

St. Lucie Public Schools

# Fairlawn Elementary School



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>22</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Fairlawn Elementary School

3203 RHODE ISLAND AVE, Fort Pierce, FL 34947

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

## Demographics

**Principal: Heather Ricksecker**

Start Date for this Principal: 6/11/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	67%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: A (67%) 2016-17: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the St. Lucie County School Board on 10/12/2021.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Fairlawn Elementary School

3203 RHODE ISLAND AVE, Fort Pierce, FL 34947

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>59%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>64%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Fairlawn Elementary School will empower students to become life-long learners by giving them ownership of their learning. Students will utilize problem solving skills and effective communication to solve authentic tasks every day.

**Provide the school's vision statement.**

Fairlawn Elementary School will be a high-achieving learning community where all stakeholders work collaboratively to design experiences that will challenge and equip students with the skills needed to be successful in college and/or their chosen career in a globally competitive society.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Ricksecker, Heather	Principal	The principal works closely to monitor student learning throughout the school year. Areas of focus includes data-based decision making, monitoring instruction and providing feedback to teachers to improve instruction and ultimately increase student achievement. The principal is responsible for evaluating, coaching, and monitoring teachers in the school building. She analyzes curriculum/assessment/behavior data identify patterns and provide support to teachers as well as monitor the data collection process. Administration supports and monitors the implementation of Tier 1, Tier 2 and Tier 3 interventions to ensure that the needs of all students are met. The administration participates in the design of professional development to meet the needs of the staff. The administrative team meets regularly to discuss the status of the school and any needs or decisions that need to be made. She is an instructional leader and motivating factor for all.
Gascoigne, Patricia	Assistant Principal	The Assistant Principal is an Instructional Leader who is responsible for evaluating, coaching, and monitoring teachers in the school building. The administrator analyzes curriculum/assessment/behavior data identify patterns and provide support to teachers as well as monitor the data collection process. Administration supports and monitors the implementation of Tier 1, Tier 2 and Tier 3 interventions to ensure that the needs of all students are met. The administration participates in the design of professional development to meet the needs of the staff. The administrative team meets regularly to discuss the status of the school and any needs or decisions that need to be made.

### Demographic Information

**Principal start date**

Tuesday 6/11/2019, Heather Ricksecker

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

49

**Total number of students enrolled at the school**

629

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	108	103	104	103	101	0	0	0	0	0	0	0	629
Attendance below 90 percent	14	13	6	9	10	12	0	0	0	0	0	0	0	64
One or more suspensions	3	0	1	3	0	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	11	16	7	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	18	10	0	0	0	0	0	0	0	40
Number of students with a substantial reading deficiency	0	2	6	0	0	0	0	0	0	0	0	0	0	8

**The number of students with two or more early warning indicators:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	3	16	7	0	0	0	0	0	0	0	28

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	2	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Wednesday 8/25/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	109	106	104	105	102	0	0	0	0	0	0	0	637
Attendance below 90 percent	4	15	7	9	7	4	0	0	0	0	0	0	0	46
One or more suspensions	0	3	1	0	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	2	2	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	109	106	104	105	102	0	0	0	0	0	0	0	637
Attendance below 90 percent	4	15	7	9	7	4	0	0	0	0	0	0	0	46
One or more suspensions	0	3	1	0	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	2	2	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				72%	50%	57%	72%	50%	56%
ELA Learning Gains				63%	55%	58%	64%	54%	55%
ELA Lowest 25th Percentile				44%	54%	53%	50%	55%	48%
Math Achievement				74%	53%	63%	80%	56%	62%
Math Learning Gains				58%	50%	62%	63%	56%	59%
Math Lowest 25th Percentile				38%	42%	51%	60%	46%	47%
Science Achievement				56%	46%	53%	79%	51%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	50%	25%	58%	17%
Cohort Comparison						
04	2021					
	2019	72%	51%	21%	58%	14%
Cohort Comparison		-75%				
05	2021					
	2019	69%	48%	21%	56%	13%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	55%	23%	62%	16%
Cohort Comparison						
04	2021					
	2019	80%	54%	26%	64%	16%
Cohort Comparison		-78%				
05	2021					
	2019	65%	47%	18%	60%	5%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	46%	10%	53%	3%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tool used to compile the below data was the iReady Diagnostic for Grades 1 through 5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	106	106	106
	Economically Disadvantaged	31	32	36
	Students With Disabilities	31	39	46
	English Language Learners	14	5	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	106	106	106
	Economically Disadvantaged	21	21	45
	Students With Disabilities	15	31	54
	English Language Learners	18	5	36

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	106	106	106
	Economically Disadvantaged	71	80	92
	Students With Disabilities	46	64	82
	English Language Learners	65	77	94
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	106	106	106
	Economically Disadvantaged	74	89	91
	Students With Disabilities	64	73	82
	English Language Learners	65	88	94

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	101	101	101
	Economically Disadvantaged	78	86	94
	Students With Disabilities	73	67	73
	English Language Learners	64	73	64
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	101	101	101
	Economically Disadvantaged	85	94	97
	Students With Disabilities	80	91	100
	English Language Learners	82	91	100
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	104	104	104
	Economically Disadvantaged	79	88	80
	Students With Disabilities	27	55	36
	English Language Learners	62	77	77
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	104	104	104
	Economically Disadvantaged	79	88	89
	Students With Disabilities	64	64	74
	English Language Learners	62	85	77

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		97	97	97
	Economically Disadvantaged		81	79	83
	Students With Disabilities		33	60	53
	English Language Learners		38	50	63
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		97	97	97
	Economically Disadvantaged		59	91	95
	Students With Disabilities		36	87	93
	English Language Learners		40	88	100
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		99	99	99
	Economically Disadvantaged		75	71	74
	Students With Disabilities		47	67	67
	English Language Learners		63	63	50
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	44	53		41	47	42	53				
ELL	51	81		53	69		63				
BLK	53	63	58	51	43	18	59				
HSP	71	74		72	68		84				
MUL	67			75							
WHT	81	82		79	76		88				
FRL	61	76	73	60	62	36	79				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	34	29	36	38	37	33				
ELL	48	59	60	67	59						
BLK	60	63	67	60	58	35	24				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	73	58	53	79	58	50	57				
MUL	60			73							
WHT	78	65	12	78	57	37	72				
FRL	68	64	50	67	53	38	41				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	47	36	58	60	75					
ELL	56			72							
BLK	53	55	46	64	49	57	58				
HSP	76	80	70	83	65		79				
MUL	90			80							
WHT	78	61	44	85	66	58	85				
FRL	65	60	51	74	60	56	72				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Trends that emerged across grade levels, subgroups and core content areas resulted with key areas of focus to be centered on the subgroup of Students with Disabilities (SWD) as they fell below the federal index at 39%. Our bottom quartile in both ELA and Math are still an area where further growth is needed despite the increase shown. Additional focus will continue on improving proficiency in both reading and math.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement are the subgroup of SWD (Students with Disabilities) and the bottom quartile of both ELA and Math. The overall achievement in math showed the greatest decline from the prior year according to the simulation of grades. We will work feverishly to improve these areas.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement were the varied delivery and accessibility of core content. Poor use of the Math unit assessments and monitoring of the bottom quartile. Actions taken to address this need for improvement will focus on the identification of specified students.

More in-depth teaching of the math content in grades 3 through 5 students.

Double dosing of small grouping and tutoring sessions.

Mentoring initiative of pairing students with a caring adult for nurturing and support.

Changed the Master Schedule for 4th grade to offer more instructional time for core content.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our Science component showed the most significant improvement. Reading across varying content but with emphasis on science related texts were a focus to maintain students interest and build rigor in planning meaningful lessons for students.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

The data component that was able to maintain its' standing was the Science component. Some contributing factors and new actions taken in this area would be linked to the constant trend in maintaining a reading focus throughout the year.

A new Science Teacher was hired  
District support was infused in the grade 5 collaborative planning.  
Held Science Boot Camp prior to state assessment.  
Incorporated more lab activities in lessons.  
Incorporated more reading relatable content geared more to science.

**What strategies will need to be implemented in order to accelerate learning?**

Strategies we will implement in order to accelerate learning are more Tiered interventions, more small grouping and the addition of a new Reading Interventionist to support the Tiered interventions.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities that will be provided at the school to support teachers and leaders are:

PD- New curriculum have more Benchmark Assessment trainings with both online and district support.

LLI Professional Development.

Prescribed pathway for individual students via iReady.

More itemized Collaborative Learning and Planning and a focus on student work.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond: New Reading Interventionist.

District support with integration of the new technology to support student instruction.

Ongoing district online support throughout the year for the newly adopted ELA curriculum.

2 teacher aides

Walk to intervention re-established

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus**  
**Description and Rationale:** Analysis of teacher and student climate surveys, student discipline data, the number of mental health referrals and staff and student attendance data indicate a need to address the social emotional learning needs of our school.

**Measurable Outcome:** Student perception of sense of belonging and safety will increase by 25% as measured by the student climate survey.

**Monitoring:** This will be monitored through teacher observation and classroom walkthroughs. Guidance Counselor will push in and conduct analysis of classrooms through student and teacher conversations and address responses to surveys conducted.

**Person responsible for monitoring outcome:** Patricia Gascoigne (patricia.gascoigne@stlucieschools.org)

**Evidence-based Strategy:** Explicit instruction of SEL utilizing Sanford Harmony/Lions Quest/School-Connect will be implemented to teach students the 5 SEL competencies. Daily circles will be facilitated to allow students opportunities for guided practice of these skills. These activities will be monitored through ongoing class observations using corresponding walkthrough tools. An SEL committee will be established to promote school-wide SEL through integrated activities.

**Rationale for Evidence-based Strategy:** Our students are lacking many of these basic life skills needed for success in school, at home and in the community. Intentional focus on cultivating SEL competencies is a proven strategy used to reduce discipline concerns, increase attendance and develop positive learning communities.

**Action Steps to Implement**

1. Professional Development
2. Follow-up Coaching by the SEL Department
3. Implementation of Student SEL activities

**Person Responsible:** Patricia Gascoigne (patricia.gascoigne@stlucieschools.org)

**#2. Instructional Practice specifically relating to Collaborative Planning**

**Area of Focus Description and Rationale:** 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.

**Measurable Outcome:** Reflecting on the ongoing achievement data measures with a focus on improving all data components. Improve 2% points in the lowest 25 percentile in Math. Maintain our increased 77% in science. Improve in learning gains for ALL students for both Reading by (+1) and Math by (+5) to equal 6 points increase. Utilizing iobservation data and analyzing the collaboration process and trending data reflected by teacher.

**Monitoring:** This area of focus will be monitored through scheduled Collaborative Planning and Data Reflection.  
Student data review by grade level and teacher.

**Person responsible for monitoring outcome:** Heather Ricksecker (heather.ricksecker@stlucieschools.org)

**Evidence-based Strategy:** The evidence-based strategy being implemented for this area of focus are conducted in groups which 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.

**Rationale for Evidence-based Strategy:** Our students are lacking the growth needed in both ELA and Math so intentional focus on differentiated groups to close the achievement gap for struggling students. With a collaborative effort, well-planned differentiated rotation activities will deepen the knowledge of students and build fluency.

**Action Steps to Implement**

1. Scheduled Collaborative Planning and Data Reflection.
2. Monitor Collaborative Planning Sessions and Data Chats.
3. Include Professional Development by district staff and follow-up by administration.
4. Ongoing review data with reflection.

**Person Responsible** Heather Ricksecker (heather.ricksecker@stlucieschools.org)

### #3. ESSA Subgroup specifically relating to Students with Disabilities

**Area of Focus Description and Rationale:** Analysis of student achievement subgroup data indicates students with disabilities are not achieving at the same rate as their non-disabled peers in reading and math.

**Measurable Outcome:** The number of student with disabilities demonstrating learning gains in ELA and Math will increase by 25%.

**Monitoring:** Scheduled bi-monthly planning and data reflection sessions with teachers.  
ESE Chairperson and ESE support personnel will monitor the data of identified students.  
Small Grouping and Tutoring sessions.

**Person responsible for monitoring outcome:** Heather Ricksecker (heather.ricksecker@stlucieschools.org)

**Evidence-based Strategy:** The number of students with disabilities demonstrating learning gains in ELA and Math will increase by 25%.

**Rationale for Evidence-based Strategy:** To provide a blueprint for creating instructional goals, methods, materials, and informal assessments that work for everyone-not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individuals.

#### Action Steps to Implement

1. Teachers will be trained in UDL planning through FDLRS.

**Person Responsible** Heather Ricksecker (heather.ricksecker@stlucieschools.org)

#### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**In using the Safe Schools for Alex site the resulting data referred to Fairlawn's enrollment of 632 students with a reported school incidents of 0.2 per 100 students when compared to other elementary schools statewide. Fairlawn was ranked #231 of 1,395 elementary schools and #3 of 15 schools countywide. An overarching synopsis resulted in a very low ranking for all areas of violence, property and drug/public order incidences for the previous school year. The remaining school-wide improvement priorities will be addressed through continuous monitoring and reflection of the data. Periodic checks will be conducted to include the evaluation of teachers while teaching the content and focusing on the areas of student needs in closing the achievement gaps.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

In our most recent School Climate Survey, an area of interest lends itself to the improvement of staff input with provisions for growth in curriculum and social emotional learning. Areas to be addressed resulted in providing School-Based Professional Development Days with a menu of topics catered to teachers' needs in their classroom.

Fairlawn Elementary will seek outside Professional Development sources that the school deem necessary to support their growth via results gathered through the use of the FORMS survey.

We will continue to incorporate monthly staff and celebratory incentives for staff, to include: Sunshine Drawings, Back-to-School Celebrations, Monthly Staff Acknowledgements, Monthly Secret Pal recognitions and Online recognitions for both staff and students.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00

3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
<b>Total:</b>			<b>\$0.00</b>