	0	0	0	0	0	36
Course failure in ELA	2	14	18	19	0	2	0	0	0	0	0	0	0	55
Course failure in Math	2	10	21	14	4	2	0	0	0	0	0	0	0	53
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	10	13	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	17	13	0	0	0	0	0	0	0	34
Number of students with a substantial reading deficiency	5	31	17	23	13	13	0	0	0	0	0	0	0	102

Using the table above, complete the table below with the number of students by current grade level who have 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	2	10	11	5	10	7	0	0	0	0	0	0	0	45

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	5	5	8	0	0	0	0	0	0	0	0	0	23
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

Monday 7/11/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	64%	56%				41%	60%	57%
ELA Learning Gains	64%						48%	59%	58%
ELA Lowest 25th Percentile	69%						33%	51%	53%
Math Achievement	65%	56%	50%				51%	68%	63%
Math Learning Gains	88%						59%	64%	62%
Math Lowest 25th Percentile	88%						51%	55%	51%
Science Achievement	54%	72%	59%				49%	59%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	32%	61%	-29%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	32%	58%	-26%	58%	-26%
Cohort Comparison		-32%				
05	2022					
	2019	49%	60%	-11%	56%	-7%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	38%	68%	-30%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	61%	65%	-4%	64%	-3%
Cohort Comparison		-38%				
05	2022					
	2019	49%	67%	-18%	60%	-11%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	56%	-9%	53%	-6%
Cohort Comparison						

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	22	60	73	43	86	93	50				
ELL	40	65	70	57	88	88	46				
BLK	36	61		55	86		38				
HSP	48	67	68	65	86	84	60				
WHT	52	56		76	94		69				
FRL	45	63	66	64	88	86	55				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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											
SWD	16	29	35	32	48	54	50				
ELL	35	48	32	47	60	50	39				
BLK	37	45	27	39	57	60	29				
HSP	39	48	32	51	58	44	50				
WHT	52	50		61	58		69				
FRL	39	45	28	48	57	49	49				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Previous School Grade data shows that our students consistently remain below the 50% mark in reading achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data from FY22, the lowest performing category for our students was Reading Meeting Standards.

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

Our community includes many students that are second language learners which contributes to lower proficiency scores. While all 3 grade levels fell below the 50% mark, 3rd grade in particular was significantly lower than the other grade levels.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the FY22 data, Math meeting standards as well as math overall gains and math lowest 25% gains showed significant growth.

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

Grouping of students in our 4th and 5th grades to narrow the range with the lowest students receiving small group interventions throughout their math and ELA blocks. Mid-ranged students also benefitted from additional small group instruction.

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

We are continuing with the same formula for our 4th and 5th grade students this year.

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.

Our professional development will concentrate on engagement strategies. Through highly engaging lessons we can reach all learners on their level. Professional development will also concentrate on how exposing students to on-grade level experiences will increase the rigor in their learning.

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

Instructional rounds will be utilized to improve instructional practice. Guest interventionalist is also utilized in the primary grade levels to boost foundational skills.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Observation of instructional practice through the Focused Teacher Evaluation Model has identified student engagement as an area of need at Shadowlawn. Students must be invested in their learning to interact with and understand rigorous grade-level material. High-yield engagement strategies will build interest and connection to content with students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers consistently utilize varying student engagement strategies effectively in ELA instruction, then student proficiency on the end-of-year ELA assessment will increase from 46%(FY22) to 50%(FY23).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through the following tools and processes: FTEM Observations Progress Monitoring Assessments District Assessment Formative Assessments Lesson Plans Collaborative Planning Sessions - attended by admin and coaches
Person responsible for monitoring outcome:	Amber Eliason (eliasa@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence based strategy of "Think-alouds" will be implemented to address this Area of Focus. Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from text.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students who are able to monitor their reading are able to comprehend complex text. Direct instruction and modeling of monitoring strategies, such as the think-aloud strategy, will build monitoring skills within students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning on Using Engagement Strategies and Formative Assessment will be provided to all instructional staff during a fall workshop. Throughout the school year, a new engagement strategy will be taught and modeled through monthly PLC meetings. Teachers will try the strategy out in their classrooms and debrief with each other on effectiveness and best practices as they build a repertoire of engagement strategies.

Person Responsible Amber Eliason (eliasa@collierschools.com)

Lesson plans will require the use of an engagement strategy in ELA plans for core instruction.

Person Responsible Amber Eliason (eliasa@collierschools.com)

Teachers will participate in a series of instructional rounds. Guest teachers will be provided to allow for peer observation of instructional practice with a key focus on engagement strategies and ELA best practices. Teachers will utilize learned best practices in their own teaching practice.

Person Responsible Amber Eliason (eliasa@collierschools.com)

The school-wide deliberate practice element for the school year for the Focused Teacher Evaluation Model is Using Engagement Strategies. All instructional staff will be observed for this element and scored against a criteria scale to monitor growth in this area.

Person Responsible Amber Eliason (eliasa@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Observation of instructional practice through the Focused Teacher Evaluation Model has identified student engagement as an area of need at Shadowlawn. Students must be invested in their learning to interact with and understand rigorous grade-level material. High-yield engagement strategies will build interest and connection to content with students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If teachers consistently utilize varying student engagement strategies effectively in math instruction, then student proficiency on the end-of-year math assessment will increase from 65%(FY22) to 70%(FY23).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through the following tools and processes: FTEM Observations Progress Monitoring Assessments District Assessment Formative Assessments Lesson Plans Collaborative Planning Sessions - attended by admin and coaches
Person responsible for monitoring outcome:	Lisa Young (youngli@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy of "Use and Connect Mathematical Representations" will be implemented to address this Area of Focus. The use of this strategy will engage students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem-solving.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students who have a strong number sense and conceptual understanding of mathematical concepts have more knowledge to build upon when posed with a complex math problem. Using mathematical representations deepens conceptional understanding.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning on Using Engagement Strategies and Formative Assessment will be provided to all instructional staff during a fall workshop. Throughout the school year, a new engagement strategy will be taught and modeled through monthly PLC meetings. Teachers will try the strategy out in their classrooms and debrief with each other on effectiveness and best practices as they build a repertoire of engagement strategies. Engagement strategies specific to math will utilize a representation or model of the math concept.

Person Responsible   Lisa Young (youngli@collierschools.com)

Lesson plans will require the use of an engagement strategy and math manipulatives to represent math concepts. Implementation of lesson plans with embedded engagement strategies will be monitored through teacher observation.

Person Responsible   Lisa Young (youngli@collierschools.com)

Teachers will participate in a series of instructional rounds. Guest teachers will be provided to allow for peer observation of instructional practice with a key focus on engagement strategies and math best practices. Teachers will utilize learned best practices in their own teaching practice.

Person Responsible   Lisa Young (youngli@collierschools.com)

The school-wide deliberate practice element for the school year for the Focused Teacher Evaluation Model is Using Engagement Strategies. All instructional staff will be observed for this element and scored against a criteria scale to monitor growth in this area.

Person Responsible   Lisa Young (youngli@collierschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Observation of instructional practice through the Focused Teacher Evaluation Model has identified student engagement as an area of need at Shadowlawn. Students must be invested in their learning to interact with and understand rigorous grade-level material. High-yield engagement strategies will build interest and connection to content with students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If teachers consistently utilize varying student engagement strategies effectively in science instruction, then student proficiency on the end-of-year science assessment will increase from 54%(FY22) to 60%(FY23).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through the following tools and processes: FTEM Observations District Assessments Formative Assessments Lesson Plans
Person responsible for monitoring outcome:	Amber Eliason (eliasa@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy of "Formative Assessment" will be implemented to address this Area of Focus. Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices that support conceptual understanding.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Well executed formative assessment is often delivered in the form of engagement strategies. Teachers who monitor student learning at multiple points throughout a lesson are able to more effectively address misconceptions and scaffold learning to best meet the learning needs of students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional learning on Using Engagement Strategies and Formative Assessment will be provided to all instructional staff during a fall workshop. Throughout the school year, a new engagement strategy will be taught and modeled through monthly PLC meetings. Teachers will try the strategy out in their classrooms and debrief with each other on effectiveness and best practices as they build a repertoire of engagement strategies.

Person Responsible	Amber Eliason (eliasa@collierschools.com)

Teachers will participate in a series of instructional rounds. Guest teachers will be provided to allow for peer observation of instructional practice with a key focus on engagement strategies and science best practices. Teachers will utilize learned best practices in their own teaching practice.

Person Responsible   Amber Eliason (eliasa@collierschools.com)

The school-wide deliberate practice element for the school year for the Focused Teacher Evaluation Model is Using Engagement Strategies. All instructional staff will be observed for this element and scored against a criteria scale to monitor growth in this area.

Person Responsible   Amber Eliason (eliasa@collierschools.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our K-2 area of instructional practice is reading foundational skills including phonological awareness and phonics. SY22 end of year iReading diagnostic data indicates a pattern of regressing proficiency for end of year standards as grade levels increase with proficiency scores in kindergarten of 79%, first grade 62% and second grade 60%.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our 3-5 area of instructional practice is the reading foundational skills of phonics. SY22 end of year FSA data shows limited proficiency with reading with total percentage of proficient students in grades 3-5 at 46%.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

If teachers consistently use the principles of the science of reading effectively in reading foundational skills instruction, then student proficiency on the end-of-year ELA assessment will increase from 67%(FY22) to 70%(FY23).

Grades 3-5: Measureable Outcome(s)

If teachers consistently use the principles of the science of reading effectively in reading foundational skills instruction for students identified as needing additional support with phonics instruction, then student proficiency on the end-of-year ELA assessment will increase from 46%(FY22) to 50%(FY23).

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This Area of Focus will be monitored through the following tools and processes:
FTEM Observations
Progress Monitoring Assessments
District Assessment
Formative Assessments
Lesson Plans
Collaborative Planning Sessions - attended by admin and coaches

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Eliason, Amber, eliasa@collierschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practice that will be implemented is the use of orthographic mapping to build phonics understanding and increase accurate word reading and fluency. This is supported through the HMH district ELA curriculum and reading decodable text.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

The science of reading is a research based approach to literacy instruction the supports the developemental progression of learning to read.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Monthly PLC meetings will include professional development on orthographic mapping. Teaching in grades 3-5 will use the skills learned to support struggling reading across all subject areas to read text and gain meaning.	Hendrix, Lisa, hendrl@collierschools.com
Collorataive planning sessions will include planning for differentiated instruction specific to foundational skills for struggling readers.	Hendrix, Lisa, hendrl@collierschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

This school year Shadowlawn will return to the foundations of the Positive Behavior Intervention Support (PBIS) model. Teachers will collaborate to re-write the school-wide expectations and create a matrix for specific expectations in common areas around the school. Staff will intentionally instruct students on expectations for classroom and all common areas of the school and will consistently re-visit and reteach expectations. Additional incentives to promote positive student behavior and school culture include monthly PBIS celebrations, a Student of the Month celebration, and school-wide incentive system of Leader Dollars.

Additional initiatives at our school that promote a positive school culture include the twice-weekly Connect 4 Success lessons which provide instruction on the 7 Habits of Highly Effective People and seek to build a sense of belonging and community in core classrooms. Leader in Me continues to be a staple of Shadowlawn and this year we seek to expand the staff Lighthouse Team and build positive culture through a focus on celebrations of goal achievement.

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

Amber Eliason - Principal
Lisa Young - Assistant Principal
Eric Conceicao - School Counselor & PBIS Team Leader
Amy Ogletree - Leader in Me Lighthouse Team Leader
Katie Styra - Leader in Me Lighthouse Team Leader