

St. Lucie Public Schools

Fairlawn Elementary School



2018-19 School Improvement Plan

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Fairlawn Elementary School

3203 RHODE ISLAND AVE, Fort Pierce, FL 34947

<http://www.stlucie.k12.fl.us/fln/>

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

61%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

57%

School Grades History

Year
Grade

2017-18
A

2016-17
A

2015-16
B

2014-15
B*

School Board Approval

This plan is pending approval by the St. Lucie 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

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

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.

School Leadership Team

Membership

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

Name	Title
Holmes, Pamela	Principal
Gascoigne, Patricia	Assistant Principal

Duties

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

Pam Holmes: Principal role - an instructional leader who provides learning opportunities and professional development for all staff members to enhance student achievement. Responsibilities are to manage the learning environment and monitor student learning through lesson development, lesson delivery and lesson effectiveness through staff observations using the St Lucie County Framework.

Patricia Gascoigne: Assistant Principal role - a visionary leader who demonstrates effective communication skills and a desire to provide diverse students with an exceptional education. Responsibilities as an instructional leader are to manage the learning environment and monitor student learning through lesson development, lesson delivery and lesson effectiveness through staff observations using the St Lucie County Framework.

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	1	8	5	5	3	7	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	2	7	8	0	0	0	0	0	0	0	17

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	3	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	1	0	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected

Tuesday 8/28/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	4	6	11	8	0	0	0	0	0	0	0	0	29
One or more suspensions	0	0	1	2	0	3	0	0	0	0	0	0	0	6
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	9	4	20	0	0	0	0	0	0	0	33

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	2	0	0	0	0	0	0	0	2

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	4	6	11	8	0	0	0	0	0	0	0	0	29
One or more suspensions	0	0	1	2	0	3	0	0	0	0	0	0	0	6
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	9	4	20	0	0	0	0	0	0	0	33

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	2	0	0	0	0	0	0	0	2

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?

ELA Lowest 25th percentile. This is sometimes a trend as there is always work to do with our lowest quartile students.

Which data component showed the greatest decline from prior year?

Lowest 25th percentile and Math learning gains.

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

Science Achievement

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

Science. Yes this is often a trend with steady improvement throughout the years

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

ELA curriculum centered around Science content. STEAM focus on Early Release Days. Science focus learning nights for families. Science projects for ALL grade levels. Science tutoring and Saturday Science Camps.

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).

St. Lucie - 0041 - Fairlawn Elementary School - 2018-19 SIP
Fairlawn Elementary School

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	72%	50%	56%	71%	50%	55%
ELA Learning Gains	64%	54%	55%	75%	58%	57%
ELA Lowest 25th Percentile	50%	55%	48%	64%	56%	52%
Math Achievement	80%	56%	62%	82%	53%	61%
Math Learning Gains	63%	56%	59%	77%	53%	61%
Math Lowest 25th Percentile	60%	46%	47%	57%	46%	51%
Science Achievement	79%	51%	55%	60%	44%	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	1 (0)	8 (4)	5 (6)	5 (11)	3 (8)	7 (0)	29 (29)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (2)	0 (0)	3 (3)	3 (6)
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)	2 (9)	7 (4)	8 (20)	17 (33)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	77%	46%	31%	57%	20%
	2017	74%	49%	25%	58%	16%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	72%	50%	22%	56%	16%
	2017	78%	50%	28%	56%	22%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				
05	2018	65%	49%	16%	55%	10%
	2017	61%	45%	16%	53%	8%
Same Grade Comparison		4%				
Cohort Comparison		-13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	78%	54%	24%	62%	16%
	2017	82%	54%	28%	62%	20%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	80%	57%	23%	62%	18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	90%	56%	34%	64%	26%
Same Grade Comparison		-10%				
Cohort Comparison		-2%				
05	2018	80%	55%	25%	61%	19%
	2017	73%	48%	25%	57%	16%
Same Grade Comparison		7%				
Cohort Comparison		-10%				

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	78	61	44	85	66	58	85				
BLK	53	55	46	64	49	57	58				
HSP	76	80	70	83	65		79				
MUL	90			80							
SWD	40	47	36	58	60	75					
FRL	65	60	51	74	60	56	72				
ELL	56			72							

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	82	77	69	86	81	71	75				
BLK	54	73	61	72	68	47	50				
HSP	68	74	67	82	74	53	54				
SWD	49	60	53	59	68	62	25				
FRL	64	71	56	76	71	50	49				
ELL	50	76		68	59	40					

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	Collaborative Planning of rigorous standards based instruction to the depth of the standard.
Rationale	If collaborative planning of rigorous standards based instruction to the depth of the standard is done with fidelity, then the number of percent proficient students will increase as evidenced through data analysis.
Intended Outcome	Teachers will collaborate and analyze data to drive their planning and the data will indicate student progress towards proficiency of standards.
Point Person	Pamela Holmes (pamela.holmes@stlucieschools.org)

Action Step

Description	Administration will monitor the fidelity of implementation daily. Teachers will support one another during collaborative planning sessions so that the needs of students are met. Lesson plans uploaded will be previewed and monitored by administration prior to walkthroughs and observations to insure the implementation of strategies planned during the common planning are completed with fidelity.
Person Responsible	Patricia Gascoigne (patricia.gascoigne@stlucieschools.org)

Plan to Monitor Effectiveness

Description	Common activities, assessments and data analysis results are observed. Monthly District support on best practices (ELA/MATH/SCIENCE) to deepen teacher knowledge so that all students will demonstrate learning gains including effective inclusive practices. Attendance roster of teachers in Collaborative Planning. teacher observations and Classroom Walkththroughs.
Person Responsible	Patricia Gascoigne (patricia.gascoigne@stlucieschools.org)

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

Fairlawn has a very active Parent Teacher Organization as well as a School Advisory Committee that both have memberships of parents and teachers. We also have several activities throughout the year where families and students come to the school building for events such as Parent Night, Take Your Dad to School Day, Grandparent's Day and Honors Assemblies that bridge home to school. Our school's vision and mission are posted throughout the school, in each classroom, on our website and is in each student's planner. We have an online gradebook for families to monitor their student's academic progress and

communicate with their teachers. Additionally, we utilize a School Messenger system to keep parents informed about activities and pertinent information throughout the school-year. Facebook and Twitter are also used to highlight activities and disseminate school information. A monthly parent newsletter is sent to families each month and is posted on the school's website.

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

A schoolwide MTSS (Multi Tiered System of Supports) is used to identify and support the social-emotional and/or academic needs of all students. Through the Problem Solving Team (PST) process, students are referred for various services. The guidance counselor is available to meet with students for if there are any concerns for the students. Social skills are provided to students that meet the criteria for a social skills group. The Exceptional Student Education Team supports the students with Individual Education Plans. Outside agencies come to the school to meet with students that meet the criteria. Families that meet certain criteria are referred to the appropriate outside agencies.

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

We have a Kindergarten Orientation each year to acclimate parents to the upcoming school-year. At this orientation kindergarten teachers and administration go over all the procedures. Parents have the opportunity to meet with teachers in their classrooms to allow them to see the kindergarten environment. There is an Open House for families where they get to meet their teachers and visit all areas of the school.

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

Fairlawn works diligently to hire highly qualified and in field teachers to deliver instruction to students. Teachers are appropriately placed based on strengths. Students are matched to teachers when building classes.

Monies are spent on resources that are aligned with the standards and approved by the district. These resources are carefully selected based on student need and priority.

The executive secretary maintains the inventory of resources.

Fundraising is utilized to supplement local, state and federal funding.

Administration regularly monitors the budget and uses data to drive the decision-making of how resources are prioritized.

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

N/A

Part V: Budget

Total:	\$0.00
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