

Miami-Dade County Public Schools

Fairlawn Elementary School



2015-16 School Improvement Plan

Fairlawn Elementary School

444 SW 60TH AVE, Miami, FL 33144

<http://fairlawn.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	90%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Fairlawn Elementary Community School will accomplish the goals set forth in our vision statement by increasing collaboration amongst our staff through the promotion of professional development and mentoring opportunities. We will strive to provide a world-class education by utilizing various means of communication to build a positive school culture where parents, teachers, and staff work together to ensure the safety and well-being of every student. These partnerships will allow us to meet students' diverse needs through the use of differentiated instruction and targeted intervention across all academic areas in order to empower our students to be productive lifelong learners and responsible global citizens.

Provide the school's vision statement

Fairlawn Elementary Community School provides a nurturing environment that challenges our students to achieve excellence by fostering their diverse needs, honoring their cultural backgrounds, imparting core values and preparing them to become active participants in the global learning community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Fairlawn, the teachers embrace students' cultures and learn as much as possible about students' personal interests and backgrounds. Positive student relationships are created by encouraging and fostering open communication, as well as by providing emotional and academic support as needed. The teachers use the students' background knowledge to assist them in acquiring new skills and concepts. Teachers ensure that the students' personal interests are connected to the classroom work where possible by engaging the students in journal-writing activities, weekly student-teacher meetings, and class discussions. A link between home and school is also created to enrich all kinds of lessons as well as promote parental involvement. During our annual Career Day, parents are invited to present on their career and share the particulars of their field of work. Teachers are sensitive to the many cultures represented in their classrooms and facilitate opportunities for students to learn about their peers' cultures.

During the month of October, the teachers and students engage in a celebration of Hispanic Heritage. On the daily morning announcements, students share about notable Hispanic figures that they are learning about in their classrooms.

Fairlawn teachers and staff are well aware of classroom dynamics and encourage positive relationships within the learning community. Appropriate behavior is always modeled by teachers and staff in order to create positive attitudes towards the school and the class in general.

Describe how the school creates an environment where students feel safe and respected before, during and after school

At Fairlawn, it is important to maintain a school climate where students feel safe and where bullying and intimidation are not tolerated. The school's focus is to provide a safe learning environment which promotes academic achievement, maintains high standards, fosters positive relationships between staff and students, and encourages parental and community involvement. Safe school planning is an ongoing, comprehensive process which involves the entire community.

Fairlawn's Discipline Plan is key to fulfilling the commitment to provide and maintain a safe learning environment. The plan provides guidance on inappropriate behaviors, consequences, behavior modification strategies, student responsibilities, as well as specific rules for the hallways and bathrooms. It also includes details such as plan introduction, implementation of consequences and positive reinforcement, and specific directions for teaching the plan to students.

Security cameras have been installed in specific locations throughout the school building in order to maximize the safety of our staff and students. The cameras stream live footage that keep the administrators aware of all the activity occurring within the building and the immediate surrounding areas. This addition to the school site serves to enhance the safe environment that allows our students to achieve academic excellence.

The school welcomes students at 7:30 am. At this time, school security personnel monitor students as they walk into the cafeteria through the school's main hallway. In the cafeteria, staff members such as teachers and administrators, ensure all students are safe while they eat breakfast and await the opening bell.

During dismissal, students are safely accompanied to bus pick-up designated areas, parents are permitted to pick up their child at the classroom door, or students are escorted safely to their parent's vehicle at the front of the school by school security. In addition, Fairlawn is one of the district's last remaining community schools. Community education classes are available from 2:00 p.m. until 9:00 p.m. Offerings for school age students include piano, guitar, percussion, ballet, flamenco, strings, dance fusion, and other classes.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Fairlawn Elementary has developed a Discipline Plan as part of its positive behavior support system. The purpose of this plan is to create a safe and productive learning environment that prepares students to become good citizens and to stimulate positive and proactive socially accepted behaviors throughout the school environment. The Discipline Plan details the general school-wide rules that must be followed by all students. Students are taught the rules and expected to abide by the school-wide behavior expectations. This system includes incentive programs that encourage model student behavior. Each classroom replicates the school-wide behavior expectations and establishes rules specific to the classroom setting. Behavioral expectations are directly taught to the students and modeled by the teacher. In an effort to develop this objective, the following programs and initiatives have been incorporated:

- Recognition by "Do the Right Thing Program"
- Recognition by "The Winner's Circle Program"
- Recognition of "Values Matter" Student of the Month
- Recognition at Board Member Town Hall Meetings
- Grading Period Honor Roll presentations
- Verbal and written praise for good behavior
- Phone calls to parents/guardians to recognize positive behavior
- Citizenship awards
- Grade level incentives
- Grade level extracurricular activities
- Individual and class rewards and treats

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

Fairlawn Elementary has a resident guidance school counselor that provides counseling to all students as needed. Specifically, the counselor routinely meets with the following groups of students:

- Students with counseling on their Individual Education Plan (IEP)

- Students failing a subject as per the progress report
- Students that have been retained
- Students with attendance issues
- Students referred by their teacher or other staff members

The counselor refers students to outside community agencies on an individual need basis, attends meetings with case workers and individual therapists throughout the year as needed, provides monthly classroom presentations, and implements the Bullying Prevention Program. The counselor also oversees the Values Matter Initiative by providing resources and support for all classroom teachers.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Fairlawn Elementary's Early Warning System (EWS) identifies the following students:

- Achieved a Level 1 on the 2014-2015 FSA Reading and Mathematics Tests
- Have been retained
- Have attendance below 90%
- Have one or more suspensions (indoor or outdoor)
- Have failed two or more courses in any subject

The SLT reviews attendance reports, progress reports, grade reports, and state assessment results to target students exhibiting early warning signs.

EWS data is an integral part of the planning process. Fairlawn Elementary strategically allocates resources to develop intervention strategies that will address the various early warning indicators. Current data indicates that 47 students in grades K-5 had attendance below 90% for the 2014-2015 school year. Additionally, 53 students scored a Level 1 on the 2014-2015 statewide assessment. Retention accounted for 18 students. More specifically, 46 students failed two or more courses in any subject.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	9	6	6	10	3	47
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	6	5	6	13	10	6	46
Level 1 on statewide assessment	6	10	12	0	4	21	53
Retention	6	5	3	4	0	0	18

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	
Students exhibiting two or more indicators	6	10	12	1	6	21	56

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who have been retained, achieved a Level 1 on the 2014-2015 FSA Reading Test, or are below proficiency based on the Class Report generated by the 2014-2015 iReady AP3 Diagnostic, are provided with a daily 30 minute intervention session during the school day. Additionally, a before and after school tutorial program provides additional support for English Language Learners in grades 3-5. The Literacy Leadership Team and the counselor meet with the relevant classroom teachers on a consistent basis to monitor the students' progress. The counselor works closely with the Community Involvement Specialist (CIS) to initiate home visits for students who have three or more unexcused absences or excessive tardies. Additionally, the counselor meets regularly with retained students, students failing any subject, and students with a Level 1 on the 2014-2015 FSA Reading and/or Mathematics Tests to discuss their individual progress and strategies for increased student achievement.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/192431>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Fairlawn Elementary Community School has established positive partnerships with the local community. Fairlawn facilitates opportunities to maximize the attendance, engagement, and academic achievement of its students. The purpose of sustaining strong partnerships with the local community is to positively influence student outcomes.

Parents are the first and foremost teachers in a child's life. Therefore, we strongly encourage all Fairlawn parents to become members of the Parent Teacher Association (PTA). We do this by informing the parents of the positive impacts the PTA has on student achievement. This membership is highly advertised during Open House. PTA applications are sent home with the students at the beginning of the school year. PTA members assist quarterly meetings to discuss and brainstorm ideas in which the committee can establish home, school, and community partnerships. The local community is invited to participate throughout the year in various PTA sponsored activities such as Opening of Schools Breakfast, Harvest Dance, Winter Dance, Valentine's Day Dance, and many more activities. These activities serve as a venue for Fairlawn's community members to meet and participate in social/educational school events.

Fairlawn provides parents and community members access to timely and accurate information about school functions, decisions, and educational opportunities. Resources such as ConnectED, social media, and flyers with upcoming events are used to inform all stakeholders. The school provides written communication to the parents in both English and Spanish in order to inform our diverse community.

Fairlawn has recently also made use of community partnerships to undergo a beautification process of the school. The center hallways, garden areas, library, and parking lots have benefited from this effort and thus the appearance of the school has been greatly enhanced.

At Fairlawn, the Community Involvement Specialist (CIS) provides ongoing parent workshops, events and meetings at different times during the day and evening so that all families can attend throughout the year. In these meetings, topics such as accessing and utilizing the parent portal, bullying, school attendance, supplemental technology resources, home learning strategies, and other relevant topics are discussed.

Fairlawn is fortunate to be a community school. The community school offers after school classes for students and adults of all ages. Adults can enroll in citizenship, computer, and other adult education classes. The community school offers after-school care for those families that need assistance in caring for their child after school hours. Students can participate in after school activities such as piano, ballet, percussion, guitar, basketball classes and others.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Tyler, Heather	Principal
Ancheta, Ramses	Assistant Principal
Garcia, Claudia	Assistant Principal
Primelles-Silva, Liza	Instructional Coach
Merida-Morales, Cristina	Teacher, K-12
Guzman, Isabel	Guidance Counselor

Duties

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

The Leadership Team consists of the following members:

Heather D. Tyler, Principal

Claudia Garcia, Assistant Principal

Ramses Ancheta, Community School Assistant Principal

Liza Primelles-Silva: Reading Coach

Cristina Merida Morales: Math/Science Liaison

Isabel Guzman: Guidance Counselor

In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and problem solving:

- Special education personnel: Emily Garcia, Michelle Coll, Ivis de la Fé
- School psychologist: Dr. Erena Guemes
- School social worker: Alina Bermudez
- Members of SAC

The School Leadership Team (SLT) is responsible for creating the School Improvement Plan (SIP) and implementing the strategies set forth in the plan. In addition, the SLT develops a process for monitoring the school's progress towards achieving the goals and objectives established in the SIP. This team's primary function is to provide leadership for the school in developing and implementing the School Improvement Plan. In doing this, the School Leadership Team meets monthly to

coordinate the activities associated with carrying out the School Improvement Plan, ensure the school's accountability in carrying out its intentions and facilitate the regular involvement of the school community.

Additionally, the SLT meets on a weekly basis to discuss current issues affecting the school, to plan and strategize for the coming week and to address any member concerns. Each member discusses, reviews, and provides information on their particular roles and duties within the school. Team members brainstorm and problem solve to develop effective strategies and solutions to address any infrastructure needs, instructional needs, professional development opportunities, and student needs. The Leadership Team's ultimate goal is to increase student achievement while simultaneously promoting a positive environment of effective instruction and collaborative learning. Furthermore, the Team also focuses its efforts on encouraging opportunities for teacher collaboration and promoting positive working relationships amongst staff and teachers.

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

Tier 1

The School Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. The school will know if students have made expected levels of progress towards proficiency through the use of ongoing progress monitoring (OPM) assessments such as iReady, Reflex Math, and Imagine Learning.
4. When grades, subject areas, classes, or individual students have not shown a positive response, the intervention methods will be adjusted and monitored.
5. When students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively, the Tier 1 students will continue to receive interventions and strategies to ensure academic achievements.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students whose implementation plan is not meeting minimum criteria will be referred for SST Tier 3 intervention.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the Multi-Tiered Systems Support (MTSS) Tier 1 worksheets completed three times per year. The MTSS Problem-

Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring 3 times per year and ongoing progress monitoring measures once per month that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years' trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades' performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement planning, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program.

Title I, Part C- Migrant

Title I, Part D

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for

inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
 - parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
 - professional development on best practices for ESOL and content area teachers
 - coaching and mentoring for ESOL and content area teachers (K-12)
 - reading and supplementary instructional materials (K-12)
 - cultural supplementary instructional materials (K-12)
 - purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law

ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open

invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Additionally, the M-DCPS Title I Parent/Family Survey, distributed by schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Heather D. Tyler	Principal
Annette Davis	Teacher
Claudia Lemus-Villar	Teacher
Patricia Fernandez-Andes	Teacher
Liza Primelles-Silva	Teacher
Sarwey Mashie-Downs	Teacher
Patricia Ruiz	Education Support Employee
Jorge Ortiz	Parent
Julio Ruiz	Parent
Pedro Robledo	Parent
Laura Ortiz	Parent
Faith Fernandez	Business/Community
Kevin Quesada	Business/Community
Fabio Taborda	Business/Community
Armando Roca	Student
Yenisel Arce	Education Support Employee
Jennifer Martinez	Teacher
Lisette Mendoza	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC of Fairlawn Elementary Community School worked cooperatively to evaluate and review last year's School Improvement Plan. The members reviewed the components of the plan extensively while focusing their efforts on improving student achievement and growth.

Development of this school improvement plan

The SAC of Fairlawn Elementary Community School worked cohesively in the preparation and development of the School Improvement Plan. The principal and elected members of the SAC used consensus management to improve the potential of every student.

Preparation of the school's annual budget and plan

The SAC of Fairlawn Elementary Community School held a meeting to discuss the school's annual budget and plan. Members provided their input on the individual budget items and plan. Both the budget and the plan were voted on and approved.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
 - Monies may be expended only on programs or projects selected by the School Advisory Council.
 - Neither School District staff nor principals may override the recommendations of the School Advisory Council.
 - The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.
- The amounts budgeted last year were as follows:
- Provide attendance incentives, \$500.00
 - Before/After School Tutoring, \$12,000.00
 - Provide tutorial incentives, \$500.00
 - Provide behavior incentives, \$500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Tyler, Heather	Principal
Primelles-Silva, Liza	Instructional Coach
Ancheta, Ramses	Assistant Principal
Garcia, Claudia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the team is implementing literacy and reading proficiency skills within the classroom, conducts assessment of literacy skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation of literacy and reading proficiency skills, and communicates with parents regarding school-based literacy initiatives.

Instructional Coach, Reading: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children considered to be "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Facilitates and instructs in the implementation of the Language Arts Florida Standards and provides training/support for all grade levels.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Fairlawn Elementary teachers meet with their grade level on a weekly basis to collaboratively plan for instruction. During these grade level meetings, teachers work as a group to plan their instruction for the coming week, discuss effective instructional strategies, and share resources. The Reading Coach holds monthly meetings to inform teachers of new developments in the Reading/Language Arts department. The Math/Science Liaison attends grade level meetings regularly to disseminate the information and resources acquired in regular ICAD (Instructional Coach Academy) meetings. Additionally, Professional Learning Communities (PLC) foster collaboration amongst teachers with a focus on enhancing student achievement. The PLCs encourage teachers to work cohesively both vertically and horizontally to identify a particular issue and develop effective strategies.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Fairlawn Elementary uses the following strategies to recruit, develop and retain highly qualified teachers:

1. Regular meetings of new teachers with Principal
2. Partnering new teachers with veteran staff
3. Soliciting referrals from current employees

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Fairlawn Elementary implements the MINT mentor training program for first year teachers. This mentoring program rationale consists of pairing up the mentee with a veteran teacher who instructs in the same grade level. This will allow for common planning time in order for both teachers to meet and discuss effective techniques, observations and hands-on practice in the following areas: lesson planning; classroom management; classroom best practices. Teachers who are new to the school or new to the grade level are assigned a buddy teacher to help them become familiarized with the grade level curriculum and instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Fairlawn Elementary adheres to the district provided Pacing Guides for each core subject in each corresponding grade level. The Pacing Guides are aligned to the Florida Standards for Language Arts/Reading(LAFS) and Mathematics (MAFS). The science and social studies curriculum are aligned to the Next Generation Sunshine State Standards (NGSSS) as required by the Florida Department of Education. The Pacing Guides provide detailed information on the instructional focus, objectives addressed (item specifications), and required instructional tools. Additionally, these guides offer a wealth of supplemental materials and informational websites that teachers can use to maximize student engagement and learning. Furthermore, teachers utilize the Item Specifications for the Florida Standards Assessment to address content limits and to ensure complete and thorough instruction of all the standards.

The Leadership Team ensures that teachers are using the Pacing Guides and required instructional materials by conducting classroom observations and walk-throughs, reviewing lesson plans, examining student work folders and attending grade level meetings. The Leadership Team reviews formative quarterly assessment data reports to ensure students are working towards proficiency of the individually addressed standards. The team meets with the individual teachers on a quarterly basis to disaggregate the data and adjust instruction and interventions as needed. At this time, any deficiencies or significant discrepancies are addressed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All data available is analyzed to determine the diverse needs of the students. Students ranked in the lowest 50th percentile based on the 2014-2015 Reading FSA are provided with intervention during the school day. Students whose reading scores are below the proficiency level according to the AP3 administration of the iReady Diagnostic will also participate in the intervention program. Teacher schedules include a 30 minute uninterrupted intervention block to target student reading deficiencies. The Reading Coach and all classroom teachers will participate in Data Analysis Meetings to review the most current data such as i-Ready Diagnostic Test results, and Fall and Winter District Interim Assessments. During each Data Analysis Meeting, students will be grouped and/or re-grouped based on their academic needs.

All students that are identified as being in the lowest 25% will participate in the Wonder Works Intervention program. Students in need of enrichment activities will utilize the District purchased i-Ready adaptive supplemental program for Reading and/or Mathematics.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,880

The before and after school tutorial program will provide additional support for English Language Learners in grades 3-5 that are demonstrating non-proficiency in the classroom. Additionally, those students ranked in the lowest 25% on FSA Reading and Mathematics assessments will be eligible for the tutorial programs. These programs will provide instruction in the following core academic subjects: reading and mathematics.

The teachers will also be provided with common planning in order to collaborate and share their knowledge with their learning community.

Strategy Rationale

English Language Learners make up a large percentage of Fairlawn Elementary's student population. These students benefit from additional targeted instruction in a small setting.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ancheta, Ramses, rancheta@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Mr. Ancheta, the Assistant Principal for Community Education, will be responsible for the before and after school tutorial program. The teachers will conduct a pre and post assessment of the students assigned to them. The data of the pre-assessment will be collected a week after the tutorial program starts and it will be analyzed by the teachers and the assistant principal to guide instruction based on students' needs. The pre and post-assessment data will measure the students' progress and indicate the effectiveness of the tutorial program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The Voluntary Pre-Kindergarten (VPK) program at Fairlawn Elementary Community School provides students with the opportunity to acquire proficiency in language and emergent reading skills necessary upon entering Kindergarten. The VPK classroom teacher utilizes the Scholastic Big Day, the High/Scope Curriculum, Waterford Early Mathematics and Science, and the VPK Education Standards that include Physical Health, Approaches of Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development in order to facilitate learning and monitor student progress throughout the academic school year. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students.

Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Classroom experiences and school-wide activities will expose students to a school environment improving their social and emotional development. Students are involved in activities that allow them to participate and contribute in the learning process. Students transitioning from this program have the advantage of a curriculum that prepares them for academic achievement and school readiness. We will also expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the enrollment of students at the school. The principal will also meet with the center directors of neighborhood centers. Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. We will increase student achievement by improving core instruction across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving core instruction across all content areas. 1a

G070427

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	
CELLA Listening/Speaking Proficiency	49.0
CELLA Reading Proficiency	42.0
FSA English Language Arts - Achievement	70.0
ELA/Reading Gains	87.0
ELA/Reading Lowest 25% Gains	96.0
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
FSA Mathematics - Achievement	66.0
Math Gains	67.0
Math Lowest 25% Gains	74.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Effective teachers, Reading Coach, Mathematics/Science Liaison, paraprofessionals, hourly teacher
- i-Ready, My onReader, Imagine Learning, computer lab rotation schedule, Promethean Boards, fourth grade student laptops
- Before and after school tutoring program
- Go Math! series, manipulative kits, Gizmos, Reflex Math
- Sciencesaurus, leveled readers, science kits, Gizmos, Discovery Education, Scholastic Study Jams, Smithsonian

Targeted Barriers to Achieving the Goal 3

- Limited evidence of rigorous instruction throughout grade levels.

Plan to Monitor Progress Toward G1. 8

Formative assessments data reports will be disaggregated to ensure academic progress is being made and attendance reports will be reviewed to ensure attendance incentives are being met.

Person Responsible

Heather Tyler

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

District Mid-Year Assessments, Florida Standards assessment, FCAT Science 2.0, and attendance reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. We will increase student achievement by improving core instruction across all content areas. **1**

 **G070427**

G1.B1 Limited evidence of rigorous instruction throughout grade levels. **2**

 **B183447**

G1.B1.S1 Implement Professional Learning Communities with vertical and horizontal alignments. **4**

 **S195137**

Strategy Rationale

PLCs allow teachers to gain valuable insight on the learning outcomes of their colleagues' teaching strategies. Strategies and techniques that are demonstrated in these learning communities can enhance the professional's instructional delivery and in turn, increase student achievement.

Action Step 1 **5**

PLCs will meet and share strategies, techniques, and resources amongst colleagues.

Person Responsible

Cristina Merida-Morales

Schedule

Monthly, from 10/14/2015 to 5/11/2016

Evidence of Completion

PLC team leaders will provide the PD Liaison with a copy of the protocol used and an agenda.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administrators will conduct walk-throughs and observations of the PLCs.

Person Responsible

Heather Tyler

Schedule

Monthly, from 10/14/2015 to 5/11/2016

Evidence of Completion

The evidence that will be collected will be in the form of dated rosters signed by all participants.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The administrators will conduct walk-throughs and observations to ensure the protocols are being followed.

Person Responsible

Heather Tyler

Schedule

Monthly, from 10/14/2015 to 5/11/2016

Evidence of Completion

The evidence provided will include the protocol used as well as reflections by the participants.

G1.B1.S2 Incorporate a before and after school tutorial program for ELL students in grades 3-5 that need supplemental instruction in reading and math. 4

 S195138

Strategy Rationale

ELL students face the challenge of mastering the state standards while acquiring the academic language. These students benefit from the additional support in a small group setting which focuses on targeted skill instruction and allows them to become better acquainted with the rigorous curriculum.

Action Step 1 5

Secure funds and resources for before and after school tutoring and review data to select target students in order to implement the tutorial program.

Person Responsible

Ramses Ancheta

Schedule

On 12/2/2015

Evidence of Completion

The evidence that will be collected will be in the form of budget, teacher requests, materials, and scores from the 2014-2015 FSA and/or iReady Diagnostic.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor the effective implementation of the tutorial program.

Person Responsible

Ramses Ancheta

Schedule

Weekly, from 1/11/2016 to 3/31/2016

Evidence of Completion

The evidence that will be collected will be in the form of administrator walk-throughs, weekly attendance reports, and student work.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review post assessment data and meet with teachers to determine effectiveness of the tutorial program.

Person Responsible

Ramses Ancheta

Schedule

Weekly, from 1/11/2016 to 1/11/2016

Evidence of Completion

The evidence provided will include a post test, attendance reports, and debriefing notes.

G1.B1.S3 Identify at-risk students through the use of the Early Warning Systems in order to encourage attendance throughout grade levels with the use of attendance incentives. 4

 S195139

Strategy Rationale

Student absences have a direct effect on Fairlawn's ability to provide consistent, effective instruction and opportunities for learning growth. Students must be present in order to take full advantage of the rigorous teaching and learning process.

Action Step 1 5

Counselor will monitor unexcused absences on a weekly basis and refer students to the CIS for home visits as needed.

Person Responsible

Claudia Garcia

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The evidence that will be collected will be in the form of attendance reports, counselor notes and contact log.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The counselor will monitor unexcused absences through ISIS.

Person Responsible

Claudia Garcia

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The evidence that will demonstrate fidelity are attendance reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

The counselor will monitor previously identified students to ensure improvement in attendance.

Person Responsible

Claudia Garcia

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The evidence that will collected will be attendance reports and notes.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	PLCs will meet and share strategies, techniques, and resources amongst colleagues.	Merida-Morales, Cristina	10/14/2015	PLC team leaders will provide the PD Liaison with a copy of the protocol used and an agenda.	5/11/2016 monthly
G1.B1.S2.A1	Secure funds and resources for before and after school tutoring and review data to select target students in order to implement the tutorial program.	Ancheta, Ramses	12/2/2015	The evidence that will be collected will be in the form of budget, teacher requests, materials, and scores from the 2014-2015 FSA and/or iReady Diagnostic.	12/2/2015 one-time
G1.B1.S3.A1	Counselor will monitor unexcused absences on a weekly basis and refer students to the CIS for home visits as needed.	Garcia, Claudia	8/24/2015	The evidence that will be collected will be in the form of attendance reports, counselor notes and contact log.	6/9/2016 weekly
G1.MA1	Formative assessments data reports will be disaggregated to ensure academic progress is being made and attendance reports will be reviewed to ensure attendance incentives are being met.	Tyler, Heather	8/24/2015	District Mid-Year Assessments, Florida Standards assessment, FCAT Science 2.0, and attendance reports	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	The administrators will conduct walk-throughs and observations to ensure the protocols are being followed.	Tyler, Heather	10/14/2015	The evidence provided will include the protocol used as well as reflections by the participants.	5/11/2016 monthly
G1.B1.S1.MA1	The administrators will conduct walk-throughs and observations of the PLCs.	Tyler, Heather	10/14/2015	The evidence that will be collected will be in the form of dated rosters signed by all participants.	5/11/2016 monthly
G1.B1.S2.MA1	Review post assessment data and meet with teachers to determine effectiveness of the tutorial program.	Ancheta, Ramses	1/11/2016	The evidence provided will include a post test, attendance reports, and debriefing notes.	1/11/2016 weekly
G1.B1.S2.MA1	Monitor the effective implementation of the tutorial program.	Ancheta, Ramses	1/11/2016	The evidence that will be collected will be in the form of administrator walk-throughs, weekly attendance reports, and student work.	3/31/2016 weekly
G1.B1.S3.MA1	The counselor will monitor previously identified students to ensure improvement in attendance.	Garcia, Claudia	8/24/2015	The evidence that will collected will be attendance reports and notes.	6/9/2016 monthly
G1.B1.S3.MA1	The counselor will monitor unexcused absences through ISIS.	Garcia, Claudia	8/24/2015	The evidence that will demonstrate fidelity are attendance reports.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement by improving core instruction across all content areas.

G1.B1 Limited evidence of rigorous instruction throughout grade levels.

G1.B1.S1 Implement Professional Learning Communities with vertical and horizontal alignments.

PD Opportunity 1

PLCs will meet and share strategies, techniques, and resources amongst colleagues.

Facilitator

Cristina Merida Morales

Participants

Instructional Staff

Schedule

Monthly, from 10/14/2015 to 5/11/2016

Budget

Budget Data

1	G1.B1.S1.A1	PLCs will meet and share strategies, techniques, and resources amongst colleagues.				\$0.00
2	G1.B1.S2.A1	Secure funds and resources for before and after school tutoring and review data to select target students in order to implement the tutorial program.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1801 - Fairlawn Elementary School	Title III		\$12,000.00
3	G1.B1.S3.A1	Counselor will monitor unexcused absences on a weekly basis and refer students to the CIS for home visits as needed.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1801 - Fairlawn Elementary School	Other		\$500.00
			Notes: School Advisory Council (SAC) provides the money for attendance incentives.			
Total:						\$12,500.00