

Clay County Schools

Shadowlawn Elementary School



2022-23 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: 7/1/2020

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 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	2021-22: B (61%) 2018-19: A (67%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Shadowlawn Elementary 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

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
Johnson, Whitney	Principal	
Libretto, Lara	Assistant Principal	
Studer, Lauren	Teacher, K-12	
Hager, Josh	Teacher, K-12	
Hillis, Shannon	Teacher, K-12	
Adair, Kim	Teacher, K-12	
Beck, Laura	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 7/1/2020, Whitney Johnson

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.*

12

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

738

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

4

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

4

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	95	99	108	101	90	95	104	0	0	0	0	0	0	692
Attendance below 90 percent	25	40	40	29	20	21	26	0	0	0	0	0	0	201
One or more suspensions	0	0	2	1	1	0	0	0	0	0	0	0	0	4
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 2022 statewide FSA ELA assessment	0	0	0	0	8	12	14	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	27	17	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	0	0	0	8	11	14	0	0	0	0	0	0	33

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/29/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	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	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	

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	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	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	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	

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	67%	63%	56%				68%	65%	57%
ELA Learning Gains	58%						63%	62%	58%
ELA Lowest 25th Percentile	44%						60%	54%	53%
Math Achievement	76%	51%	50%				74%	70%	63%
Math Learning Gains	64%						74%	66%	62%
Math Lowest 25th Percentile	55%						71%	56%	51%
Science Achievement	60%	69%	59%				60%	65%	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	81%	68%	13%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-81%				
05	2022					
	2019	54%	62%	-8%	56%	-2%
Cohort Comparison		-71%				
06	2022					
	2019	66%	64%	2%	54%	12%
Cohort Comparison		-54%				

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	81%	71%	10%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	76%	69%	7%	64%	12%
Cohort Comparison		-81%				
05	2022					
	2019	51%	64%	-13%	60%	-9%
Cohort Comparison		-76%				
06	2022					
	2019	82%	70%	12%	55%	27%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	63%	-2%	53%	8%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-61%				

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	47	44	44	61	53	60	32				
BLK	53	55		80	82						
HSP	53	76		57	55	50	36				
MUL	50			60							
WHT	69	57	43	78	65	53	65				
FRL	62	52	40	71	60	55	55				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	68
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

Overall, we experienced a decrease on both math and reading in achievement, learning gains of the lowest 25%, and overall learning gains. 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 2022 state assessments, demonstrate the greatest need for improvement?

Due to the long term effects of Covid, learning gaps widened for a majority of students. Based on Iready math data and Lexia ELA data, students struggled to progress to fully close their learning gaps over the year.

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

Time and 15% to 20% daily average absentee rate was the greatest contributing factor in closing student learning gaps. New district attendance policies and procedures combined with positive behavioral incentives for coming to school will provide leverage in closing student learning gaps.

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

Our greatest improvement was seen in our 6th grade special education population for math. 6th grade Math increased 43 points placing them at 95% in overall bottom quartile learning gains. That is an 87 point increase when looking at cohort 5th to 6th comparisons.

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

The 6th grade math team used individualized strategic small groups that utilized fluid data to drive instruction.

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 groups 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.

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 Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

Students will be assessed using the 2022/2023 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:
Describe how this Area of Focus will be monitored for the desired outcome.

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@myoneclay.net)

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

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

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.

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

Whitney Johnson
 (whitney.johnson@myoneclay.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.

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

SWD students will regain ELA Lower Quartile Learning Gain levels of 2019/2020 school year in ELA on the 2022/2023 FAST assessment. This will require SWD to increase LQ Gains by 18%, moving from 42% to 60%.

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

Monitoring will be completed using the Lexia diagnostic and the FAST progress monitoring assessment.

Person responsible for monitoring outcome:

Whitney Johnson (whitney.johnson@oneclay.net)

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

Shadowlawn will utilize the Lexia Skill Builder Lessons and Heggerty Bridge the Gap to differentiate instruction through product, process, and content based on the student's instructional profile provided by fluid progress monitoring.

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

Due to the learning gaps increased by COVID19 and increased absences, students will require individualized instruction to meet their individual needs in ELA.

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.

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. Positive Culture and Environment specifically relating to PBIS

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

If all teachers implement the Positive Behavioral Intervention Supports with fidelity and high expectations, then student's will develop self awareness, self management, social and relationship skills and responsible decision making.

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

If we implement Positive Behavioral Intervention Supports a to address Behavior Incident Tracking which accounted for 73% of our 2021/2022 referrals, then we should see a drop of 23% in this category in the 2022/2023 school year.

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

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.

Person responsible for monitoring outcome:

[no one identified]

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

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

October: 100% Accountable

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

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.

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

Person Responsible

[no one identified]

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 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 "FALALALA & Food Trucks". Russell Baptist, First Baptist, and River Christian Church of Middleburg hosts a "backpack ministry" in providing backpacks full of non-perishable food for our families. 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.

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 school culture and environment.

Our PBIS team plays a crucial role in assembling a token economy system (PBIS Rewards) 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.