

St. Lucie Public Schools

Fairlawn Elementary School



2016-17 Schoolwide Improvement Plan

Fairlawn Elementary School

3203 RHODE ISLAND AVE, Fort Pierce, FL 34947

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	B*	B	A

**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 St. Lucie 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fairlawn Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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

2. School Environment

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

Teachers share information by utilizing student data cards to provide insight about the student to the next year's teacher. Fairlawn works diligently the first few weeks of school with team building structures that allow students to form bonds with the classroom teacher and their peers in the classroom. Kagan cooperative learning strategies are used for team building and class building relationships. Throughout the school year, faculty and staff members embrace students through informal conversations. Individuals are available to translate for families that do not speak English. Teachers conference with parents to learn more about the students. There are activities throughout the year where families and students come to the school for events such as Grandparent's Day, Parent Nights and Honors Assemblies that bridge home to school. The culturally relevant curriculum addresses diversity in the classroom.

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

Fairlawn utilizes Positive Behavior Support Intervention (PBIS) where the emphasis is on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Key attributes of PBIS are proactive, data-based decision making and problem solving. Students are recognized quarterly that are "Outstanding Patriots" based on the school-wide expectations of Patriots are respectful, act safely, come prepared and take responsibility.

Students serve in leadership roles through activities such as Student Council and Safety Patrol.

The School Emergency Plan is reviewed and practiced through such drills as fire and Code Red so that students are prepared in the event of an emergency.

The district has a Bullying Policy and all students and staff are trained in the bullying procedures. There are resources for anti-bullying on the district website. Bullying report forms are available at school sites and on the district website.

The Raptor system, a front door entry security system is in place at Fairlawn where parents have to be buzzed in, show photo ID and their name is entered into a national database.

Cameras are situated throughout the campus.

c. 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.

Positive Behavior Intervention Support (PBIS) is a collaborative (team-based), educative, proactive, and functional process to developing effective interventions for problem behavior. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms, etc.) Positive Behavior Intervention Support (PBIS) is an application of behaviorally-based systems approach to enhance the capacity of schools, families and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. PBIS uses evidence-based practices to change school systems, school environments and ultimately the behavior of our students. Attention is focused on creating and sustaining universal (school-wide), supplemental (classroom and targeted groups), and intensive (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

PBIS is the school-wide tier 1 behavior intervention system. Each area of the school - hallways, classrooms, cafeteria and playground have the PACT expectations posted. Fairlawn School-Wide Expectations are: PACT-Patriots are respectful. Act safely. Come Prepared. Take responsibility. Teachers are given a PBIS refresher each year during the first weeks of school to maintain the fidelity of the program year after year. Fairlawn has two teams of faculty and staff that support this program, one analyzes data monthly and the other team plans ways for students to use their earned rewards consistently over the course of the school-year. If there is a concern of a student, we utilize the Behavior Incident Reporting (BIR) system to begin tracking problem behaviors to implement interventions to reduce the behaviors.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

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

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

The Attendance Committee meets quarterly and identifies students that have 5 or more absences from school.

The MTSS Core Team looks at behavior data quarterly to identify students that may be showing patterns of behavior that is not being managed by our tier 1 program.

Students scoring a Level 1(non-proficient) in ELA reading from the previous year are in a tier 2 Rtl

intervention based on their specific area of need.

The school has access to the Skyward Student Management System and Performance Matters/Unify that provides data to the Early Warning Systems.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	2	2	4	2	0	0	0	0	0	0	0	11
One or more suspensions	0	0	1	2	0	3	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	2	8	21	0	0	0	0	0	0	0	31

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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

The Attendance Committee meets quarterly and identifies students that have 5 or more absences from school. Each student is sent a letter explaining the Attendance Policy and if the student continues to accumulate absences, the school's social worker will contact the family either by phone or make a home visit and discuss with the family the attendance policy for the State of Florida. Home school communication is encouraged when students are absent/tardy.

The MTSS Core Team looks at behavior data quarterly to identify students that may be showing patterns of behavior that is not being managed by our tier 1 program. Students that may need more of an intensive intervention may be moved into a tier 2 behavior intervention.

Students scoring a Level 1(non-proficient) in ELA reading from the previous year are in a tier 2 Rtl intervention based on their specific area of need. These students are progress monitored every 10 days by the interventionist and the MTSS Core Team meets monthly to review this data and quarterly with the interventionist to make any necessary changes based on the data.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Fairlawn has a very active Parent Teacher Organization as well as a School Advisory Committee that both have memberships of parents and teachers. We also have several activities throughout the year where families and students come to the school building for events such as Parent Night, Grandparent's Day and Honors Assemblies that bridge home to school. Our school's vision and mission are posted throughout the school, in each classroom, on our website and is in each student's planner. We have an online gradebook for families to monitor their student's academic progress and communicate with their teachers. Additionally, we utilize a School Messenger system to keep parents informed about activities and pertinent information throughout the school-year. Facebook and Twitter are also used to highlight activities and disseminate school information. A monthly parent newsletter is sent to families each month.

2. 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 works closely with several community partners including our local Education Foundation to promote the Adopt-A-Class program and secure grants. Our PTO also solicits donations and relationships with local businesses to build the student incentive programs. Community partnerships support the school through donations of school supplies, clothing, various resources, food items, and other donations that will enhance the classroom and school. There is a community partner coordinator/volunteer coordinator that works diligently soliciting partnerships/volunteers that benefit the school and the community partner/volunteer. Some of the ways that partners are involved are they can donate goods or services, make monetary donations as well as support an event or activity. Partners can also participate ongoing in programs that benefit the students such as mentoring or tutoring a child.

The school volunteer program provides volunteers that work with teachers and students. Community partners/volunteers attend an orientation to be trained in the rules and procedures.

There is signage outside the school that displays the names of the community partners.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Holmes, Pamela	Principal
Gascoigne, Patricia	Assistant Principal

b. Duties

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

The principal and assistant principal work closely together to monitor student learning throughout the school year. Data-based decision making is a common vision. Both administrators share in monitoring instruction and providing feedback to teachers to improve instruction and ultimately increasing student achievement. Each administrator is responsible for evaluating, coaching, and monitoring teachers in the school building. The administration analyzes curriculum/assessment/behavior data identifying patterns and providing support to teachers as well as the data collection process. Administration supports and monitors the implementation of Tier 1, Tier 2 and Tier 3

interventions to ensure that the needs of all students are met. The administration participates in the design of professional development to meet the needs of the staff. All school-wide responsibilities are split between the two administrators of the school. The administrative team meets regularly to discuss the status of the school and any needs or decisions that need to be made or have been made.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

The executive secretary maintains the inventory of resources.

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

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Fran Pitts	Teacher
Deborah Bunt	Parent
Lynn Rohrbough	Education Support Employee
Truneil Tolbert	Parent
Kelly Ridle	Teacher
Alicia Moore	Parent
Pam Holmes	Principal
Sam Chowdhury	Business/Community
Devon Dwyer	Parent
Brian McLam	Parent
Sean Murray	Parent
Sarah Smith	Parent
Tonya Sorensen	Parent
Jennie Waldrop	Parent
Uline Daniel	Parent
Patricia Gascoine	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The previous year's assessment data, goals and SIP were reviewed at the first SAC meeting. Discussion of goals met/not met took place. Gains were discussed as were struggles and what is being done to address the struggles so that there is continuous improvement. The SIP is reviewed at each meeting as it is a working document.

b. Development of this school improvement plan

The SAC is provided the proposed SIP in detail with annual goals, targets and the previous year's data to assist in the creation of the new plan. Their input is solicited about what they feel as a committee needs to be addressed and what may be done to improve their areas of concern.

c. Preparation of the school's annual budget and plan

SAC votes to determine how to use school improvement funds and School Recognition funds. Last year, Fairlawn did not receive funds from either source.

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

Fairlawn did not receive school improvement funds for the 2015-2016 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Holmes, Pamela	Principal
Gascoigne, Patricia	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT reviews school-wide reading and writing data and provides ongoing support for student achievement and strategies needed to enhance our curriculum. The highly qualified Media Specialist attends monthly meetings to gain access to the most current information about literacy in our district. The media specialist also provides professional development to teachers throughout the year to maintain their level of proficiency in the area of literacy. The team is comprised of a representative from each grade level.

D. Public and Collaborative Teaching

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

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

Teachers at Fairlawn have two 45 minute planning periods. One of the periods is the teachers' uninterrupted planning time. The other period is collaborative planning that is directed by administration. The collaborative time is used to review their grade-level data and collaboratively plan instruction that is driven by assessments and any standardized assessment data available. At these sessions, instructional best practices are also reviewed.

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

Fairlawn has a district supported mentoring program that is implemented at the school site. This includes weekly meetings between the new teachers and their mentors, as well as monthly group meetings with the administration to address areas of need and review highly effective instructional strategies. Fairlawn follows the district guidelines for recruiting. When available, interns and pre-interns are supervised by clinical ed trained teachers as part of their university program.

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

Fairlawn has a New Educator Support Team (NEST) consisting of the mentor teachers, administration and district personnel. Each new teacher receives a mentor that is in the same grade level and is a master teacher with a common planning time. This mentor serves as an advocate, assists and solves problems as well as becoming a friend and coach to the new teacher they are assigned. The mentor may practice or model instructional strategies that are common practices among accomplished teachers and assist the new teacher in becoming confident in their new role as a teacher. Working together in a cycle of support will allow the new teachers to increase in professional growth and success in their classroom.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our core programs which include: Journeys for Literacy, GoMath for Math and Fusion for Science are all district adopted core instructional programs and materials that are aligned to the Florida State Standards. In addition to this, our district has created a curricular scope and sequence for each core subject area and through collaborative planning these resources are utilized to collaboratively plan effective lessons aligned to the Florida Standards.

b. Instructional Strategies

1. 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.

Teachers meet daily to review all available data and then use this data to drive their collaborative planning in order to meet the needs of students that may be having difficulty attaining the proficiency level or even enrichment to help them grow academically. Additionally, there is a school-wide MTSS program in place that provides 30 minutes per day of differentiated instruction to all students. Within the MTSS time each day research based programs such as Wilson Foundations, Quick Reads, and Visualizing and Verbalizing are used to supplement and assist students having difficulty attaining the

proficient levels on state assessments. Teachers also work with cooperative learning groups throughout the day.

2. 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:

N/A

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

We have a kindergarten orientation each year to acclimate parents to the upcoming school-year. At this orientation kindergarten teachers and administration go over all the procedures. Parents have the opportunity to meet with teachers in their classrooms to allow them to see the kindergarten environment. There is an Open House for families where they get to meet their teachers and visit all areas of the school. Also, guidance counselors from the feeding middle schools will come at the end of the year and meet as a group with the fifth graders to ease their anxiety about sixth grade.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If collaborative planning of rigorous standards based instruction to the depth of the standard is done with fidelity, then the number of percent proficient students will increase as evidenced through data analysis.

Strategic Goals Detail

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

G1. If collaborative planning of rigorous standards based instruction to the depth of the standard is done with fidelity, then the number of percent proficient students will increase as evidenced through data analysis. 1a

G083948

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
FSA Mathematics Achievement	78.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Time and structure for collaborative planning
- Time for teachers to analyze data and plan for differentiated instruction as the number of students needing remediation and support has increased
- Lack of time for professional development opportunities to increase teacher knowledge of standards, new resources and assessments
- Familiarity with I-Ready and new resources that teachers will need additional time to devote to preparation of delivery of instruction
- Funding for resources to support rigor in the classroom
- The Florida MAFS and LAFS require higher order analysis K-5 and what is expected in reading, writing and math to support transition from grade to grade in order to produce learning gains each year. Parent education is necessary to model for parents how to best support their child.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative and stable faculty
- District support with deepening teacher knowledge of data analysis, planning, standards, and rigor
- New district created assessments and literacy resources
- ELA and Math Planning Documents with Test Specs
- Implementation of I-Ready
- SLPS Framework of Quality Instruction
- Unify/Performance Matters utilizing multiple sources of data
- Science Lab and STEM activities on early dismissal days schoolwide
- Reading Counts

Plan to Monitor Progress Toward G1. 8

Through the structured collaborative process, differentiated rotation activities and the district approved learning programs, the level of student proficiency will increase as reflected in ongoing achievement data measures

Person Responsible

Pamela Holmes

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Differentiated groups will be fluid as documented in planning, documentation of intervention progress monitoring and grouping, planned differentiated rotation activities, Lexile growth as evidenced by Reading Counts, formal/informal observations

Plan to Monitor Progress Toward G1. 8

Teacher Data Collection and Data Chats

Person Responsible

Pamela Holmes

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

I-Observation data of teacher growth and data chats for student growth progress monitoring

Plan to Monitor Progress Toward G1. 8

Data will be collected on the utilization of I-Ready and the new resources and assessments

Person Responsible

Patricia Gascoigne

Schedule

Every 6 Weeks, from 9/19/2016 to 6/2/2017

Evidence of Completion

The unit assessment data will be collected as directed on the district calendar. I-Ready assessment data will be monitored daily through I-Ready and admin observations on daily walks.

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. If collaborative planning of rigorous standards based instruction to the depth of the standard is done with fidelity, then the number of percent proficient students will increase as evidenced through data analysis. **1**

 G083948

G1.B1 Time and structure for collaborative planning **2**

 B223039

G1.B1.S1 Provide structured collaborative planning time to plan rigorous lessons and analyze data **4**

 S235320

Strategy Rationale

Teachers need time to collaborate and analyze data to drive their planning

Action Step 1 **5**

Common Planning Time

Person Responsible

Pamela Holmes

Schedule

Daily, from 8/15/2015 to 6/2/2017

Evidence of Completion

Lessons plans created by grade groups will reflect planning for rigorous lessons to the full intent of the standard

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

Lesson plans will be reviewed frequently to monitor the standards being taught, the activities that are being used and the rigor of the activities

Person Responsible

Patricia Gascoigne

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans will be monitored to make sure that what is planned is being taught and that planning is focused on the standards

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

Common activities, assessments and data analysis results

Person Responsible

Pamela Holmes

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data will indicate progress towards proficiency of standards

G1.B2 Time for teachers to analyze data and plan for differentiated instruction as the number of students needing remediation and support has increased **2**

 B223040

G1.B2.S1 Common planning time for teachers to share ideas and strategies and knowledge of new resources **4**

 S235321

Strategy Rationale

Teachers will support one another during collaborative sessions so that the needs of all students are being met. Students often encounter text in ELA, Math and Science that requires them to have a plethora of reading strategies to grapple and problem solve with the text in order to be successful.

Action Step 1 5

Common Planning Time

Person Responsible

Pamela Holmes

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Administration will monitor common planning time and classroom instruction to ensure fidelity of delivery of instruction for general education and exceptional student education teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Common Planning Time

Person Responsible

Pamela Holmes

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans are uploaded to a school site and previewed by administration prior to walkthroughs and observations to insure the implementation of strategies planned during the common planning time

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Common activities, assessments, and data review

Person Responsible

Pamela Holmes

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data review in common planning, data chats and Performance Matters will show progress towards proficiency

G1.B3 Lack of time for professional development opportunities to increase teacher knowledge of standards, new resources and assessments 2

 B223041

G1.B3.S1 Utilize district personnel as needed to provide differentiated learning opportunities to teachers to ensure progress of all students in the general education curriculum for all students with and without disabilities. 4

 S235322

Strategy Rationale

To provide teachers, based on need with the necessary tools to deepen their understanding of the standards, rigorous tasks, assessments, data analysis, inclusive practices, interventions and differentiated instruction

Action Step 1 5

Bimonthly (based on availability) district support on best practices to deepen teacher knowledge so that all students will demonstrate learning gains including effective inclusive practices

Person Responsible

Patricia Gascoigne

Schedule

Quarterly, from 9/27/2016 to 6/2/2017

Evidence of Completion

Attendance rosters and informal/formal observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Attendance rosters of teachers in attendance

Person Responsible

Patricia Gascoigne

Schedule

Quarterly, from 9/27/2016 to 6/2/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher Observations and Classroom Walkthroughs

Person Responsible

Pamela Holmes

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

I-Observation data and feedback

G1.B4 Familiarity with I-Ready and new resources that teachers will need additional time to devote to preparation of delivery of instruction **2**

 B223042

G1.B4.S1 Teachers will have the opportunity through administrative directed common planning time to deepen their knowledge of new resources and assessments and plan for next steps. **4**

 S235323

Strategy Rationale

Teachers need time to understand the new resources so that they are prepared to fully implement them with fidelity.

Action Step 1 **5**

The schedule reflects that teachers have administrative directed common planning time in addition to their daily uninterrupted planning time.

Person Responsible

Pamela Holmes

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Copy of schedule and calendar

Action Step 2 **5**

The schedule reflects that teachers have administrative directed common planning time in addition to their daily uninterrupted planning time.

Person Responsible

Pamela Holmes

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Copy of schedule and calendar

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Planning sessions will be monitored and attendance will be monitored by administration.

Person Responsible

Patricia Gascoigne

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Implementation of the new resources and use of assessments will be monitored through classroom walkthroughs, formal/informal observations

Person Responsible

Pamela Holmes

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

I-Observation data and feedback by administration

G1.B5 Funding for resources to support rigor in the classroom **2**

 B223043

G1.B5.S1 Use additional fund sources to purchase resources to enhance the rigor in the classrooms **4**

 S235324

Strategy Rationale

Data indicates that students need increased rigor and to be more student centered

Action Step 1 **5**

Solicit funds for additional resources to enhance the rigor in the classroom

Person Responsible

Pamela Holmes

Schedule

On 11/1/2016

Evidence of Completion

Minutes from SAC will show evidence of resources voted on and approved to purchase additional resources

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

Administration will monitor the budget and approval of purchase

Person Responsible

Pamela Holmes

Schedule

On 1/31/2017

Evidence of Completion

Lesson plan documentation of the resources being used in the delivery of instruction

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administration will observe the delivery of instruction and monitor lesson plan for use of resources

Person Responsible

Pamela Holmes

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Lesson plan documentation of resources and informal/formal observations

G1.B6 The Florida MAFS and LAFS require higher order analysis K-5 and what is expected in reading, writing and math to support transition from grade to grade in order to produce learning gains each year. Parent education is necessary to model for parents how to best support their child. 2

 B223044

G1.B6.S1 Parent sessions will be scheduled so parents know what the expectations are for their child to be successful with MAFS and LAFS and how they can support their child. 4

 S235325

Strategy Rationale

Parents need to know and understand the expectations for their child.

Action Step 1 5

Teachers will provide examples from lessons from district curriculum resources that demonstrate the daily structure of what students may encounter to include the implementation of inclusive practices.

Person Responsible

Pamela Holmes

Schedule

Semiannually, from 11/9/2016 to 2/15/2017

Evidence of Completion

Parent Night agenda, rosters of students attending tutoring sessions, student data and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Teachers will provide examples from lessons from district curriculum resources that demonstrate the daily structure of what students may encounter.

Person Responsible

Pamela Holmes

Schedule

Semiannually, from 11/9/2016 to 2/15/2017

Evidence of Completion

Parent Night agenda and attendance rosters

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Student achievement data and attendance at parent nights.

Person Responsible

Pamela Holmes

Schedule

Semiannually, from 11/9/2016 to 2/9/2017

Evidence of Completion

Parent night agenda and attendance rosters

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B5.S1.A1 A303327	Solicit funds for additional resources to enhance the rigor in the classroom	Holmes, Pamela	9/8/2016	Minutes from SAC will show evidence of resources voted on and approved to purchase additional resources	11/1/2016 one-time
G1.B5.S1.MA1 M308334	Administration will monitor the budget and approval of purchase	Holmes, Pamela	9/15/2016	Lesson plan documentation of the resources being used in the delivery of instruction	1/31/2017 one-time
G1.B6.S1.MA1 M308335	Student achievement data and attendance at parent nights.	Holmes, Pamela	11/9/2016	Parent night agenda and attendance rosters	2/9/2017 semiannually
G1.B6.S1.MA1 M308336	Teachers will provide examples from lessons from district curriculum resources that demonstrate the...	Holmes, Pamela	11/9/2016	Parent Night agenda and attendance rosters	2/15/2017 semiannually
G1.B6.S1.A1 A303328	Teachers will provide examples from lessons from district curriculum resources that demonstrate the...	Holmes, Pamela	11/9/2016	Parent Night agenda, rosters of students attending tutoring sessions, student data and sign in sheets	2/15/2017 semiannually
G1.MA1 M308337	Through the structured collaborative process, differentiated rotation activities and the district...	Holmes, Pamela	8/29/2016	Differentiated groups will be fluid as documented in planning, documentation of intervention progress monitoring and grouping, planned differentiated rotation activities, Lexile growth as evidenced by Reading Counts, formal/informal observations	6/2/2017 quarterly
G1.MA2 M308338	Teacher Data Collection and Data Chats	Holmes, Pamela	9/6/2016	I-Observation data of teacher growth and data chats for student growth progress monitoring	6/2/2017 monthly
G1.MA3 M308339	Data will be collected on the utilization of I-Ready and the new resources and assessments	Gascoigne, Patricia	9/19/2016	The unit assessment data will be collected as directed on the district calendar. I-Ready assessment data will be monitored daily through I-Ready and admin observations on daily walks.	6/2/2017 every-6-weeks
G1.B1.S1.MA1 M308325	Common activities, assessments and data analysis results	Holmes, Pamela	8/15/2016	Data will indicate progress towards proficiency of standards	6/2/2017 weekly
G1.B1.S1.MA1 M308326	Lesson plans will be reviewed frequently to monitor the standards being taught, the activities that...	Gascoigne, Patricia	8/15/2016	Lesson plans will be monitored to make sure that what is planned is being taught and that planning is focused on the standards	6/2/2017 biweekly
G1.B1.S1.A1 A303322	Common Planning Time	Holmes, Pamela	8/15/2015	Lessons plans created by grade groups will reflect planning for rigorous lessons to the full intent of the standard	6/2/2017 daily
G1.B2.S1.MA1 M308327	Common activities, assessments, and data review	Holmes, Pamela	8/29/2016	Data review in common planning, data chats and Performance Matters will show progress towards proficiency	6/2/2017 weekly
G1.B2.S1.MA1 M308328	Common Planning Time	Holmes, Pamela	8/22/2016	Lesson plans are uploaded to a school site and previewed by administration prior to walkthroughs and observations to insure the implementation of strategies planned during the common planning time	6/2/2017 daily
G1.B2.S1.A1 A303323	Common Planning Time	Holmes, Pamela	8/22/2016	Administration will monitor common planning time and classroom instruction to ensure fidelity of delivery of instruction for general education and exceptional student education teachers	6/2/2017 daily
G1.B3.S1.MA1 M308329	Teacher Observations and Classroom Walkthroughs	Holmes, Pamela	8/29/2016	I-Observation data and feedback	6/2/2017 daily

St. Lucie - 0041 - Fairlawn Elementary School - 2016-17 SIP
Fairlawn Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M308330	Attendance rosters of teachers in attendance	Gascoigne, Patricia	9/27/2016	Sign in sheets	6/2/2017 quarterly
G1.B3.S1.A1 A303324	Bimonthly (based on availability) district support on best practices to deepen teacher knowledge so...	Gascoigne, Patricia	9/27/2016	Attendance rosters and informal/formal observations	6/2/2017 quarterly
G1.B4.S1.MA1 M308331	Implementation of the new resources and use of assessments will be monitored through classroom...	Holmes, Pamela	8/22/2016	I-Observation data and feedback by administration	6/2/2017 daily
G1.B4.S1.MA1 M308332	Planning sessions will be monitored and attendance will be monitored by administration.	Gascoigne, Patricia	8/22/2016	Lesson Plans	6/2/2017 daily
G1.B4.S1.A1 A303325	The schedule reflects that teachers have administrative directed common planning time in addition...	Holmes, Pamela	8/15/2016	Copy of schedule and calendar	6/2/2017 daily
G1.B4.S1.A2 A303326	The schedule reflects that teachers have administrative directed common planning time in addition...	Holmes, Pamela	8/15/2016	Copy of schedule and calendar	6/2/2017 daily
G1.B5.S1.MA1 M308333	Administration will observe the delivery of instruction and monitor lesson plan for use of resources	Holmes, Pamela	10/3/2016	Lesson plan documentation of resources and informal/formal observations	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If collaborative planning of rigorous standards based instruction to the depth of the standard is done with fidelity, then the number of percent proficient students will increase as evidenced through data analysis.

G1.B1 Time and structure for collaborative planning

G1.B1.S1 Provide structured collaborative planning time to plan rigorous lessons and analyze data

PD Opportunity 1

Common Planning Time

Facilitator

Team Leaders/Administration/District Personnel

Participants

All Classroom teachers

Schedule

Daily, from 8/15/2015 to 6/2/2017

G1.B3 Lack of time for professional development opportunities to increase teacher knowledge of standards, new resources and assessments

G1.B3.S1 Utilize district personnel as needed to provide differentiated learning opportunities to teachers to ensure progress of all students in the general education curriculum for all students with and without disabilities.

PD Opportunity 1

Bimonthly (based on availability) district support on best practices to deepen teacher knowledge so that all students will demonstrate learning gains including effective inclusive practices

Facilitator

Mandy Rowland, Natasha Rodriguez

Participants

All Teachers

Schedule

Quarterly, from 9/27/2016 to 6/2/2017

VII. Budget

St. Lucie - 0041 - Fairlawn Elementary School - 2016-17 SIP
Fairlawn Elementary School

1	G1.B1.S1.A1	Common Planning Time				\$9,131.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Fairlawn Elementary School			\$0.00
			0041 - Fairlawn Elementary School	Title I, Part A		\$9,131.00
			<i>Notes: Additional planning time for teachers</i>			
2	G1.B2.S1.A1	Common Planning Time				\$0.00
3	G1.B3.S1.A1	Bimonthly (based on availability) district support on best practices to deepen teacher knowledge so that all students will demonstrate learning gains including effective inclusive practices				\$0.00
4	G1.B4.S1.A1	The schedule reflects that teachers have administrative directed common planning time in addition to their daily uninterrupted planning time.				\$0.00
5	G1.B4.S1.A2	The schedule reflects that teachers have administrative directed common planning time in addition to their daily uninterrupted planning time.				\$0.00
6	G1.B5.S1.A1	Solicit funds for additional resources to enhance the rigor in the classroom				\$9,827.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Fairlawn Elementary School	Title I, Part A		\$9,827.00
			<i>Notes: Resources to support rigor in the classroom</i>			
7	G1.B6.S1.A1	Teachers will provide examples from lessons from district curriculum resources that demonstrate the daily structure of what students may encounter to include the implementation of inclusive practices.				\$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0041 - Fairlawn Elementary School	Title I, Part A		\$2,300.00
			<i>Notes: Tutoring for students to strengthen critical thinking skills to be successful on the Florida LAFS and MAFS.</i>			
					Total:	\$21,258.00