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School Board Approval

This plan has not yet been approved by the St. Lucie County School Board.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

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

Heather Ricksecker

Position Title

Principal

Job Duties and Responsibilities

The principal works closely to monitor student learning throughout the school year. Areas of focus includes data-based decision making, monitoring 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/assessment/behavior data identify patterns and provide support to teachers as well as monitor the data collection process. Administration supports and monitors the implementation of Tier 1, Tier 2 and Tier 3 interventions to ensure that the needs of all students are met. The administration participates in the design of professional development to meet the needs of the staff. The administrative team meets regularly to discuss the status of the school and any needs or decisions that need to be made. She is an instructional leader and motivating factor for all.

Leadership Team Member #2

Employee's Name

Dorcia Reid

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an Instructional Leader who is responsible for evaluating, coaching, and monitoring teachers in the school building. The administrator analyzes curriculum/assessment/behavior data identify patterns and provides support to teachers as well as monitor the data collection process. Administration supports and monitors the implementation of Tier 1, Tier 2 and Tier 3 interventions to ensure that the needs of all students are met. The administration participates in the design of professional development to meet the needs of the staff. The administrative team meets regularly to discuss the status of the school and any needs or decisions that need to be made.

Leadership Team Member #3

Employee's Name

Rachel Neill

Position Title

School Counselor

Job Duties and Responsibilities

The school counselor provides counseling services that focuses on equity, access and academic success for all students. The school counselor provides services that meets 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, teacher and parent input. The counselors act in the role of leaders for the MTSS, PBIS, PST, ESOL, and 504 teams. School counselors use 80% of their time to provide direct and indirect services to students. Direct services include delivering school counseling core curriculum, providing developmental curriculum content in a systemic way, address immediate concerns of students' mental health, individual student planning and responsive services. Indirect services include referrals, collaboration/consultation, and interacting 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

Position Title

School Counselor

Job Duties and Responsibilities

The school counselor provides counseling services that focuses on equity, access and academic success for all students. The school counselor provides services that meets 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, teacher and parent input. The counselors act in the role of leaders for the MTSS, PBIS, PST, ESOL, and 504 teams. School counselors use 80% of their time to provide direct and indirect services to students. Direct services include delivering school counseling core curriculum, providing developmental curriculum content in a systemic way, address immediate concerns of students' mental health, individual student planning and responsive services. Indirect services include referrals, collaboration/consultation, and interacting 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

Mandi Brown

Position Title

Instructional Coach

Job Duties and Responsibilities

he instructional coach is to provide support to teachers with the new BEST standards, as well as the new reading and math curriculums. The instructional coach facilitates CLPs to work collaboratively with teams to help guide and support teachers to design standards with a focus on student work. The instructional coach provides support with classroom management strategies and work with students and staff to help raise student achievement, and parents to increase parental involvement. The coach provides professional development to staff based upon our needs.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

Each year assessment data is shared with staff and stakeholders. Our Staff analyses data to determine areas of growth and areas that needs improvement. School improvement goals are developed collectively with staff and are shared with parents and community partners for their input through a survey.

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. (ESEA 1114(b)(3))

The school improvement plans will be monitored regularly through the analysis of assessment data, from common assessment, unit assessment, and the State's Progress monitoring three times a year. Each Grade-level will meet during biweekly data meetings to disaggregate assessment data to determine the progress students are making in meeting the states academic standards. Based on the progress students are making instruction will be adjusted to meet the needs of the students with the greatest achievement gap through small group targeted instruction.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	68.1%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	65.1%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	6	7	20	14	10	20				77
One or more suspensions	0	0	1	0	0	0				1
Course failure in English Language Arts (ELA)	3	1	10	2		3				19
Course failure in Math	3	1	5	6	2	4				21
Level 1 on statewide ELA assessment	3	12	33	16	1	13				78
Level 1 on statewide Math assessment	3	22	20	14	1	1				61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	3	5	21	11						40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	9	3	4						19

Current Year 2024-25

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	3	16	30	16	1	8				74

Current Year 2024-25

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	2	9	3	0	0				17
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) 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	
Absent 10% or more school days	6	22	13	11	15	10				77
One or more suspensions		1	2	2	2	1				8
Course failure in ELA	2	10	9	9						30
Course failure in Math	2	9	14	17						42
Level 1 on statewide ELA assessment	2	16	33		9	9				69
Level 1 on statewide Math assessment	2	33	11	12	10	6				74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	27	44	40	41						218

Prior Year (2023-24) 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	29	29	19	12	11				102

Prior Year (2023-24) 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	2	3	1	1						7
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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	71			67	44	53	74	46	56
ELA Grade 3 Achievement **	71			67	41	53			
ELA Learning Gains	62						68		
ELA Learning Gains Lowest 25%	49						50		
Math Achievement *	85			76	52	59	80	43	50
Math Learning Gains	63						68		
Math Learning Gains Lowest 25%	70						61		
Science Achievement *	80			74	49	54	74	50	59
Social Studies Achievement *								59	64
Graduation Rate								42	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	57			55	58	59	51		

*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.

† 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)

2023-24 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	599
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	72%	66%	63%		59%	65%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	52%	No		
English Language Learners	57%	No		
Black/African American Students	57%	No		
Hispanic Students	66%	No		
White Students	80%	No		
Economically Disadvantaged Students	64%	No		

2022-23 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	41%	No		

2022-23 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%
English Language Learners	55%	No		
Black/African American Students	61%	No		
Hispanic Students	69%	No		
White Students	84%	No		
Economically Disadvantaged Students	68%	No		

2021-22 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	47%	No		
English Language Learners	61%	No		
Native American Students				

2021-22 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%
Asian Students				
Black/African American Students	59%	No		
Hispanic Students	68%	No		
Multiracial Students				
Pacific Islander Students				
White Students	76%	No		
Economically Disadvantaged Students	62%	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. (pre-populated)

2023-24 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 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	71%	71%	62%	49%	85%	63%	70%	80%					57%
Students With Disabilities	53%	75%	44%	36%	68%	50%	58%						32%
English Language Learners	52%	40%	63%	47%	70%	63%	69%	61%					48%
Black/African American Students	65%	72%	56%	33%	78%	57%	56%	68%					26%
Hispanic Students	66%	70%	59%	52%	80%	63%	71%	74%					55%
White Students	78%	72%	67%		95%	67%	85%	93%					
Economically Disadvantaged Students	67%	67%	62%	49%	80%	59%	67%	72%					51%

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	67%	67%			76%			74%					55%
Students With Disabilities	33%	29%			47%			38%					58%
English Language Learners	49%	43%			64%			44%					74%
Black/African American Students	57%	52%			64%			57%					73%
Hispanic Students	61%	61%			77%			73%					75%
White Students	80%	87%			81%			87%					
Economically Disadvantaged Students	63%	64%			72%			71%					70%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	74%		68%	50%	80%	68%	61%	74%					51%
Students With Disabilities	42%		56%	50%	61%	46%	44%	31%					42%
English Language Learners	68%		66%	56%	67%	55%	63%	61%					51%
Native American Students													
Asian Students													
Black/African American Students	63%		66%	50%	68%	64%	48%	55%					54%
Hispanic Students	77%		71%	50%	80%	63%	79%	77%					50%
Multiracial Students													
Pacific Islander Students													
White Students	81%		72%	60%	90%	73%	67%	90%					
Economically Disadvantaged Students	67%		67%	53%	74%	63%	59%	63%					52%

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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

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?

Analysis of student achievement indicates that math in grades three and four were our areas that showed the most improvement. The teachers utilized a supplemental math program called Acaletics which created a daily spiral review for students. Teachers also worked to increase small group math instruction and practiced this with fidelity.

Lowest Performance

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

The lowest performance was seen by fifth grade math with a proficiency rate of 57% for our true 5th graders, when you add in 4th grade AMP students the proficiency was higher at 68%. Our change in schedule affected our students ability to be provided small group instruction with fidelity, an error that we will fix this year.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was our fourth-grade reading, from 78% proficient in May of 2023 to 69% proficient in May of 2024. A new teacher was placed in this grade level from a primary grade and is working to adjust to the rigor of the standards. Schedule was addressed to help combat this issue and coaching support provided.

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.

Our school outperformed the state in all areas.

EWS Areas of Concern

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

Attendance issues are our area of concern for students on the EWS data. Specifically, students

arriving after the start of instruction and leaving prior to the end of instruction. Many of our bottom quartile students have this specific attendance issue and we are working closely with the families and teachers to fix these issues.

Highest Priorities

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

1. Bottom quartile in ELA.
2. Bottom quartile in Math.
3. ELA proficiency
4. ELA learning gains
5. Maintain positive school culture for both students and staff.

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 ELA

Area of Focus Description and Rationale

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

ELA is a crucial need for both school-wide proficiency and the bottom quartile.

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.

Last year, our school wide ELA proficiency was 70%. Our goal is to increase school-wide proficiency by 5% so that our school-wide proficiency in ELA is 75%. Our school-wide bottom quartile is 53% in ELA and we would like to reach 70% for our bottom quartile learning gains in grades 4 and 5, and 100% learning gains in our 3rd grade bottom quartile this year (3 students).

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.

We will use state monitoring assessment tests, district unit assessments, MTSS data, and classroom assessments.

Person responsible for monitoring outcome

Heather Ricksecker

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Small groups instruction that are specifically targeted and strategically used daily. These small groups are data-driven.

Rationale:

Small groups that are intentional and data driven are a high-yield strategy that are proven to work.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Small Group

Person Monitoring:

Heather Ricksecker, Dorcia Reid, Mandi Brown

By When/Frequency:

Observations, walk throughs, weekly

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

Teachers will be required to put small group instruction in their lesson plans, teacher evaluations and classroom observations will be conducted by administration to ensure implementation is occurring with fidelity.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

Another area of focus this year will be bottom quartile for math in grades 3, 4, and 5. The overall bottom quartile learning gains for our school in May 2024 was 60%.

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.

The math bottom quartile learning gains for May of 2024 were 60% in grades 4 and 5, we would like to increase that to 70% by May of 2025.

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.

We will use state monitoring assessment tests, district unit assessments, MTSS data, and classroom assessments.

Person responsible for monitoring outcome

Heather Ricksecker

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Small groups instruction that are specifically targeted and strategically used daily. These small groups are data-driven.

Rationale:

Small groups that are intentional and data driven are a high-yield strategy that are proven to work.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Small group

Person Monitoring:

Heather Ricksecker, Dorcia Reid, Mandi Brown

By When/Frequency:

Evaluations, observations, weekly

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

Teachers will be required to put small group instruction in their lesson plans, teacher evaluations and classroom observations will be conducted by administration to ensure implementation is occurring with fidelity.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Fairlawn has a strong positive behavior and intervention system, but it can be stronger and completed

with more fidelity across all grade levels and incorporate staff into the system as well. Revamping and fortifying our current system will motivate students and staff to increase their attendance in order to be a part of the incentives being offered and create that want to be at school each and every day. Attendance averaged 96% last year on a daily basis, we would like to increase that to 97%. Specifically, our early pick-ups and late drop offs are a problem with students missing critical content, so we are looking to decrease those numbers dramatically (by at least 25%).

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.

Attendance averaged 96% last year on a daily basis, we would like to increase that to 97%. Specifically, our early pick-ups and late drop offs are a problem with students missing critical content, so we are looking to decrease those numbers dramatically (by at least 25%).

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.

During our monthly attendance meetings, these areas of concern, daily attendance, late drop offs and early pick-ups will be reviewed to see how we are progressing toward our goals.

Person responsible for monitoring outcome

Dorcia Reid

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Utilizing the positive behavior and support systems through the University of South Florida.

Rationale:

The PBIS system works well with both students and staff to increase intrinsic and extrinsic motivations to work on things like increasing attendance and culture simultaneously.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS monthly meetings

Person Monitoring:

Rachel Neill/Heather Malone

By When/Frequency:

Monthly

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

The school counselors will hold the monthly PBIS Meetings, as well as several to start the school year. PBIS implementation and follow through will be planned out for the entirety of the school year. Monthly meetings will monitor the effect of PBIS by reviewing attendance data (staff and students), attendance at PBIS events by students, and student and staff surveys to be completed twice a year.

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 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. (ESEA 1114(b)(4))

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

Forms Survey to all stakeholders to provide input if desired, School Advisory Council meeting where SIP was presented, reviewed and feedback from stakeholders provided. Multiple languages are provided as well.

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

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school will host quarterly events where parents are given opportunities and information about their child's data and how we use the data to track our goals within our SIP. First quarter will be our title 1 curriculum night for parents to learn about what title one means, how funds are utilized across campus and then breakout sessions by grade levels for specific grade level information. The second quarter students will host student led conferences for their families to see the work they are completing and working toward in class. The third quarter will have data and desserts where families will come, and we will disaggregate the student's data with parents directly. The fourth quarter will feature a family fun night where resources for upcoming summer months are provided and wrap up of the year for each grade level.

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. (ESEA Section 1114(b)(7)(ii))

Fairlawn protects instructional time by limiting interruptions and by providing strategic scheduling. We also provide accelerated math for qualifying students in grades 3-5 and have school-wide challenge program for high achieving and gifted students. We will also provide after school tutoring in grades K-5. Walk to intervention is done across grade levels with resource teachers providing extra support. The school has secured two reading interventionists to provide extra specialized instruction for our bottom quartile students.

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We provide grace packs to students that have been identified as McKinny-Vento or to any student that has voiced a need. All students receive free breakfast. As needed, big brother big sister will enter the school to work with identified students.

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. (ESEA 1114(b)(7)(iii)(I))

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

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. (ESEA 1114(b)(7)(iii)(II))

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Fairlawn is a PBIS bronze school in the state of Florida. We use PBIS and CHAMPS to prevent and address behaviors that arise in the classrooms. Our schoolwide PBIS program is fueled by our Patriot perks (School money), that students can use at our school store. School wide behavior sheets are utilized for teachers to send to resource teachers and lunch monitors to ensure that expectations are met across all areas of the campus.

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. (ESEA section 11149b)(7)(iii)(V)).

The district provides ongoing professional development that teachers may access through canvas if there is a need that arise. Specific professional learning days are built into the school year calendar for staff to receive necessary training. Teachers are provided planning days, one each semester, to

plan for effective instruction based off of academic assessments.

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. (ESEA 1114(b)(7)(iii)(V))

Each summer the school participates in the kindergarten kickoff, providing an opportunity for students to come in and complete preschool assessments, these assessments help to ensure we can meet the needs of the students as they arrive to learn in August. In the spring prior to the kindergarten year, we host an orientation for incoming kindergarten students to learn the rules of the school but also to obtain academic work to help prepare them for the rigor ahead.

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 (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00