

Collier County Public Schools

Shadowlawn Elementary School



2018-19 School Improvement Plan

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Shadowlawn Elementary School

2161 SHADOWLAWN DR, Naples, FL 34112

[no web address on file]

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Elementary School PK-5 | Yes | 92% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 79% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | A | A | C | C* |

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Shadowlawn Elementary creates a challenging learning environment and encourages high expectations for student success and lifelong learning.

Provide the school's vision statement

Shadowlawn Elementary inspiring the leaders of tomorrow.

School Leadership Team

Membership

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

| Name | Title |
|----------------|---------------------|
| Phipps, Oliver | Principal |
| Moore, Rachel | Assistant Principal |
| LaPaglia, Kyle | Other |
| Hendrix, Lisa | Instructional Coach |
| Ogletree, Amy | Instructional Media |
| Styra, Katie | Instructional Coach |
| Vayda, Brooke | Guidance Counselor |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Our Leadership Team serves as instructional leaders and practice shared decision making by assisting the Principal with influencing our staff to operate as learning communities, accomplishing essential school improvement efforts, gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are being addressed.

Early Warning Systems

Year 2017-18

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 |
| Attendance below 90 percent | 5 | 9 | 9 | 4 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| One or more suspensions | 0 | 2 | 1 | 2 | 7 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 8 | 23 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |

The number of students identified by the system as exhibiting two or more early warning indicators:

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

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 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

Year 2016-17 - 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 | |
| Attendance below 90 percent | 0 | 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 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students identified by the system as exhibiting two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

As we examined our school data, we have found that we performed the lowest in FSA English Language Arts.
Yes, this is a trend. For the past four years, we have scored below 50% proficiency.

Which data component showed the greatest decline from prior year?

As we examined our school data, we have found that our Science data component showed the greatest decline from prior year. We declined 9 points from FY17.

Which data component had the biggest gap when compared to the state average?

Grade 3 FSA English Language Arts (ELA) had the biggest gap when compared to state average. Grade 3 scored at 34% proficiency and the state was at 57% proficiency.

Which data component showed the most improvement? Is this a trend?

As we examined our school data, we have found that our FSA Math data component showed the most improvement.
Yes, this is a trend for the past two years.

Describe the actions or changes that led to the improvement in this area

Grade level data dialogues and Principal data chats.
Weekly collaborative grade level planning with math coach, focused on:
Dis-aggregating and analyzing data
Incorporating FSA test item specifications in lesson plans for grades 3-5
Unpacking the Florida Standards in Math

School Data

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 | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 46% | 61% | 56% | 48% | 56% | 55% |
| ELA Learning Gains | 67% | 62% | 55% | 75% | 62% | 57% |
| ELA Lowest 25th Percentile | 71% | 54% | 48% | 77% | 57% | 52% |
| Math Achievement | 65% | 69% | 62% | 62% | 67% | 61% |
| Math Learning Gains | 71% | 65% | 59% | 71% | 67% | 61% |
| Math Lowest 25th Percentile | 60% | 55% | 47% | 67% | 58% | 51% |

| School Grade Component | 2018 | | | 2017 | | |
|------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| Science Achievement | 51% | 60% | 55% | 60% | 54% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|-------|-------|-------|--------|--------|--------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 5 () | 9 () | 9 () | 4 () | 8 () | 5 () | 40 (0) |
| One or more suspensions | 0 () | 2 (0) | 1 (0) | 2 (0) | 7 (0) | 6 (0) | 18 (0) |
| Course failure in ELA or Math | 0 () | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 8 (0) | 23 (0) | 26 (0) | 57 (0) |

Grade Level Data

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

Subgroup Data

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 |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| WHT | 63 | 62 | | 74 | 75 | | 58 | | | | |
| BLK | 31 | 55 | 60 | 55 | 86 | | 17 | | | | |
| HSP | 43 | 75 | 78 | 63 | 64 | 54 | 57 | | | | |
| SWD | 17 | 56 | 69 | 46 | 74 | 82 | 8 | | | | |
| FRL | 44 | 67 | 71 | 63 | 71 | 62 | 48 | | | | |
| ELL | 39 | 69 | 78 | 58 | 64 | 58 | 29 | | | | |

2017 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 2015-16 | C & C Accel 2015-16 |
|-----------|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| WHT | 60 | 76 | 77 | 75 | 71 | 64 | 81 | | | | |
| BLK | 40 | 75 | 82 | 47 | 60 | 64 | 41 | | | | |
| HSP | 40 | 72 | 75 | 58 | 74 | 71 | 48 | | | | |
| SWD | 19 | 71 | 73 | 35 | 60 | 56 | 28 | | | | |
| FRL | 44 | 74 | 77 | 60 | 70 | 68 | 54 | | | | |
| ELL | 27 | 63 | 67 | 50 | 70 | 80 | 9 | | | | |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title English Language Arts

Rationale If teachers consistently utilize effective instructional strategies, embed high-yield essential elements in practice, and analyze data to drive ambitious instruction, then student reading achievement will increase to 70% proficiency by May 30, 2018..

Intended Outcome The application of effective instructional strategies, high-yield essential elements in practice, and analyzing data to drive instruction are consistently being demonstrated in each classroom.

Point Person Oliver Phipps (phippso@collierschools.com)

Action Step

Description Utilizing the standards mastery assessments and using the reports for intervention purposes with individual students with great fidelity.
Use of Cambridge curriculum/strategies for high achievers to be shared across grade levels during weekly collaborative planning and PLC meetings.
Utilize Reading Counts to monitor, motivate, and promote independent reading to increase students' vocabulary, comprehension, and stamina.

Person Responsible Lisa Hendrix (hendrl@collierschools.com)

Plan to Monitor Effectiveness

Description Administration will monitor effectiveness by attending weekly grade level collaborative plannings and doing classroom walkthroughs and CTEM observations to identify the weakness or effectiveness of reading instruction.

Person Responsible Oliver Phipps (phippso@collierschools.com)

| | |
|--------------------------------------|---|
| Activity #2 | |
| Title | Science |
| Rationale | If teachers consistently utilize resources from DE Techbook, hosts virtual labs, do hands-on labs, SOS strategies, Board Builder, and Science sleuths, then grade 5 students' science achievement will increase to 60% proficiency by May 30, 2018.. |
| Intended Outcome | The application of effective science instructional strategies, creating questions to help students review standards in prior grade levels on a daily basis, exposing students to the testing format by utilizing USATestPrep, DE items, and test item specification is consistent in fifth grade. |
| Point Person | Amy West (westam@collierschools.com) |
| Action Step | |
| Description | Restructure fifth grade schedule and staff changes for science instruction. Utilize district science department for support. Continue to re-teach critical content and identified areas of weakness through daily 10-minute science lessons and USATestPrep review. Incorporate Cambridge strategies with science instruction. Continue hands-on science experiments. |
| Person Responsible | [no one identified] |
| Plan to Monitor Effectiveness | |
| Description | Administration will monitor effectiveness by meeting monthly with science teacher for unit planning, doing classroom walkthroughs, and CTEM observations. |
| Person Responsible | Oliver Phipps (phippso@collierschools.com) |
| Activity #3 | |
| Title | Student Attendance |
| Rationale | If families are provided support and a school-wide culture of collaboration is established, student attendance will increase. |
| Intended Outcome | 100% of students will increase their attendance by 2%, or maintain an average of 96.75% by May 30, 2019. |
| Point Person | Rachel Moore (moorer5@collierschools.com) |
| Action Step | |
| Description | Students will track and monitor their daily attendance data in their student-data binder. Students will be rewarded monthly for maintaining monthly attendance goal. Parent/family incentives for quarterly perfect attendance will be awarded. |
| Person Responsible | Oliver Phipps (phippso@collierschools.com) |
| Plan to Monitor Effectiveness | |
| Description | District Student Pass School district SSP Platform Student-Data binders |
| Person Responsible | Rachel Moore (moorer5@collierschools.com) |

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

SLE plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students by creating a welcoming school climate, providing our families information related to child development and creating supportive learning environments, establish effective school-to-home and home-to-school communication, strengthen families' knowledge and skills to support and extend their children's learning at home, engaging families in school planning and volunteer opportunities, and connecting students and families to community resources as needed.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Shadowlawn Elementary ensures the social-emotional needs of all students are being met through our New Student 30-60 Day Check-in, Handle with Care, Buddy Bench, Principal-led SEL video announcements, and Panorama SEL Student Voice Survey. Our New Student 30-60 Day Check-in focuses on a sense of belonging/relationships. Our school counselor meets initially with new students during enrollment or when transferred from another school within our school district. The school counselor then interacts with the student at 30 days and 60 days in a brief check-in, or with multiple students in a group setting if they started at the same time. Handle with Care focuses on student safety and mental well-being. Handle with Care is an alert to staff regarding a student who has experienced a recent traumatic event. It is a just-in-time intervention that is situational to the student. Our Buddy Benches focus on social awareness and friendships on playgrounds, which promotes an inclusive school community. The Buddy Bench is where a student can go when he/she feels lonely at recess. We want all of our students to feel included and to have friends at school. The Principal-led SEL videos focus on Social Emotional Learning (SEL) competencies. The Principal leads an opening and SEL video component with closing comments on SEL. The conversations center around strategies that strengthen community and individual student resiliency. The Panorama SEL Student Voice Survey values a safe, supportive, and positive learning environment. Student voice will provide our students the opportunity to tell us what they think about their experiences at our school and how our school staff can best support them socially and emotionally. These anonymous results will allow us to address overall school-wide trends.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students in Head Start and Voluntary Pre-K (VPK) Programs in the district and community that will have students attending Shadowlawn Elementary for kindergarten, visits our kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. At the end of the school year, we have "Kindergarten Round-Up" for new incoming kindergarten parents to our school. During this parent event, we share information about our school, school procedures, district registration, kindergarten

curriculum, and available services to them. In preparation for middle school, fifth grade students attend a middle school articulation meeting with representatives from the middle school they will be attending in the fall. We also offer a “Meet and Greet” for parents and students in kindergarten through fifth grade, to meet their new teacher before school starts.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process through which our school leadership identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes are through monthly Multi-Tiered Support Service (MTSS) meetings to analyze these factors utilizing information from our Data Warehouse and Student Pass. The MTSS committee which consists of the Principal, Assistant Principal, ESE Specialist, Reading Coach, Math Coach, and a teacher representative from each grade level, makes recommendations for next steps, including parent conferences, recommendation for PBIS referral, and change of placement and/or intervention. The Principal provides the inventory of resources that the MTSS committee agrees is needed for any problem-solving activities through our school’s Title 1 funding and/or School Improvement funds.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The strategies Shadowlawn Elementary uses to advance college and career awareness are through our established community partners who provide field trips and guest speakers that volunteer their time at our school for our students. This demonstrates the essentiality of work and how different kinds of work provide personal and societal benefits. It acquaints our students with local places of employment. It also allows students to see how workers in various occupations use basic academic skills in their jobs. In the spring, we invite workers to volunteer their time by visiting and speaking to our students about their careers. This personalizes their work and creates a world-awareness in several ways: students expand their knowledge about jobs; students gain an understanding of the interrelatedness of people; students hear first-hand that satisfaction can be gained through working.

Part V: Budget

| | |
|---------------|---------------|
| Total: | \$0.00 |
|---------------|---------------|