

Clay County Schools

Shadowlawn Elementary School



2021-22 Schoolwide Improvement Plan

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Shadowlawn Elementary School

2945 COUNTY ROAD 218, Green Cove Springs, FL 32043

<http://sle.oneclay.net>

Demographics

Principal: Whitney Johnson

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: B (58%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Shadowlawn Elementary School

2945 COUNTY ROAD 218, Green Cove Springs, FL 32043

<http://sle.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

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

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Shadowlawn Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Provide the school's vision statement.

Shadowlawn Elementary's mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Johnson, Whitney	Principal	Leadership Team will meet monthly to review global school data, address concerns of the faculty, review school operations and safety, ensure systems are in place for smooth running of the campus, etc. The Leadership Team will serve an active role in adherence to our PBIS implementation.
Libretto, Lara	Assistant Principal	
Studer, Lauren	Teacher, K-12	
Hillis, Shannon	Teacher, K-12	
Adair, Kim	Teacher, K-12	
Schmidt, Barbara	Teacher, K-12	
Hager, Josh	Teacher, K-12	
Bretz, Amanda	Teacher, K-12	
St. Peter, Kathy	Teacher, K-12	

Demographic Information

Principal start date

Thursday 7/1/2021, Whitney Johnson

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

3

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

9

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

702

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

3

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

5

Demographic Data**Early Warning Systems****2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	100	105	78	97	95	89	0	0	0	0	0	0	668
Attendance below 90 percent	9	7	8	6	6	7	6	0	0	0	0	0	0	49
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	7	9	8	22	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	10	10	14	9	0	0	0	0	0	0	43
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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	1	1	0	0	1	2	0	0	0	0	0	0	8
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

Sunday 8/29/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	89	95	78	96	98	78	120	0	0	0	0	0	0	654	
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	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 ELA assessment	0	0	0	0	0	2	11	0	0	0	0	0	0	13	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	3	0	0	0	0	0	0	7	

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	0	0	0	0	0	0	0	0	0	0	

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	2	0	0	2	1	0	0	0	0	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	95	78	96	98	78	120	0	0	0	0	0	0	654
Attendance below 90 percent	0	2	0	0	0	0	1	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	7	9	8	22	0	0	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	10	10	14	9	0	0	0	0	0	0	43

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	0	0	0	0	0	0	0	0	0	0	

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	2	0	0	2	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	65%	57%	61%	63%	56%
ELA Learning Gains				63%	62%	58%	50%	59%	55%
ELA Lowest 25th Percentile				60%	54%	53%	44%	50%	48%
Math Achievement				74%	70%	63%	70%	69%	62%
Math Learning Gains				74%	66%	62%	65%	68%	59%
Math Lowest 25th Percentile				71%	56%	51%	46%	56%	47%
Science Achievement				60%	65%	53%	69%	66%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	68%	13%	58%	23%
Cohort Comparison						
04	2021					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-81%				
05	2021					
	2019	54%	62%	-8%	56%	-2%
Cohort Comparison		-71%				
06	2021					
	2019	66%	64%	2%	54%	12%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	71%	10%	62%	19%
Cohort Comparison						
04	2021					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-81%				
05	2021					
	2019	51%	64%	-13%	60%	-9%
Cohort Comparison		-76%				
06	2021					
	2019	82%	70%	12%	55%	27%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	63%	-2%	53%	8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Students receive progress monitoring in Math and Reading using the Iready diagnostic tool. 5th grade Science students use a district created benchmark.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	37	71
	Economically Disadvantaged	0	0	0
	Students With Disabilities	23	29	45
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	30	59
	Economically Disadvantaged	0	0	0
	Students With Disabilities	18	7	32
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	45	70
	Economically Disadvantaged	0	0	0
	Students With Disabilities	5	20	48
	English Language Learners	33	67	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	32	65
	Economically Disadvantaged	0	0	0
	Students With Disabilities	5	12	48
	English Language Learners	33	67	67

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	72	74
	Economically Disadvantaged	0	0	0
	Students With Disabilities	23	50	65
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	47	66
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	19	50
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	63	69
	Economically Disadvantaged	0	0	0
	Students With Disabilities	16	21	35
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	67	73
	Economically Disadvantaged	0	0	0
	Students With Disabilities	8	43	50
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	55	52
	Economically Disadvantaged	0	0	0
	Students With Disabilities	9	26	23
	English Language Learners	38	55	52
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	43	58
	Economically Disadvantaged	0	0	0
	Students With Disabilities	10	23	30
	English Language Learners	26	43	58
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	44	47
	Economically Disadvantaged	0	0	0
	Students With Disabilities	11	5	11
	English Language Learners	30	44	47
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	45	64
	Economically Disadvantaged	0	0	0
	Students With Disabilities	4	22	27
	English Language Learners	22	45	64

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	41	27	35	50	33	20	42				
BLK	58	54		68	46						
HSP	50	64		59	80						
MUL	57			57							
WHT	65	42	47	73	49	34	65				
FRL	56	36	42	63	46	39	40				
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	45	50	60	54	69	70	35				
BLK	52	58		74	84						
HSP	71	70		79	80						
MUL	58	53		63	73						
WHT	69	63	61	74	72	70	59				
FRL	55	54	58	67	69	71	46				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	35	41	45	46	55	44	48				
BLK	48	61		67	68						
HSP	61	50		68	56						
MUL	67	50		67	75						
WHT	61	49	38	70	65	44	73				
FRL	55	49	47	66	62	48	63				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
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	
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	7
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Our 5th grade ELA proficiency saw an increase. Small group instruction was a priority and approached with a sense of urgency thru additional training of teachers in truly differentiating instruction and ensuring data was analyzed on small groups which documented fluidity of groups based on individual student need. Groups were skill based and students tracked their own data and were provided a greater ability to take ownership of their learning.

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

The greatest need for improvement stems from out 6th grade special education population. Based on their diagnostic data the regress and stagnate as the year progressed.

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

Due to Covid, small group was minimal, and based on the the 6th grade Iready ELA data students struggled to progress over the year.

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

Our greatest improvement was seen in our 4th grade special education population for math. This subgroup progressed 42% over the course of the year.

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

Although Covid created many barriers, we were able to overcome this barrier due to smaller class size numbers in 4th grade as a whole.

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

Moving forward, we have protocols and procedures in place that will allow small group to occur safely while also taking an individualized strategic approach to small group instruction.

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.

Targeted Professional Learning Communities have been established to allow teachers to plan with one another in content area, flexibility for data and strategic needs, and whole group for a larger focus. These new PLC's have been set up with protocols and norms to ensure all instructional staff are engaged and productive to best serve the needs of students.

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

The Positive Behavior Rewards program will create continuity in expectation and a token economy system.

Tier 2&3 math and literacy supplements to the core will provide researched based materials to support core instruction and close instructional gaps.

Targeted Professional Learning Communities will allow teachers to focus on individual student need while supporting one another in best practice.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Due to the historical drop in 5th grade Science, Shadowlawn will focus on the protocol based literacy strategy, Read Discuss Read, to identify tier 3 vocabulary and their affixes and roots specific to Science. 5th grade Science covers standards from the 3rd to 5th grade with tier 3 vocabulary not received through direct exposure.
Measurable Outcome:	Students will be assessed using the 2021/2022 FSSA. Shadowlawn will increase by 5 percentage points and move our proficiency from 63% to 68%. 5th grade will monitor incremental changes to meet this outcome through district Science assessments.
Monitoring:	Science progression will be monitored through district level benchmarks to ensure that standards mastery is occurring.
Person responsible for monitoring outcome:	Whitney Johnson (whitney.johnson@oneclay.net)
Evidence-based Strategy:	Read Discuss Read will be the evidenced based strategy used to increase Science achievement through literacy in the 5th grade. Students will read for fluency, identify unknown vocabulary and their affixes and roots, then discuss the concept through text dependent questioning over the course of multiple reads.
Rationale for Evidence-based Strategy:	Students need to have a deep comprehension of the Science text, so they are able to focus and conceptualize the standard rather than struggling through the text.

Action Steps to Implement

1. Inservice for teachers in implementation of CLOSE reading strategies(RDR).
2. Identification of tier 3 Science vocabulary aligned to NGSSS Science assessment.
3. Monthly data chats to discuss the progress monitoring of students.

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Based on the 2020-2021 FSA, SWD students are still struggling to perform at the proficiency levels of their non-disabled peers. Due to the COVID-19 pandemic, SWD students have regressed from pre-Covid levels in Math based on the comparative cohort trends from the previous year. SWD students will require more individualized instruction through differentiation to close gaps and meet their individual needs.
Measurable Outcome:	SWD students will regain Math Lower Quartile Learning Gain levels of 2019/2020 school year in Math on the 2021/2022 FSA. This will require SWD to increase LQ Gains by 33%, moving from 38% to 71%.
Monitoring:	Monitoring will be completed using the Iready Math diagnostic against FSA correlation charts to ensure students are predicted to increase LQ gains.
Person responsible for monitoring outcome:	Lara Libretto (lara.libretto@oneclay.net)
Evidence-based Strategy:	Shadowlawn will utilize the Iready Teacher toolbox and Math IXL to differentiate instruction through product, process, and content based on the the student's instructional profile provided by fluid progress monitoring.
Rationale for Evidence-based Strategy:	Due to COVID19, increased absences, and the limitations on small group instruction, students will require individualized instruction to meet their individual needs in Math.

Action Steps to Implement

1. Monthly data chats to progress monitor the achievement levels and areas of opportunity for our SWD population
2. Attend weekly ESE team Professional Learning Communities to plan for student differentiation
3. Utilize the the Iready teacher toolbox for differentiated curriculum

Person Responsible [no one identified]

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

Area of Focus Description and Rationale: If all teachers implement the 7-Mindsets Social Emotional Learning(SEL) curriculum with fidelity and high expectations, then student's will develop self awareness, self-management, social and relationship skills and responsible decision making.

Measurable Outcome: If we implement a Social Emotional Learning curriculum to address DEF referrals(defiance, disrespect, and insubordination) which accounted for of our 2020/2021 referrals, then we should see a drop of 5% in this category in the 2021/2022 school year.

Monitoring: Student progress towards actionable pro-social behaviors will be monitored through the Synergy program for comparative discipline incidents and conversely through the PBIS program for positive behavior choices.

Person responsible for monitoring outcome: Whitney Johnson (whitney.johnson@myoneclay.net)

The 7 Mindsets provides targeted Social Emotional Learning for students which addresses social situations and expectation for pro-social interaction. Each month will tackle a different characteristic for SEL development.

The schedule you will follow when teaching the lessons was developed by Clay County and aligned to the character ed crosswalk:

October: 100% Accountable

Evidence-based Strategy: November & December: Attitude of Gratitude

January: We are Connected

February: Live to Give

March: Everything is Possible

April: Passion First

May: The Time is Now

Rationale for Evidence-based Strategy: In an effort to meet the social emotional and mental and behavioral needs of students and staff, an SEL team will be implemented. Our measurable outcome will be addressed via a decrease in the number of discipline referrals.

Action Steps to Implement

1. Establish the SLE 7 Mindsets team
2. Attend monthly 7 Mindstends school-based Professional Learning Communities
3. Follow the district crosswalk for 7 Mindsets implementation

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

Shadowlawn Elementary is not listed in the choices for elementary schools.

Part IV: Positive Culture & Environment

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

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

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

Shadowlawn Elementary is a community school. Our various business partners support our students and families through donations of time and incentives for our students, volunteering at school events including our annual highlight event "Breakfast with Santa". Russell Baptist of Middleburg hosts a "backpack ministry" in providing backpacks full of non-perishable food for approximately 20 of our families. Middleburg Marshal Arts provides karate lessons free of charge periodically for our students. During the holidays, SLE provides Thanksgiving and Christmas gift baskets to families. We also provide Christmas gifts to our students whose families may need assistance. Our business partners and parents always make a strong contribution to these efforts.

Our SLE Parent Volunteer Organization (PVO) assists with school picture days, health screenings and fundraising. This group also assists teachers as homeroom volunteers with various tasks teachers may need. (Many of these opportunities are currently impacted by COVID restrictions.)

We have implemented for the last 3 years Positive Referrals for students. Any staff member has access to the Positive Referral form and can recognize a student for exemplary leadership in following our Falcon Guidelines for Success and/or setting the example for others in acts of kindness towards others. The student is recognized by SLE Administration and given a small treat bag. A phone call is made home to the parent.

SLE also recognizes once a month "Falcon Leaders". Teachers choose a student monthly who has exemplified strong leadership traits. The students are invited to a snowcone social and receive a certificate to take home which has been completed by the teacher honoring the student.

Our SLE School Advisory Council (SAC) meets at least quarterly (4 times per year). This committee is comprised of parents, business partners, community members and SLE instructional & support staff. The committee not only reviews the SIP, but also works collaboratively to review schoolwide safety and academic measures and concerns as well as providing input on school procedures, communication with all

stakeholders and referrals to others who may be interested in serving on SAC or attending meetings. The committee has also assisted with seeking community members and businesses to donate time, items and funds to the school.

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

Our PBIS team plays a crucial role in assembling a token economy system of support that created continuity among behavioral expectations throughout the school.

Our Guidance Counselor ensure students receive the 7mindsets lesson which promotes social emotional learning to all students.

Instructional staff hold classroom morning meetings to reaffirm the PBIS process and the SEL mindset promoted each month by guidance.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00