Miami-Dade County Public Schools

Shadowlawn Elementary School

2022-23 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: 11/26/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
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 Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2018-19: C (50%) 2017-18: C (47%)
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	ATSI
* 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.](http://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	99%

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

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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 high quality academic program, along with data-driven interventions, that will continue to strengthen and increase student achievement, teacher performance, and community involvement.

Provide the school's vision statement.

By creating a positive, stimulating, peaceful, and nurturing learning environment, with the support of all stakeholders, Shadowlawn will provide all students with a first-class education that will establish a strong academic foundation, serving as the basis for a successful academic career.

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
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, monitoring student data, increasing parent involvement, hiring 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 all staff members.
Hernandez, Sylvia	Instructional Coach	The intermediate literacy coach is responsible for providing support and professional development to all intermediate stakeholders to improve the reading program throughout the building. Her duties include actions such as facilitating planning sessions, modeling lessons, and observing instruction to provide constructive feedback and suggested practices. She collaborates with both the administration and teachers to implement the reading curriculum and intervention program in the most effect manner. Furthermore, she assists all stakeholders in monitoring the reading and intervention data, while identifying existing trends.
Williams, Robyn	Instructional Coach	The mathematics coach is responsible for providing support and professional development to all stakeholders to improve the mathematics program throughout the building. Her duties include actions such as facilitating planning sessions, modeling lessons, and observing instruction to provide constructive feedback and suggested practices. She collaborates with both the administration and teachers to implement the mathematics curriculum in the most effect manner. Furthermore, she assists all stakeholders in monitoring the mathematics data and identifying trends.
Cuff, Vanteria	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, and observing instruction to provide constructive feedback and suggested practices. She collaborates with both the administration and teachers to implement the reading curriculum and intervention in the most effect manner. Furthermore, she assists all stakeholders in monitoring the reading and intervention data, while identifying existing trends.

Demographic Information

Principal start date
Thursday 11/26/2020, Nika Williams L

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.*
6

Total number of teacher positions allocated to the school
6

Total number of students enrolled at the school
130

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	21	23	16	22	28	20	0	0	0	0	0	0	0	130
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	4	2	1	0	0	0	0	0	0	0	9
Course failure in Math	0	3	0	0	1	1	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	9	9	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	10	10	0	0	0	0	0	0	0	25
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									Grade Level					
Students with two or more indicators	0	4	1	5	8	5	0	0	0	0	0	0	0	23

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	1	3	0	6	1	0	0	0	0	0	0	0	0	11
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 8/29/2022

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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		
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

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	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

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	52%	62%	56%				39%	62%	57%
ELA Learning Gains	74%						56%	62%	58%
ELA Lowest 25th Percentile	85%						41%	58%	53%
Math Achievement	61%	58%	50%				63%	69%	63%
Math Learning Gains	65%						59%	66%	62%
Math Lowest 25th Percentile	69%						53%	55%	51%
Science Achievement	55%	64%	59%				38%	55%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	50%	64%	-14%	58%	-8%
Cohort Comparison		-34%				
05	2022					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-50%				

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	71%	67%	4%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	59%	69%	-10%	64%	-5%
Cohort Comparison		-71%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	53%	-12%	53%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10			10							
ELL	56	91		61	75						
BLK	53	73	90	59	61	64	52				
HSP	47			67	80						
FRL	52	73	85	60	64	69	54				

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				

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)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	516

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	68
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	61
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	65
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

Multiracial Students	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
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?

When reviewing the third through fifth grade levels, as well as the subgroups; it was determined that there was an increase in learning gains in both reading and math, which resulted in proficiency gains as well. These gains radiated throughout our L25 subgroup, which displayed an 85-percentage points gain in reading and a 65-percentage points gain in math.

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

When reviewing the 2022 State Assessment data, it was determined that there was an 11-percentage point increase in ELA proficiency from 41% in 2021 to 52% in 2022. In addition, there was a 15-percentage point increase in math proficiency from 46% in 2021 to 61% in 2022. This improvement was also reflected in our learning gains, where there was an increase of 39 percentage points in ELA from 35% in 2021 to 74% in 2022 as well as a 52-percentage points increase in math from 13% in 2021 to 65% in 2022. Therefore, the greatest need for improvement will lie amongst the 22% of our students who scored a Level 1 in Reading. Understanding this, our target area of improvement lies among our 16 students who scored a Level 1 in Reading out of the 70 students in grades three through five. We believe that this area of improvement will serve as another supporting factor in assisting us to maintain our levels of proficiency as evident on the 2022 State Assessments.

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

When reviewing the 2022 State Assessment data, 60% of our students achieved a learning gain by obtaining a level of 1.3, 2.2., or 3. Therefore, there will be an increase of students who will need to move up a level or maintain proficiency in order to achieve a learning gain. In addition, with the elimination of the extra hour, the preparation, consistency, and follow through of collaborative planning to select strategic activities and lessons will be a non-negotiable tool for success. Lastly, the weekly monitoring and evaluation of these sessions by administration to identify and address areas of concern and look for during daily walk-throughs will be instrumental in our continuous growth. As our greatest area of improvement lies among the 22% of students who scored a Level 1 in Reading, we will diligently campaign for those students to attend all extended learning opportunities, such as the Century 21 Afterschool program, Saturday tutoring, and Spring Break Academy. In addition, data chats will be held with the parents of these students every two months to discuss their progress as it relates to Tier 1, Tier 2, and Tier 3 (if applicable) instruction.

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

When reviewing the 2022 State Assessment data, the most impressive data lies within our math learning gains with a 52 percentage points gain from 13% in 2021 to 65% in 2022. In addition, our data reflects an 85 percentage points gain in reading for the L25 and a 69 percentage points gain in math for the L25. This data was consistent as we compared our iReady AP1 data to our iReady AP3 data. For example, in reading, there was 63% increase of Tier 1 students in 2nd grade, as well as a 36% increase of Tier 1 students in 3rd grade. In addition, in math, there was a 49% increase of Tier 1 students in 3rd grade and a 40% increase of Tier 1 students in 4th grade. As the percentage of Tier 1 students increased, this close of academic gaps resulted in learning gains.

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

Upon entering the 2021-2022 school year, 40% of our students displayed regression as evident on the 2021 state assessments. Therefore, identifying those areas of learning loss and deficiencies were of utmost importance to fill the academic gaps, which not only promoted learning gains and proficiency, but placed student's back on their original goal setting track. Understanding this, the practice of differentiated instruction was conducted, monitored, evaluated, and discussed on a weekly basis. Through on-going progress monitoring of small group instruction, Differentiated Instruction activities and groups were revised to support the most recent data throughout the year. This practice resulted in an increase of both learning gains and proficiency in reading and math.

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

Strategies that we will focus on to accelerate learning ranges from consistent collaborative planning to participation in extended learning programs. Collaborative planning will focus on identifying activities and lessons that will target the intended standards as well as the current data. This will ensure that students are being met at their instructional level. Classroom walkthroughs with immediate feedback as well as monthly data chats will allow teachers to perfect currently used instructional practices. Academic and attendance incentives will also serve as motivation for both students and teachers. Furthermore, participation in Saturday Academy, Spring Break and Winter Academy as well as the Century 21 after school program will equip students with reinforcement to ensure that they meet their full potential. Our transformational coaches will also support teachers and students to assist all stakeholders in meeting their targeted goals. Implementing these practices, in addition to our daily standards-based instruction, will assist in addressing the unfinished learning and accelerating student learning.

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.

Some of the professional development sessions that will assist our instructional staff in meeting their goals and addressing our students needs will focus on the B.E.S.T. standards. The new math curriculum and resources, writing to explain, developing effective rubrics for standard-based grading, and understanding IPEGS Performance Standards are professional development topics that will support instructional staff in effective planning and the instructional delivery of their curriculum.

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

Additional services that we will utilize to ensure the sustainability of improvement will come from our Region and ETO support personnel. We will continue to utilize the additional lenses to adjust strategies and lessons, as needed, to strengthen the instructional program. We will also continue to implement interactive technological programs, such as Kahoot and Quizlet, that allow students to actively participate in their education, while enjoying the academic process. Coaches will also support teachers and students to assist all stakeholders in meeting their targeted goals. Implementing these practices in addition to our daily standards-based instruction will assist in addressing the unfinished learning and accelerating student learning.

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 B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After conducting a thorough review of the 2022 FSA data, Shadowlawn has selected to focus on the consistency and fidelity of Standards-Based Collaborative Planning. The 2022 FSA data revealed that 52% of our students scored proficient in reading and 61% scored proficient in math. This data reflects the impact that selecting the appropriate activities and strategies to utilize throughout the lesson has on student achievement. With this year being the first full year of implementation of the B.E.S.T. benchmarks, it will be imperative that teachers plan effectively to identify the targeted benchmarks, different strategies, lessons and activities, probing questions and daily end products, as well as the various question types that will be used to guide instruction. By ensuring that this practice is conducted with fidelity, it will not only set a strong foundation for the delivery of instruction but will contribute to an increase of the overall proficiency percentage in reading and math. This practice will continue to support us in raising our proficiency rate, as we did on the 2022 FSA, with 52% of our students scoring proficient in reading and 61% scoring proficient in math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Standards-Based Collaborative Planning, we intend to achieve and maintain our overall proficiency levels in both reading and math. We intend to achieve and maintain a proficiency level of 50% in reading and 60% in math as evident on the 2023 F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team will visit and participate in the weekly collaborative planning sessions to determine if all District resources, such as the Pacing Guide is being utilized, to identify benchmarks and activities for the upcoming week. The administrative team will also utilize the ELA handbook and the "Big M" document to evaluate if activities and lessons are aligned to the expectation of the benchmarks. Furthermore, any concerns or questions from the daily walk-throughs will be presented by administration to ensure that these issues are being addressed during planning to strengthen the instructional delivery of the teacher and increase student engagement throughout the lesson.
Person responsible for monitoring outcome:	Tewana Reddick (treddick@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	We will utilize two evidence-based strategies: Vertical Planning and the Universal Design for Learning. Vertical Planning will allow teachers to design lessons understanding the basic skills that students need to grasp the benchmark and how much should be mastered to support success in the upcoming grade-level. Incorporating the Universal Design for Learning will allow all students, on all levels and subgroups, to be able to fully participate in the lessons and identify a technique in which they are comfortable in responding to the questions. This will also allow teachers to present a topic in various ways for the different

implemented for this Area of Focus.	levels of comprehension in the class, resulting in some students being retaught, reinforced, and others challenged based on their instructional level.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	By implementing vertical planning during our weekly collaborative planning sessions, teachers will be able to review and/or teach the targeted benchmarks from the year before to ensure that students are equipped to digest the current benchmarks that are to be instructed. Furthermore, by knowing what is expected the year after, teachers will provide lessons that ensure that the students have mastered the current benchmarks, resulting in students having a firm grip on the current grade level benchmarks. Mastery of current benchmarks leads to higher levels of proficiency on the State Assessments. In addition, as students are presented information in various ways and on various levels and provided with the flexibility on how they respond to the question, this will not only allow the student to show their comprehension level but will allow the teacher to support and challenge all students, maintaining the expectation of high student achievement for all 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.

A collaborative planning schedule will be created to assign the days and times for each teacher to meet with their respective transformational coach to plan weekly lessons and activities.

Person Responsible	Tewana Reddick (treddick@dadeschools.net)

Teachers will participate in weekly collaborative sessions with their respective transformational coach to identify targeted benchmarks, select the appropriate lessons and activities to support the benchmarks, review current data to provide proper strategies to address student needs, and determine how to informally assess students after each lesson.

Person Responsible	Tewana Reddick (treddick@dadeschools.net)

During collaborative planning, teachers and transformational coaches will utilize all District and curriculum resources, such as the Pacing Guide with embedded hyperlinks, Big "M" document, and ELA handbook to recognize the expectations of the grade level for the week and how students are to be able to transfer the content into different activities as they select their daily activities for the week.

Person Responsible	Vanteria Cuff (297671@dadeschools.net)

The leadership team will conduct daily walk-throughs to look for the implementation of the planned activities through the teachers' instructional delivery and student engagement, providing constructive feedback from the informal and formal observations to both the teacher and the transformational coaches.

Person Responsible	Nika Williams (pr4961@dadeschools.net)

October 31- December 16, 2022 - Transformation Coaches will preplan and identify the daily end targets and graphic organizers; using the ALDs, the Mathematical Thinking and Reasoning questions, and the text dependent questions ensuring that they are all aligned to the standards.

Person Responsible	Sylvia Hernandez (sleal@dadeschools.net)

October 31- December 16, 2022 - Transformation Coaches will collaborate with teachers to identify the weekly instructional strategy to be utilized through the Gradual Release Model in Reading and the ETO framework in Math to ensure that students are prepared to, as well as successfully complete the EE and MTR questions on a consistent basis.

Person Responsible   Robyn Williams (rwilliams@dadeschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As we prepare to continue addressing the unfinished learning experienced due to the pandemic, teachers and staff must be prepared to meet students at their current individual instructional level. After reflecting on last year's bi-weekly and topic assessments, a major trend was consistent throughout the year. Our L25 subgroup, which was composed mostly of our Students with Disabilities, were consistently displaying success on their OPMs administered during DI, but struggled to reach 50 percent on their assessments. This was evident as we experienced 85% and 65% learning gains amongst the L25 in reading and mathematics, respectively. These gains are still short of proficiency; therefore, all instructional personnel must preplan and be ready to reteach, reinforce, and enrich all topics as it pertains to pre-requistes and grade level benchmarks. By differentiating lessons and activities, academic gaps can begin to close, which will result in increasing proficiency levels. Increasing opportunities for students to grapple and collaborate with the content being taught will also increase student engagement and comprehension. These practices will need to be conducted and monitored with fidelity as Shadowlawn strives to maintain the 50% proficiency in reading and 60% proficiency in math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Differentiated Instruction, we expect our overall student population to achieve and maintain a proficiency level of 50% in reading and 60% in math, as evident on the 2023 State Assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 and exploratory activities.
Person responsible for monitoring outcome:	Nika Williams (pr4961@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	To support this practice, we will utilize two evidence-based strategies: Data Driven Instruction and Hands-On Learning. 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 allows them to utilize their prior knowledge, along with the use of manipulatives and collaborative activities, to strengthen their skills and content knowledge, pushing them closer to proficiency.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Data Driven instruction will assist teachers in analyzing data to help guide instruction of the benchmarks that need remediation. Additionally, upon completion of Reading and Math assessments, data will be analyzed determining the benchmarks that need remediation. Teachers will analyze data from platforms such as: Performance Matters, iReady, F.A.S.T., and S.T.A. R to create focus calendars for DI, identifying targeted benchmarks. This will give students another opportunity to master specific benchmarks and will help to close the achievement gap. Furthermore, the new B.E.S.T. benchmarks focus on the way the student thinks to solve problems. Therefore, including activities that require students to solve problems or answer questions based on the identified benchmarks will promote student accountable talk, resulting in a better understanding of the topics through peer interactions. These activities and conversations will also increase the rigor during small group instruction, which will in turn strengthen the students' critical thinking skills.

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.

During collaborative planning, the transformational coaches will utilize data, frameworks, pacing guides, and appropriate resources to plan weekly with teachers to select innovative lessons and activities that are aligned to student data.

Person Responsible Sylvia Hernandez (sleal@dadeschools.net)

The leadership team will conduct daily walkthroughs to determine the explicitness of instruction at the TLCs by reviewing groups, current data, and the selection of materials and activities being conducted.

Person Responsible Nika Williams (pr4961@dadeschools.net)

The leadership team will conduct bi-weekly product reviews to determine the alignment of the assignments and activities to its respective data, as well as the worth of the feedback being provided to support student learning.

Person Responsible Tewana Reddick (treddick@dadeschools.net)

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

Person Responsible Tewana Reddick (treddick@dadeschools.net)

October 31-December 16, 2022 - During collaborative planning, transformational coaches and teachers will continue to utilize current student data to ensure that students are grouped according to their instructional level and conduct student data chats to assist students in setting their own goals as well.

Person Responsible Vanteria Cuff (297671@dadeschools.net)

October 31-December 16, 2022 - Transformational coaches and teachers will select and utilize lessons from resources, such as the Pathways in ELA and the iReady magnetic lessons, to address identified benchmarks and standards for remediation and enrichment based on current student data.

Person Responsible Sylvia Hernandez (sleal@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing the data from the school climate and opening of school's survey, Shadowlawn selected to focus on the area of developing others. Data from the school climate survey indicated that there is a need to increase the number of opportunities to develop and strengthen leadership skills; with only 50% of the staff indicating that they have opportunities to share best practices. In addition, only 50% of the staff indicated that professional learning communities are provided for educators to learn from each other. Furthermore, teachers agree that they are provided opportunities to attend and engage in professional developments; however 57% of the staff indicated that they are provided with support to implement the newly-learned strategy. Therefore, administration must maximize the strengths of the individuals in the building to support their peers, which in turn promotes leadership development throughout the school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement strategies and activities to increase the development of others, staff will become more confident in taking on additional roles to support both their peers and the students in doing what is needed to ensure that both students and teachers are successful. This will be evident by an increase of 5% of our staff members agreeing to take on one or more of the available leadership supplement roles.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administration will monitor the effectiveness by conducting bi-monthly staff surveys and engaging in discussions during the school-wide leadership meetings. Furthermore, the planning of professional developments will be an ongoing topic on the agenda for both the academic and school-wide leadership meetings, where the attendance and implementation of the professional development sessions will be discussed.
Person responsible for monitoring outcome:	Nika Williams (pr4961@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	To help support the area of developing others, Shadowlawn selected to utilize two evidence-based strategies: Use Principles of Adult Learning and Strategic Selection of Training, Development, and Work Assignments. In order to effectively create a culture of developing others, there has to be opportunities provided for stakeholders to reinforce their skills to use them as an agent of positive change and growth. Furthermore, leadership must identify stakeholders who possess the potential to become leaders and provide them with training and learning opportunities that allow those characteristics top blossom, in the

implemented for this Area of Focus.	hopes of igniting a spark for all stakeholders to have the willingness to be comfortable to share and observe different instructional practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	In order to motivate others to take the risk of accepting leadership responsibilities, they have to be provided the chance to gain new skills and the opportunity to then apply them. By providing specific feedback and training, aligned to the individual's strength, stakeholders will begin to become the lead developers within the school.

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.

Share the available leadership positions and the respective duties and responsibilities associated with each role to all stakeholders to collect existing interests.

Person Responsible   Nika Williams (pr4961@dadeschools.net)

Identify the strengths of the individuals within the building when selecting the stakeholders for each of the leadership roles.

Person Responsible   Tewana Reddick (treddick@dadeschools.net)

Conduct discussions regarding professional development needs based on observations and teacher request during leadership meetings to plan training sessions and opportunities for support in the implementation of the practices.

Person Responsible   Nika Williams (pr4961@dadeschools.net)

Identify teacher interests and strengths to assign participation to professional developments announced via weekly briefings with the expectation of the participant returning to the school-site to share what was learned.

Person Responsible   Tewana Reddick (treddick@dadeschools.net)

October 31 – December 16, 2022 – Administration will create a weekly schedule to identify times in which they can meet with the selected personnel to explain their expected roles and responsibilities.

Person Responsible   Nika Williams (pr4961@dadeschools.net)

October 31 – December 16, 2022 – Administration will create a system that allows for bi-weekly check-ins with the school-wide leadership team members to follow-up on assigned tasks, activities, and projects.

Person Responsible   Tewana Reddick (treddick@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Engaging the Learning Environment	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As we begin to implement the new BEST standards and review the results of our climate survey, Shadowlawn's targeted focus will lie in the area of "Engaging the Learning Environment". The new standards require collaboration amongst students to increase student exploration and inquiry, as well as their critical thinking skills. Understanding this need, with 54% of the students strongly agreeing and 29% agreeing that their teachers make learning fun and interesting; we would like to continue with that momentum providing students with manipulatives and a variety of activities that allow them to build on what they know to answer questions and solve problems.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement activities that promote engagement in the learning environment, there will be a 10% increase in daily student attendance and students will continue to display learning gains throughout the year. There will also be an increase in the amount of accountable talk heard between students, which will in turn elicit more informal and formal constructive feedback from teachers to their students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team will visit and participate in weekly collaborative planning sessions to ensure that these types of activities are being incorporated into the daily lessons. In addition, during daily walk-throughs, the leadership team will look for the implementation of those planned activities and listen to the conversations that take place to ensure that they are aligned to the BEST standards and challenging students to move up to the next level.
Person responsible for monitoring outcome:	Tewana Reddick (treddick@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategies we will utilize are "Collaborative Spaces" and the "Effective use of School and District Support Personnel". As collaborative spaces are conducive for group work, it sets an atmosphere that promotes project-based activities. Furthermore, assigning support personnel, such as our interventionists, to groups, will provide extra support to our students and provide them with a better vision of the role everyone plays in their academic success.
Rationale for Evidence-based Strategy: Explain the	When reviewing the schedules and student groups, some students require more guidance when working independently. These groups can be assigned an interventionist, SWD teacher, or an instructional coach to assist in facilitating the activity and conversations to ensure students are on the correct path to complete the assignment successfully. Furthermore, when students collaborate during exploration and

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

critical thinking activities, they are able to support each other, question each other, and challenge each other, while reinforcing the identified standard of focus for the day.

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.

During collaborative planning, instructional coaches and teachers will identify the targeted standards and select activities that promote student engagement amongst each other, which will introduce or reinforce the identified topics.

Person Responsible	Robyn Williams (rwilliams@dadeschools.net)

During daily walk-throughs, the leadership team will review lesson plans to monitor the implementation of the planned collaborative activities and provide feedback to students and teachers, sending the message of support from the leadership team.

Person Responsible	Tewana Reddick (treddick@dadeschools.net)

The leadership team will disaggregate the data to identify which groups will benefit the most from having a support personnel as a facilitator for part or all of their group activities.

Person Responsible	Dominique Choute (dchoute@dadeschools.net)

Collaborative activities, that will engage both students and parents, will be planned for and conducted at our parent meetings and workshops to provide parents with a deeper understanding of their child's academic thought process and the curriculum expectations.

Person Responsible	Tewana Reddick (treddick@dadeschools.net)

October 31 – December 16, 2022 – As administration conducts daily walk-throughs, student engagement through activities, such as "Dig-Ins" in math, "Turn & Talk" in Reading, and "Sense Making Labs" in science; will be a bi-weekly focus in which timely feedback will be provided to teachers and instructional coaches.

Person Responsible	Robyn Williams (rwilliams@dadeschools.net)

October 31 – December 16, 2022 – During collaborative planning, transformational coaches will assist teachers in developing strategies that support students in answering questions in their own words that will lead to academic collaborative talk amongst each other.

Person Responsible	Sylvia Hernandez (sleal@dadeschools.net)

#5. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

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

Based on the data review, our school will implement Standards-Aligned Instruction as related to ELA. We selected Standards-Aligned Instruction as it relates to ELA based on our findings that 40% of our 1st graders demonstrated proficiency in Reading on the 2022 SAT-10. We compared the current 1st grade 2022 Reading data of 40 percentage points to the 2021 Reading SAT-10 proficiency of 22%. Tier 1 instruction in planning and delivery did have a positive effect of a 18% increase of proficient students. However, we will develop, explicitly deliver, and monitor Tier 1 instruction; especially with the new benchmarks, to continue to increase the number of proficient students in Reading.

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

Based on the data review, our school will implement Standards-Aligned Instruction as related to ELA. We selected Standards-Aligned Instruction as it relates to ELA based on our findings that 41% of our 3rd graders and 48% of our 4th graders demonstrated proficiency in ELA on the 2022 FSA. We compared the current 2022 ELA data of 52 percentage points to the 2021 FSA ELA proficiency of 41%. Tier 1 instruction in planning and delivery did have a positive effect of a 11% increase of proficient students. However, we will develop, explicitly deliver, and monitor Tier 1 instruction; especially with the new benchmarks, to continue to increase the number of proficient students in ELA.

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)

As we review the 2022 Reading SAT-10 data, it is noted that 40% of our 1st graders scored proficient on the assessment. If we successfully develop, deliver, and monitor the Standards-Aligned Instruction, as it relates to Reading, specifically during Tier 1 instruction, then our Reading proficient students will increase by a minimum of 10 percentage points for our current 2nd graders as evidenced by the 2023 State Assessments.

Grades 3-5: Measureable Outcome(s)

As we review the 2022 Reading FSA data, it is noted that 41% of our 3rd graders and 48% of our 4th graders scored proficient on the assessment. If we successfully develop, deliver, and monitor the Standards-Aligned Instruction, as it relates to ELA, specifically during Tier 1 instruction, then our ELA proficient students will increase by a minimum of 3 percentage points for our current 4th and 5th graders as evidenced by the 2023 State Assessments.

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.

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 benchmarks. 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 student products, will be utilized to track progress and determine the effectiveness of instructional delivery and planning.

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

Reddick, Tewana, treddick@dadeschools.net

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. Â§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?

Within the Targeted Element of Standards-Aligned Instruction, as it relates to ELA, our school will focus on the evidence-based strategy of Standard-Based Collaborative Planning. Standard-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. Standard-Based Collaborative Planning will be monitored by observation of instructional delivery, product reviews, and progress monitoring performance.

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?

Standard-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:

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
Teachers will participate in weekly collaborative planning sessions, with a focus on benchmark aligned instruction.	Reddick, Tewana, treddick@dadeschools.net
During collaborative planning, teachers and transformational coaches will utilize the pacing guide to strategically select the activities that will be utilized for the different components of the Gradual Release Model.	Cuff, Vanteria, 297671@dadeschools.net
During collaborative planning, teachers and transformational coaches will utilize the "Benchmarks with Clarifications" handbook to support the instruction of stacked benchmarks, as well as identifying the pre-requisites and level of proficiency needed for the upcoming grade level.	Hernandez, Sylvia, sleal@dadeschools.net
During daily walk-throughs, the leadership team will compare lesson plans to the current pacing guide and provide feedback on the alignment between both documents and the delivery of instruction.	Williams, Nika, pr4961@dadeschools.net
October 31-December 16, 2022: During collaborative planning, transformational coaches and teachers will create and plan for the use of anchor charts that are aligned to the new standards promoting student collaboration and academic talk for students to transfer information.	Cuff, Vanteria, 297671@dadeschools.net
October 31-December 16, 2022 - During collaborative planning, transformational coaches and teachers will create daily learning targets that encompass all of the standards that are to be addressed, which will assist in ensuring that the identified standards are being targeted during the lessons.	Hernandez, Sylvia, sleal@dadeschools.net

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.

Shadowlawn makes every effort to maintain 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 existing from the loss of teacher positions due to low student enrollment. Weekly 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 EESAC meetings to be abreast of all aspects in planning, reviewing and implementing programs for instructional improvement. Through venues, such as PTA meetings, EESAC, and parent workshops; stakeholders can share their views and concerns. Parental input is solicited for the Parent Compact, Parent Engagement and Family Plan, as well as the School Improvement Plan. Parent surveys are used to solicit parent input and concerns as it pertains to the school and staff.

Additionally, curriculum and assessment information is shared with all stakeholders at Open House. Moreover, we have recently reactivated our PTA to promote parent involvement. Furthermore, with the implementation of our Cambridge program, specifically in the primary grades, our "Student Showcase Nights" give teachers and students the opportunity to display their hard work put forth daily, via projects and sample student work. Shadowlawn also hosts various school events , programs and meetings; which promote community and parental 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. With an upgrade to our school's website and a stronger presence on social media, we are continuing to radiate a sense of pride throughout the Shadowlawn community.

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

Principal - Nika Williams - She 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 - She assists the principal in sharing the vision and mission with all stakeholders. She communicates with teachers, parents, and stents daily to identify any concerns and to reinforce the notion that Shadowlawn is here to help.

Counselor - Dr. Ileana Noda - She 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 - She 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 - She monitors the movement throughout the building to ensure everyone's safety.

Community Involvement Specialist - Symonetta Lovett - She reaches out to parents to strengthen the line of communication between parents and staff. Her role as PTA president serves as a double layer of strengthening the communication line between the parents and the school.