

St. Lucie Public Schools

# FAIRLAWN ELEMENTARY SCHOOL



## 2026-27 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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 Department 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.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Fairlawn Elementary School will empower students to become life-long learners by giving them ownership of their learning. Students will utilize problem solving skills and effective communication to solve authentic tasks every day.

### Provide the school's vision statement

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Fairlawn Elementary School will be a high-achieving learning community where all stakeholders work collaboratively to design experiences that will challenge and equip students with the skills needed to be successful in college and/or their chosen career in a globally competitive society.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Russell Ader

russell.ader@stlucieschools.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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The principal works closely to monitor student learning throughout the school year. Areas of focus include data-based decision-making, monitoring student instruction, and providing feedback to teachers to improve instruction and ultimately increase student achievement. The principal is responsible for evaluating, coaching, and monitoring teachers in the school building. The principal analyzes curriculum, behavior, assessment, and attendance data to identify patterns, provide support

for teachers, and monitor the data collection process. Administration supports and monitors the implementation of Tier 1, Tier 2, and Tier 3 interventions to ensure the needs of all students are met. The administration participates in designing professional development to meet the needs of the faculty and staff. The administrative team meets regularly to discuss the school's status and any needs or decisions to be made. He is also an instructional leader and motivating factor for all stakeholders.

## **Leadership Team Member #2**

### **Employee's Name**

Dorcia Reid

dorcia.reid@stlucieschools.org

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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The assistant principal is an instructional leader responsible for evaluating, coaching, and monitoring teachers in the school building. The administrator analyzes curriculum, assessment, behavior, and attendance data to identify patterns and provides support to teachers. The assistant principal also monitors Tier 1, Tier 2, and Tier 3 interventions to ensure that all students' needs are met. The assistant principal participates in designing professional development to meet the needs of the faculty and staff. The administrative team meets regularly to discuss the status of the school and any needs or decisions that require attention.

## **Leadership Team Member #3**

### **Employee's Name**

Rachel Neill

rachel.neill@stlucieschools.org

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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The school counselor provides counseling services that focus on equity, access, and academic success for all students. The school counselor provides services that meet the academic, career, and social/ emotional needs of our students and stakeholders. These services include individual and small-group counseling based on data such as attendance, behavior, referrals, unit assessments, risk assessments, and teacher and parent input. The counselors serve as leaders for the MTSS, PBIS, PST, and 504 teams. School counselors spend 80% of their time providing direct and indirect services

to students. Direct services include delivering the school counseling core curriculum, providing developmental curriculum content in a systemic way, addressing immediate concerns of students' mental health, individual student planning, and responsive services. Indirect services include referrals, collaboration/consultation, and interaction with others to provide support for student achievement. School counselors use 20% of their time for program planning and school support. This includes foundation, management, accountability, and school support. It also includes planning and evaluating the school counseling program and school support services.

## **Leadership Team Member #4**

### **Employee's Name**

Heather Malone

heather.malone@stlucieschools.org

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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The school counselor provides counseling services that focus on equity, access, and academic success for all students. The school counselor provides services that meet the academic, career, and social/ emotional needs of our students and stakeholders. These services include individual and small-group counseling based on data such as attendance, behavior, referrals, unit assessments, risk assessments, and teacher and parent input. The counselors serve as leaders for the MTSS, PBIS, PST, and 504 teams. School counselors spend 80% of their time providing direct and indirect services to students. Direct services include delivering the school counseling core curriculum, providing developmental curriculum content in a systemic way, addressing immediate concerns of students' mental health, individual student planning, and responsive services. Indirect services include referrals, collaboration/consultation, and interaction with others to provide support for student achievement. School counselors use 20% of their time for program planning and school support. This includes foundation, management, accountability, and school support. It also includes planning and evaluating the school counseling program and school support services.

## **Leadership Team Member #5**

### **Employee's Name**

Paula Quiles

paula.quiles@stlucieschools.org

### **Position Title**

Instructional Coach

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## Job Duties and Responsibilities

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The instructional coach provides support to teachers with the BEST standards and the reading and math curriculum. The instructional coach facilitates CLPs in working collaboratively with teams to help guide and support teachers in designing standards focused on student work. The instructional coach provides support with classroom management strategies and works with students and staff to raise student achievement and with parents to increase parental involvement. The coach provides professional development to staff based on our needs.

## 2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Each year, data is shared with staff and stakeholders. Our staff analyzes data to identify areas for growth and improvement. School improvement goals are developed collectively with staff and shared with parents and community partners for input via a survey.

## 3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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The School Improvement Plans (SIPs) will be monitored regularly through analysis of assessment data from common assessments, unit assessments, and the State's Progress Monitoring, three times per year. Each grade level will meet during biweekly data meetings to disaggregate assessment data and determine students' progress toward meeting the State's academic standards. Based on students' progress, instruction will be adjusted to meet the needs of students with the greatest achievement gaps through small-group, targeted instruction.

## C. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2026-27 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                                                               |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>ELEMENTARY<br/>PK-5</b>                                                                                                                                                                                                                                                                  |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                                                               |
| <b>2025-26 TITLE I SCHOOL STATUS</b>                                                                                                                         |                                                                                                                                                                                                                                                                                             |
| <b>2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>59.3%</b>                                                                                                                                                                                                                                                                                |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>NO</b>                                                                                                                                                                                                                                                                                   |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>NO</b>                                                                                                                                                                                                                                                                                   |
| <b>2025-26 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 07/09/2026                                                                                              | <b>N/A</b>                                                                                                                                                                                                                                                                                  |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                                                             |
| <b>2025-26 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2025-26: A</b><br><b>2024-25: A</b><br><b>2023-24: A</b><br><b>2022-23: A</b><br><b>2021-22: A</b>                                                                                                                                                                                       |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2026-27

Using 2025-26 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 |       |
| School Enrollment                                                                                                         |             |   |   |   |   |   |   |   |   | 0     |
| Absent 10% or more school days                                                                                            |             |   |   |   |   |   |   |   |   | 0     |
| One or more suspensions                                                                                                   |             |   |   |   |   |   |   |   |   | 0     |
| Course failure in English Language Arts (ELA)                                                                             |             |   |   |   |   |   |   |   |   | 0     |
| Course failure in Math                                                                                                    |             |   |   |   |   |   |   |   |   | 0     |
| Level 1 on statewide ELA assessment                                                                                       |             |   |   |   |   |   |   |   |   | 0     |
| Level 1 on statewide Math assessment                                                                                      |             |   |   |   |   |   |   |   |   | 0     |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) |             |   |   |   |   |   |   |   |   | 0     |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          |             |   |   |   |   |   |   |   |   | 0     |

#### Current Year 2026-27

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

| INDICATOR                            | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators |             |   |   |   |   |   |   |   |   | 0     |

#### Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

| INDICATOR                           | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     |             |   | 3 |   |   |   |   |   |   | 3     |
| Students retained two or more times |             |   |   |   |   |   |   |   |   | 0     |

**Prior Year (2025-26) As Last Reported (pre-populated)**

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

| INDICATOR                                                                                                                 | GRADE LEVEL |     |     |     |     |     |   |   |   | TOTAL |
|---------------------------------------------------------------------------------------------------------------------------|-------------|-----|-----|-----|-----|-----|---|---|---|-------|
|                                                                                                                           | K           | 1   | 2   | 3   | 4   | 5   | 6 | 7 | 8 |       |
| School Enrollment                                                                                                         | 112         | 115 | 110 | 123 | 109 | 103 |   |   |   | 672   |
| Absent 10% or more school days                                                                                            | 4           | 11  | 8   | 19  | 8   | 6   |   |   |   | 56    |
| One or more suspensions                                                                                                   |             |     | 2   |     | 1   | 2   |   |   |   | 5     |
| Course failure in English Language Arts (ELA)                                                                             |             |     |     |     |     |     |   |   |   | 0     |
| Course failure in Math                                                                                                    |             |     |     |     |     |     |   |   |   | 0     |
| Level 1 on statewide ELA assessment                                                                                       | 3           | 22  | 20  | 16  | 5   | 5   |   |   |   | 71    |
| Level 1 on statewide Math assessment                                                                                      | 1           | 18  | 3   | 11  | 4   | 1   |   |   |   | 38    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 1           | 8   | 5   |     |     |     |   |   |   | 14    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 3           | 1   | 1   |     |     |     |   |   |   | 5     |

**Prior Year (2025-26) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

| INDICATOR                            | GRADE LEVEL |    |    |    |   |   |   |   |   | TOTAL |
|--------------------------------------|-------------|----|----|----|---|---|---|---|---|-------|
|                                      | K           | 1  | 2  | 3  | 4 | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators | 2           | 17 | 10 | 10 | 5 | 4 |   |   |   | 48    |

**Prior Year (2025-26) As Last Reported (pre-populated)**

The number of students retained:

| INDICATOR                           | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     | 3           | 8 | 3 | 3 |   |   |   |   |   | 17    |
| Students retained two or more times |             |   |   |   |   |   |   |   |   | 0     |

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT                                         | 2026   |                       |                    | 2025   |                       |                    | 2024   |                       |                    |
|------------------------------------------------------------------|--------|-----------------------|--------------------|--------|-----------------------|--------------------|--------|-----------------------|--------------------|
|                                                                  | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> | SCHOOL | DISTRICT <sup>†</sup> | STATE <sup>†</sup> |
| ELA Achievement*                                                 | 74     | 58                    | 62                 | 76     | 53                    | 59                 | 71     | 50                    | 57                 |
| Grade 3 ELA Achievement                                          | 66     | 57                    | 61                 | 76     | 54                    | 59                 | 71     | 51                    | 58                 |
| ELA Learning Gains                                               | 68     | 62                    | 63                 | 68     | 58                    | 60                 | 62     | 58                    | 60                 |
| ELA Lowest 25th Percentile                                       | 55     | 60                    | 58                 | 53     | 58                    | 56                 | 49     | 59                    | 57                 |
| Math Achievement*                                                | 85     | 64                    | 66                 | 84     | 62                    | 64                 | 85     | 60                    | 62                 |
| Math Learning Gains                                              | 55     | 58                    | 64                 | 62     | 60                    | 63                 | 63     | 63                    | 62                 |
| Math Lowest 25th Percentile                                      | 47     | 48                    | 50                 | 57     | 53                    | 51                 | 70     | 59                    | 52                 |
| Science Achievement                                              | 85     | 61                    | 62                 | 78     | 53                    | 58                 | 80     | 57                    | 57                 |
| Social Studies Achievement*                                      |        |                       | 95                 |        |                       | 92                 |        |                       |                    |
| Graduation Rate                                                  |        |                       |                    |        |                       |                    |        |                       |                    |
| Middle School Acceleration                                       |        |                       |                    |        |                       |                    |        |                       |                    |
| College and Career Acceleration                                  |        |                       |                    |        |                       |                    |        |                       |                    |
| Progress of ELLs in Achieving English Language Proficiency (ELP) |        |                       |                    |        | 57                    | 63                 |        | 57                    | 61                 |

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

<sup>†</sup> District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

| 2025-26 ESSA FPPI                            |      |
|----------------------------------------------|------|
| ESSA Category (CSI, TSI or ATSI)             | N/A  |
| OVERALL FPPI – All Students                  | 67%  |
| OVERALL FPPI Below 41% - All Students        | No   |
| Total Number of Subgroups Missing the Target | 0    |
| Total Points Earned for the FPPI             | 535  |
| Total Components for the FPPI                | 8    |
| Percent Tested                               | 100% |
| Graduation Rate                              |      |

| ESSA OVERALL FPPI HISTORY |         |         |         |         |           |          |
|---------------------------|---------|---------|---------|---------|-----------|----------|
| 2025-26                   | 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* |
| 67%                       | 68%     | 67%     | 72%     | 66%     | 63%       |          |

## C. ESSA Subgroup Data Review (pre-populated)

| 2025-26 ESSA SUBGROUP DATA SUMMARY  |                                 |                    |                                                       |                                                       |
|-------------------------------------|---------------------------------|--------------------|-------------------------------------------------------|-------------------------------------------------------|
| ESSA SUBGROUP                       | FEDERAL PERCENT OF POINTS INDEX | SUBGROUP BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41% | NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32% |
| Students With Disabilities          | 43%                             | No                 |                                                       |                                                       |
| English Language Learners           | 63%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 63%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 64%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 91%                             | No                 |                                                       |                                                       |
| White Students                      | 75%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 61%                             | No                 |                                                       |                                                       |

## D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

| 2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|------------------------------------------------|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|                                                | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2024-25 | C&C ACCEL 2024-25 | ELP PROGRESS |
| All Students                                   | 74%      | 66%              | 68%    | 55%         | 85%       | 55%     | 47%          | 85%      |         |           |                   |                   |              |
| Students With Disabilities                     | 40%      | 36%              | 32%    | 18%         | 62%       | 68%     |              |          |         |           |                   |                   |              |
| English Language Learners                      | 56%      | 55%              | 52%    | 44%         | 84%       | 76%     | 77%          | 60%      |         |           |                   |                   |              |
| Black/African American Students                | 66%      | 63%              | 61%    | 55%         | 84%       | 49%     | 39%          | 86%      |         |           |                   |                   |              |
| Hispanic Students                              | 68%      | 57%              | 66%    | 46%         | 83%       | 63%     | 55%          | 71%      |         |           |                   |                   |              |
| Multiracial Students                           | 82%      |                  |        |             | 100%      |         |              |          |         |           |                   |                   |              |
| White Students                                 | 86%      | 78%              | 78%    | 69%         | 86%       | 54%     | 47%          | 100%     |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 67%      | 57%              | 63%    | 49%         | 81%       | 49%     | 44%          | 78%      |         |           |                   |                   |              |

9

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |                         |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|-------------------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL.            |
|                                                |             |                        |           |                   |              |            |                    |             |            | GRAD<br>RATE<br>2023-24 |
|                                                |             |                        |           |                   |              |            |                    |             |            | C&C<br>ACCEL<br>2023-24 |
|                                                |             |                        |           |                   |              |            |                    |             |            | ELP<br>PROGRESS         |
| All Students                                   | 76%         | 76%                    | 68%       | 53%               | 84%          | 62%        | 57%                | 78%         |            | 59%                     |
| Students With<br>Disabilities                  | 51%         | 41%                    | 57%       |                   | 78%          | 78%        | 67%                |             |            | 56%                     |
| English<br>Language<br>Learners                | 51%         | 55%                    | 59%       | 47%               | 53%          | 41%        | 38%                | 60%         |            | 59%                     |
| Black/African<br>American<br>Students          | 76%         | 84%                    | 66%       | 40%               | 81%          | 56%        | 29%                | 68%         |            | 71%                     |
| Hispanic<br>Students                           | 66%         | 62%                    | 68%       | 52%               | 75%          | 57%        | 64%                | 74%         |            | 56%                     |
| White<br>Students                              | 85%         | 83%                    | 70%       | 69%               | 94%          | 67%        | 73%                | 89%         |            |                         |
| Economically<br>Disadvantaged<br>Students      | 70%         | 71%                    | 65%       | 55%               | 80%          | 57%        | 56%                | 68%         |            | 60%                     |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2022-23 | C&C<br>ACCEL<br>2022-23 | ELP<br>PROGRESS |
| All Students                                   | 71%         | 71%                    | 62%       | 49%               | 85%          | 63%        | 70%                | 80%         |            |              |                         |                         | 48%             |
| Students With<br>Disabilities                  | 53%         | 75%                    | 44%       | 36%               | 68%          | 50%        | 58%                |             |            |              |                         |                         | 32%             |
| English<br>Language<br>Learners                | 52%         | 40%                    | 63%       | 47%               | 70%          | 63%        | 69%                | 61%         |            |              |                         |                         | 48%             |
| Black/African<br>American<br>Students          | 65%         | 72%                    | 56%       | 33%               | 78%          | 57%        | 56%                | 68%         |            |              |                         |                         | 26%             |
| Hispanic<br>Students                           | 66%         | 70%                    | 59%       | 52%               | 80%          | 63%        | 71%                | 74%         |            |              |                         |                         | 55%             |
| White<br>Students                              | 78%         | 72%                    | 67%       |                   | 95%          | 67%        | 85%                | 93%         |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 67%         | 67%                    | 62%       | 49%               | 80%          | 59%        | 67%                | 72%         |            |              |                         |                         | 51%             |

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| 2025-26 SPRING |       |        |          |                   |       |                |
|----------------|-------|--------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 3     | 66%    | 57%      | 9%                | 60%   | 6%             |
| ELA            | 4     | 72%    | 56%      | 16%               | 60%   | 12%            |
| ELA            | 5     | 84%    | 58%      | 26%               | 61%   | 23%            |
| Math           | 3     | 85%    | 65%      | 20%               | 66%   | 19%            |
| Math           | 4     | 83%    | 53%      | 30%               | 65%   | 18%            |
| Math           | 5     | 82%    | 59%      | 23%               | 62%   | 20%            |
| Math           | 6     | 100%   | 56%      | 44%               | 60%   | 40%            |
| Science        | 5     | 85%    | 59%      | 26%               | 60%   | 25%            |

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

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The data component that showed the most improvement was science, growing from 78% in the 24/25 school year to 85% in the 25/26 school year. This year we strategically targeted and provide small group instruction to students that were, based on ELA PM and Science Unit Assessment data, on the bubble. We provided these students 8 weeks of small group instruction targeted to their reading needs and science content.

##### **Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

Math BQ showed the biggest decline, dropping from 57% in 24/25 to 47% in 25/26. This occurred even though overall proficiency rose from 84% to 85%, respectively. This occurred because many students in the BQ were level 3s and even some 4s, so even though proficiency rose, many students did not make the associated gains.

##### **Greatest Decline**

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

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The component that showed the greatest decline was math learning gains, dropping from 57% to 47%. Again, many of the BQ students were actually 3s, with some even at level 4, so even though proficiency rose, the associated gains did not.

##### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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The data components that had the greatest gap to state average was math proficiency, 19% above the state average and science, 22% above the state average. The use of Acaletics for math, strategic planning and intervention for science and a push toward a more rigorous and focused small group instruction contributed to this.

##### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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1. We need to decrease the number of rising 4th grade students with 10 or more absences
2. We need to decrease the number of 1st grade students that scored level 1 on their state assessment in ELA.

### **Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

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1. Math Learning Gains for lowest 25%
2. Math Learning Gains
3. 3rd Grade ELA
4. ELA Learning Gains
5. Ela Learning Gains for lowest 25%

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Differentiation

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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One area of focus will be on how teachers intentionally plan small group instruction in order to differentiate the needs of learners in ELA and Math. Teachers will be required to have fluid small groups based on timely data tools, and plan so that each group is provided remediation or enrichment based on students' academic needs. Small groups will not just be based on PM 1 and PM 2 performance, but from other sources of data like unit assessments and teacher-created formative assignments.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Math learning gains for the students in the bottom quartile will increase from 47% to 60% based on performance on PM 3. Math learning gains will increase from 55% to 70% based on performance on PM 3.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Monitoring will occur by admin abd coach by being present and part of collaborative learning and planning (CLP). Monitoring will also occur through student performance on state and district assessments and with weekly data chats with instructional teams.

#### Person responsible for monitoring outcome

Russell Ader and Dorcia Reid

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Students will utilize Acaletics in math to help close learning gaps. Edmentum will be used to support Walk to Intervention for MTSS. Weekly support and intervention (push-in and pull-out) from instructional coach, admin, gifted teachers and school counselors will also occur based on student performance on state and district assessments throughout the year.

**Rationale:**

Students that need extra time to master content and standards will receive it. Small group instruction will also provide students the additional time and support needed.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Intervention

**Person Monitoring:**

Russell Ader/ Dorcia Reid

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Through intentional planning for small group instruction, differentiation and using data to provide timely interventions in ELA and Math, students will be provided with the support needed for remediation or enrichment and close learning gaps.

## IV. Positive Learning Environment

### Area of Focus #1

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increasing attendance for students entering 4th grade as we had 19/121 students last year with 10% or more absences.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

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The goal is to reduce the number by half at a minimum. We will seek to reduce this number to 10 or less.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Attendance Meetings monthly

Admin-Parent conferences

Letters home after 5 absences

Frequent school messengers to remind families of importance of attending school

School based attendance incentives each quarter

Social worker support as needed

### **Person responsible for monitoring outcome**

Russell Ader/ Dorcia Reid/ Heather Malone/ Rachel Neill

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Attendance Meetings monthly Admin-Parent conferences Letters home after 5 absences Frequent school messengers to remind families of importance of attending school School based attendance incentives each quarter Social worker support as needed

#### **Rationale:**

Each of the above measures will help reduced absenteeism, especially chronic absenteeism. It combines positive reinforcement with monitoring and outside support.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### **Action Step #1**

Attendance

#### **Person Monitoring:**

Russell Ader/ Dorcia Reid/ Heather Malone/

#### **By When/Frequency:**

Weekly

Rachel Neill

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Monitor attendance on a weekly basis and identifying any students that are accumulating absences, and create a plan for each student. Utilize attendance incentives to encourage regular attendance, frequent communication and social worker as needed.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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<https://schools.stlucie.k12.fl.us/fln/>

SIP will be disseminated via website, Faculty presentation, SAC and shared in multiple languages (Spanish and Haitian Creole).

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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<https://schools.stlucie.k12.fl.us/fln/>

Through SAC, community events and outreach programs, school-based evenings, i.e., Open House, Curriculum Nights, etc.

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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The master schedule is deliberate and intentional to maximize instructional time. Collaborative planning and hallway transitions will all be adjusted and monitored to ensure maximum instructional time. MTSS will also transition to a whole-school, Walk-to-Intervention to maximize the amount of individuals that can provide support.

**How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Fairlawn provides social skills groups to identified students, as well as mental health counseling provided by the District. Social skills groups are run by the two school counselors, a mental health counselor from the District and our school social worker. A behavior specialist, once approved by the District, is also able to support students that they already work with outside the school day.

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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N/A

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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Fairlawn is a PBIS Bronze school in the state of Florida. We utilize PBIS and CHAMPS to prevent and/or address problem behavior and early intervening services coordinated with similar and services carried out under the Individuals with Disabilities Education Act (IDEA).

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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The District provides professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and the use of data from academic assessments, and

to recruit and retain ighly qualified professional. In addition, Fairlawn provided school-based professional learning each quarter and during the pre-school week.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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Each summer Fairlawn participates in Kindergarten Kick-Off to provide opportunities for sutdnets to come in and complete preschool assessments, which, in turn, allow us to ensure that we meet the needs of students as they arrive on the first day of school in August. IN the spring, we also host an orientation for incoming kindergarten students in addition to curriculum nights.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

**No**

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |