

St. Lucie Public Schools

FAIRLAWN ELEMENTARY SCHOOL



2025-26 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

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)

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

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

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, 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

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 student 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 and provide

support for 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 the needs of all students are met. The administration participates in the design of 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 need 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

The assistant principal is an instructional leader who is responsible for evaluation, 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 the needs of all students are met. The assistant principal participates in the design of 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 need to be met.

Leadership Team Member #3

Employee's Name

Rachel Neill

rachel.neill@stlucieschools.org

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 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, teacher and parent input. The counselors act in the role of leaders for the MTSS, PBIS, PST and 504 teams. School counselors use 80% of their time to provide direct and indirect services

for 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 evaluation 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

The school counselor provides counseling services that focuses 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, teacher and parent input. The counselors act in the role of leaders for the MTSS, PBIS, PST and 504 teams. School counselors use 80% of their time to provide direct and indirect services for 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 evaluation 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

Job Duties and Responsibilities

The instructional coach provides support to teachers with BEST standards, as well as the reading and math curriculum. 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 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.

Each year data is shared with staff and stakeholders. Our staff analyzes data to determine areas of growth and areas that need improvement. School improvement goals are developed collectively with staff and are shared with parents and community partners for their input through 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)).

The School Improvement Plans (SIP) will be monitored regularly through the 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 bi-weekly data meetings to disaggregate assessment data to determine progress students are making in meeting the State's academic standards. Based on the progress students are making instruction will be adjusted to meet the needs of the students with the greatest achievement gaps through small group targeted instruction.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	61.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	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	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	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

Current Year 2025-26

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	2	17	10	10	5	4				48

Current Year 2025-26

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	8	3	3						17
Students retained two or more times										0

Prior Year (2024-25) 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	7	20	14	10	20				77
One or more suspensions			1							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-6.053, 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

Prior Year (2024-25) 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	3	16	30	16	1	8				74

Prior Year (2024-25) 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	2	9	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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	76	53	59	71	50	57	67	44	53
Grade 3 ELA Achievement	76	54	59	71	51	58	67	41	53
ELA Learning Gains	68	58	60	62	58	60			
ELA Lowest 25th Percentile	53	58	56	49	59	57			
Math Achievement*	84	62	64	85	60	62	76	52	59
Math Learning Gains	62	60	63	63	63	62			
Math Lowest 25th Percentile	57	53	51	70	59	52			
Science Achievement	78	53	58	80	57	57	74	49	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	59	57	63	48	57	61	55	58	59

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	613
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
68%	67%	72%	66%	63%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	61%	No		
English Language Learners	51%	No		
Black/African American Students	63%	No		
Hispanic Students	64%	No		
White Students	79%	No		
Economically Disadvantaged Students	65%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	76%	76%	68%	53%	84%	62%	57%	78%					59%
Students With Disabilities	51%	41%	57%		78%	78%	67%						56%
English Language Learners	51%	55%	59%	47%	53%	41%	38%	60%					59%
Black/African American Students	76%	84%	66%	40%	81%	56%	29%	68%					71%
Hispanic Students	66%	62%	68%	52%	75%	57%	64%	74%					56%
White Students	85%	83%	70%	69%	94%	67%	73%	89%					
Economically Disadvantaged Students	70%	71%	65%	55%	80%	57%	56%	68%					60%

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%					48%
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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	77%	53%	24%	57%	20%
ELA	4	80%	51%	29%	56%	24%
ELA	5	71%	48%	23%	56%	15%
Math	3	86%	62%	24%	63%	23%
Math	4	95%	57%	38%	62%	33%
Math	5	68%	51%	17%	57%	11%
Math	6	100%	58%	42%	60%	40%
Science	5	78%	52%	26%	55%	23%

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?

ELA learning gains and ELA learning gains of the lowest 25% showed the greatest gains, growing by 6%, respectively. Strategically placing students with teachers that have had more success teaching students in the Bottom Quartile, and by providing more rigorous small group and differentiated instruction, with the support of the instructional coach were actions that impacted this growth.

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 25% in ELA had the lowest performance, at 55%. However, this was a 6% rise from the previous year. Small group and differentiation instructional strategies were used and will continue to be implemented this year. Teachers will also have the opportunity to share best practices, expert teachers sharing with novice teachers, and there will also be more of a focus on providing pull-out and push-in support for these students with our intervention teachers, instructional coach and administration.

Greatest Decline

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

The lowest 25% in math dropped by 8% from the previous year, from 70% of students making learning gains to 62% of students making learning gains. Small group and differentiated instruction focus mostly on ELA last year. However, this year it will be a school wide focus in math as well.

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.

It appears that our school out-performaed the state in each cell.

EWS Areas of Concern

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

Potential areas of concern include ELA and Math learning gains for students on the Bottom Quartile.

Highest Priorities

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

Bottom Quartile - ELA

Bottom Quartile - Math

ELL student achievement in ELA

ELL student achievement in Math

Maintain positive school culture and climate for all stakeholders

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

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.

ELA is a crucial need for school-wide proficiency and for the lowest 25%. The focus will be for each grade level, however, there will be an additional spotlight on the needs of current 4th and 5th grade students as they comprise the lowest 25% in ELA. Although there was growth from the previous year, the learning gains of this group of students is still lagging behind that of their peers.

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.

The goal is to increase the ELA learning gains of the Bottom Quartile by 12%, from 53% to 65%, respectively. We would also like to continue to have 100% learning gains with 3rd grade students that were retained.

Monitoring

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

This focus will be monitored through evidence-based intervention, Daily CLPs, weekly data chats between administration, instructional coach and grade level teams. PM 1 and 2 as well as District Unit Assessments and standards-based formative and summative assessments will be used to monitor student growth and progress, or areas needed for remediation.

Person responsible for monitoring outcome

Russell Ader

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:

Daily data-driven, small group, differentiated instruction Targeted intervention - push-in and pull-out
Use of high-yield instructional strategies

Rationale:

Small groups that are intentional and data-driven, using high-yield instructional strategies that are proven to work will provide students with support they need to close achievement gaps

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(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

Small group, differentiated instruction

Person Monitoring:

Russell Ader, Dorcie Reid, Paula Quiles

By When/Frequency:

Weekly via CWTs and Data meetings

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 and teacher observations/ evaluations will be conducted to monitor fidelity

Area of Focus #2

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

Area of Focus #3

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

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.

Another area of focus will be the Bottom Quartile in math, grades-3-5. The overall Bottom Quartile learning gains decreased from 70% to 57% last year.

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.

It is our goal to increase the learning gains of the Bottom Quartile by 8%, from 57% to 70%, respectively.

Monitoring

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

We will monitor through PM tests, District Assessments, MTSS data and classroom assessments.

Person responsible for monitoring outcome

Russell Ader

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:

Small group instruction that is designed to differentiate content and remediate skills in order to meet the rigor associated with mathematics standards.

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:

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

Small Groups/ Differentiation/ Rigor of math standards

Person Monitoring:

Russell Ader, Dorcia Reid, Paula Quiles

By When/Frequency:

CWTS, CLPs, Data Chats - 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 into their lesson plans and administration and instructional coach will monitor the fidelity.

IV. Positive Learning 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 and intervention system, though there is always room for improvement and it is always important to monitor the fidelity of said program. Fortifying our current system will motivate students and staff to increase attendance in order to be part of the rewards systems. In addition, the Average Daily Attendance (ADA) rate last year was 95%. The goal is to increase the ADA to 98%.

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 goal will be to increase ADA to 98%, up from 95% from last year.

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 monthly attendance meetings, attendance concerns will be discussed, and solutions will be implemented, regardless of whether if it's a systems-based issue or student that have high absentee rates.

Person responsible for monitoring outcome

Russell Ader

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:

Using the USF PBIS system

Rationale:

Tier of Evidence-based Intervention:

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

PBIS and Attendance meetings

Person Monitoring:

Russell Ader, Dorica Reid, Heather Nelson,
Rachel Neill

By When/Frequency:

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

The school counselors will hold monthly PBIS and attendance meetings and the PBIS system will be planned for the duration of the year before school begins in August. Monthly meetings will address and attendance, behavior and/or cultural concerns that need to be address and rectified.

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.

Use of FORMS surveys, SAC, PTO, Title I Night, Open House, Meet-the-Teacher and other community events will include sharing of SIP information to families and stakeholders.

<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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school will host quarterly events where parents are given opportunities and information about their student's data and how we use data to track progress toward meeting our SIP goals. These events include curriculum nights, student-led conferences, data nights and family fun nights. There will also be opportunities for parents to be part of the PTO, SAC and we will periodically send home climate/culture surveys to gauge stakeholder input.

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

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)).

Fairlawn protects instructional time by limiting interruptions and using strategic scheduling. We also provide accelerated math for students in grades 3-5 and have school-wide challenge program for high-achieving students and gifted students. We also provide additional after school tutoring in grades K-5, Walk-to-Intervention across grade levels and two reading interventionists to provide additional 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 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)).

We provide grace packs to students that have been identified as McKinney-Vento or to any student that has voiced a need. All students receive free breakfast. IN addition, Big Brother/ Bg 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 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 of 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)).

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)).

Fairlawn is a PBIS Bronze school in the state of Florida. We utilize PBIS and CHAPMS to prevent and address behaviors that may arise in the classrooms. PBIS is fueled by our Patriot Perks (School Money) that students may use in the school store. Behavior sheets are utilized by teachers and lunch monitors to ensure that expectations are being met across 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The district provides ongoing professional development that teachers may access through Canvas as

needs arise. Specific professional learning days are embedded into the school years for staff to receive necessary training. Additionally, Fairlawn provides teachers one day 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Each summer the school participates in Kindergarten Kick-off (Round-UP) to provide opportunities for students 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 spring, prior to the kindergarten year, we hos t an orientation for incoming kindergarten students to learn the rules of the school as well as 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 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.

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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