

Miami-Dade County Public Schools

Fairlawn Elementary School



2021-22 Schoolwide Improvement Plan

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Fairlawn Elementary School

444 SW 60TH AVE, Miami, FL 33144

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

Demographics

Principal: Reandra Jordan T

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: A (63%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

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.

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

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. We will provide a world-class education by utilizing various means of communication to build a positive school culture where all stakeholders work together to ensure that all students become lifelong learners.

Provide the school's vision statement.

Fairlawn Elementary Community School will focus on shaping the future by providing every student the opportunity to participate in a nurturing environment that will inspire students to achieve excellence in rigorous academics.

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
Jordan, ReAndra	Principal	Supervises entire school operations. Revises school procedures, monitors student achievement, encourages community and all related stakeholders involvement. Supervises the implementation of the curriculum. Makes sure the school is safe and promotes a positive learning environment. Communicates with teachers regarding school policies and initiatives. Hires and evaluate staff.
Batista, Maria	Reading Coach	Oversees the reading program at Fairlawn Elementary. Collaborates with teachers and administrators to set goals and solve problems. Help teachers with reading assessments and to provide students with the proper intervention placement.
Li-Morell, Daisy	Assistant Principal	Works along with the principal to deal with school management issues. Coordinates school wide testing. Makes sure that school guidelines are being follow. Collaborates with teachers and staff to help promote an engaging, positive learning environment.
Merida-Morales, Cristina	Teacher, PreK	Ms. Morales serves as the math and science liaison for the school.
Bermudez, Diana	Teacher, K-12	Ms. Bermudez is a fifth grade teacher of the gifted. She helps the school administration with any new initiatives that are implemented on the building by being a voice for the teachers.
Garcia, Emily	Teacher, ESE	Ms. Garcia serves as an ESE teacher and she is the grade level chair for the ESE Department.

Demographic Information

Principal start date

Monday 7/19/2021, Reandra Jordan T

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.*

15

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.*

21

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

508

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

4

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

1

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	70	66	75	94	91	102	0	0	0	0	0	0	0	498
Attendance below 90 percent	3	10	6	5	1	3	0	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	3	6	1	0	0	0	0	0	0	0	12
Course failure in Math	0	1	0	3	1	4	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	17	34	50	32	25	0	0	0	0	0	0	0	158

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	0	1	1	0	0	0	0	0	0	0	0	3

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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	67	88	108	95	113	94	0	0	0	0	0	0	0	565
Attendance below 90 percent	7	7	5	1	4	9	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	7	2	1	0	0	0	0	0	0	0	14
Course failure in Math	0	1	3	1	4	8	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7

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	1	1	6	0	0	0	0	0	0	0	10

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	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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				68%	62%	57%	68%	62%	56%
ELA Learning Gains				58%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				55%	58%	53%	59%	59%	48%
Math Achievement				72%	69%	63%	72%	69%	62%
Math Learning Gains				68%	66%	62%	64%	64%	59%
Math Lowest 25th Percentile				57%	55%	51%	48%	55%	47%
Science Achievement				53%	55%	53%	69%	58%	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	72%	60%	12%	58%	14%
Cohort Comparison						
04	2021					
	2019	73%	64%	9%	58%	15%
Cohort Comparison		-72%				
05	2021					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	67%	12%	62%	17%
Cohort Comparison						
04	2021					
	2019	69%	69%	0%	64%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-79%				
05	2021					
	2019	61%	65%	-4%	60%	1%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	50%	53%	-3%	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 results was the i-Ready Diagnostic assessment. AP1 for Fall, AP2 for Winter and AP3 for Spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38.4%	49.3%	61.6%
	Economically Disadvantaged	36.5%	46.0%	58.7%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	32.1%	32.1%	53.6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57.5%	52.8%	67.1%
	Economically Disadvantaged	58.7%	53.2%	66.7%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	64.3%	39.3%	60.7%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.5%	34.0%	50.0%
	Economically Disadvantaged	23.0%	32.2%	49.4%
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.7%	24.5%	57.4%
	Economically Disadvantaged	24.4%	24.1%	57.5%
	Students With Disabilities	n/a	n/a	20%
	English Language Learners	n/a	n/a	n/a
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.0%	53.5%	67.4%
	Economically Disadvantaged	43.0%	54.4%	67.1%
	Students With Disabilities	11.1%	22.2%	55.6
	English Language Learners	n/a	n/a	16.7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.9%	38.4%	59.3%
	Economically Disadvantaged	20.3%	39.2%	60.8%
	Students With Disabilities	n/a	n/a	22.2%
	English Language Learners	n/a	16.7%	33.3%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.0%	46.6%	44.7%
	Economically Disadvantaged	29.5%	45.3%	42.1%
	Students With Disabilities	8.3%	20.8%	12.5%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.5%	38.8%	57.8%
	Economically Disadvantaged	15.8%	38.9%	57.9%
	Students With Disabilities	n/a	12.5%	37.5%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.5%	54.3%	57.1%
	Economically Disadvantaged	40.7%	52.3%	55.3%
	Students With Disabilities	5.5%	15.8%	10.5%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.2%	43.5%	68.1%
	Economically Disadvantaged	22.4%	43.0%	65.9%
	Students With Disabilities	n/a	10.5%	21.1%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	13.0%	n/a
	Economically Disadvantaged	n/a	12.0%	n/a
	Students With Disabilities	n/a	0.0%	n/a
	English Language Learners	n/a	0.0%	n/a
	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	12			20	13						
ELL	53	37	21	47	28	13	39				
HSP	55	43	25	47	27	13	44				
FRL	56	41	21	47	25	13	43				
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	47	58	55	48	81	78	31				
ELL	67	59	56	73	70	60	56				
HSP	68	58	55	72	68	57	53				
FRL	67	58	53	72	68	58	51				
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	42	17	38	55	59	25				
ELL	63	63	53	72	61	50	56				
HSP	68	63	59	72	64	48	68				
FRL	67	64	61	72	65	48	68				

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

2019 data findings:

The data shows an increase in ELA achievement for 3rd grade and 4th grade. The scores went above 70% except for 5th grade where scores drastically decreased from 63% to 53% that is a drop of 10 percentage points from the previous year. Learning gains for ELA subgroups was above 55% with the lowest being ELL students with a 45% proficiency. The majority of students at Fairlawn are English Language Learners therefore need the most improvement when it comes to ELA. In math 72% of the students performed above grade level. and 68% made learning gains.

2021 data finding: The data shows a decrease in ELA with 56% of the students performing on grade level. 43% of the students made learning gains and 25% of the students in the L25 made gains. That is a significant decrease from 2019. Math has the biggest drop with a 46% of the students performing on grade level that is a 26 points drop from 2019. Only 26% of the students made learning gains that is a significant difference from 2019 where 68% made learning gains and 13% of the L25 made learning gains that is a 44 points drop from 2019.

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

2019 data findings:

According to the 2019 data ELA needs the most improvement with a school wide proficiency rate of 53% on the FSA and 58% proficiency on i-Ready AP 3 diagnostic. The ELL students performed the lowest with a 45% proficiency.

2021 data finding: According to 2021 data Math needs the most improvement with only 46% of the students performing on grade level and 26% making learning gains.

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

2019 data findings:

The contributing factors for this need of improvement includes a vast majority of our students are English Language Learners and they lack the vocabulary skills necessary to be efficient readers. We

have implemented model classrooms, in which teachers can collaborate and learn from each other in the areas of ELA. We have also implemented the vocabulary word of the week in an effort to increase vocabulary therefore helping the students.

2021 data findings: We will continue to implement strategies to help the ELL students achieve proficiency or make gains. We will provide a workshop for teachers using the new and improve reading series where we will focus on ELL strategies and how to use the resources available to help the students.

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

2019 data findings:

According to the 2019 data the component with the most improvement was Math with a 72% proficiency in the FSA and a 78% based on i-Ready results from AP 3.

2021 data findings: According to the 2021 data both reading and math were very low with reading being higher than math at a 56% of the students performing on grade level and only 46% of the student performing on grade level in math.

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

2019 data findings:

We held a variety of parent workshops related to math. We trained the parents using the math curriculum and dissected the components of the book, specifically the home learning part so that they can help their students at home. We held our 1st annual math night outside of school grounds. The students solve problems around a supermarket making a direct correlation to math in the real world. The LT stretched the importance of using manipulatives during math lesson with fidelity. The addition of extra resources to supplement math lessons such as the J & J Bootcamp was also part of the math success.

2021 data findings: We will continue to provide the parent workshops to aid the parents helping their students at home. We are also planning on keeping up with the tradition of holding a math night for our students. The leadership team will ensure that teachers are continuing the use of manipulatives during their instructions by holding classroom walkthroughs during math instructions. We will be implementing math intervention this year.

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

In order to accelerate learning the strategies that will be implemented are data driven instructions and extended learning opportunities in both ELA and Math.

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.

The professional development opportunities that will be offered to support teachers will be a Fairlawn Best Practices where we will focus on sharing a variety of best practices such as learning how to use data to drive instructions (September 21). Creating and adjusting intervention (October 21). Allow time in the schedule for collaborative planning sessions once a week with the support of the literacy coach (ongoing) Holding quarterly data chats with teachers (ongoing) and learning how to use data to drive instructions.

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

The additional services that will be implemented include teacher workshops, grade level meetings, common planning time with the curriculum coach, before school tutoring, after school tutoring, a computer lab schedule and parent workshops.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	According to the School Climate Survey 68% of the teachers feel that the students are deficient in basic academic skills. The learning loss that was experienced last year is evident based on the results of the FSA assessment where only 56% of our students achieved reading proficiency and 46% achieved math proficiency.
Measurable Outcome:	If we ensure that all the students take the beginning of the year i-Ready Diagnostic test, the teachers will use aligned differentiation materials that will ensure the students reading and math deficiencies are being met.
Monitoring:	The school principal will conduct quarterly data chats with each teacher to monitor the student's growth and make sure the proper instructional practices are being followed. The Instructional Coach will ensure that the students are placed in a differentiation program based on the i-Ready diagnostic test.
Person responsible for monitoring outcome:	ReAndra Jordan (pr1801@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented will be Differentiated Instruction based on the student's academic performance during their initial diagnostic test. Differentiated Instruction will be implemented based on each individual student need using the data from the i-Ready math and reading diagnostic test.
Rationale for Evidence-based Strategy:	Based on the School Climate Survey 68% of the teachers feel that students are deficient in basic academic skills, if all stakeholders take ownership for student's learning then student's academic deficiencies will be remediated to fill the gap. Stakeholders will continuously monitor students progress.
Action Steps to Implement	
8/31-10/11-The students will received small group instructions based on the the i-Ready AP 1 diagnostic which closes on October 8th. Intervention will begin and the instructional coach will ensure that is happening with fidelity.	
Person Responsible	Maria Batista (batista@dadeschools.net)
8/31-10/11- Teachers will be provided with an intervention training by September 17th. As well as conducting data chats with students training. Frequent data chats will provide accountability for learning and will ensure the students know the skills they need improvement on. They will also be using a data tracker in both subject for students. This will help them visualize their specific goal which will help with differentiation.	
Person Responsible	Daisy Li-Morell (daisyli@dadeschools.net)
8/31-10/11-Facilitate common planning time among the grade levels so teachers can collaborate with each other, and align instructions accordingly.	
Person Responsible	ReAndra Jordan (pr1801@dadeschools.net)
8/31-10/11-Differentiated instruction resources will be provided to teachers based on the new reading series. Teachers will be using D.I among the subgroups and the different learning levels in order to achieve gains.	

Person Responsible Maria Batista (batista@dadeschools.net)

11/1-12/17- A training will be provided for teachers on how to differentiate instructions during math block using the IXL software. The reading coach will also provide support to the teachers on implementing IXL math for DI on an specific skill.

Person Responsible Maria Batista (batista@dadeschools.net)

11/1- 12/17- A Math planning cheat sheet will be created for teachers to use as a guide when planning to ensure that they are implementing the new math D.I resources included in the pacing guides and that they are including The Mitigating the Learning Loss Icon benchmark in their lesson planning.

Person Responsible Maria Batista (batista@dadeschools.net)

1/31-2/28- An intervention refresher course will be provided to teachers utilizing the Reading Horizon resources. The Reading coach will continue to provide the teachers with assistance on the new intervention program as well as the New Reading Wonders program and platform.

Person Responsible Maria Batista (batista@dadeschools.net)

1/31-3/1 Data chats will be held with the teachers and the i-Ready instructional grouping reports will be utilized to differentiate the instructions and provide the proper classroom intervention for the students in grouping 1 and 2. The principal will provide the teachers with the specific reports and will help them dissect the data for teachers to create their groups during the third quarter of instructions.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The percentage of students scoring below level 3 on the 2021 FSA English Language Arts assessment was 41% for third grade, 56% for fourth grade which is more than 50% of 4th graders scoring below level 3 and 39% of fifth graders scored below level 3. The percentage of students at Fairlawn Elementary at risk for tier 2 based on 2020-2021 end of the year i-Ready Diagnostic was 50% and at risk for tier 3 was 14%. Reading Intervention will be provided on a daily basis for the students that are not on track to score a level 3 on the 2022 FSA English Language Arts assessment.
Measurable Outcome:	Throughout the 2021-2022 school year we plan to increase the percentage of 4th grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 10 percentage points.
Monitoring:	<p>The area of focus will be monitored by:</p> <ul style="list-style-type: none"> *Teachers will attend District training on Reading horizons intervention program. * The instructional coach will assist the teachers that will be providing the intervention. *Intervention roster for students receiving intervention.
Person responsible for monitoring outcome:	* Principal will conduct quarterly data chats with teachers. *Principal will monitor that the intervention is being implemented with fidelity. * Growth monitoring assessments will be assigned to the students receiving intervention. * Growth monitoring reports will be disseminated to parents of students receiving intervention.
Evidence-based Strategy:	The evidence-based strategy being implemented will be using the district pacing guides for ELA, the Reading Horizons program for intervention and the Intervention pacing guides provided by the district. Collaborative Learning/Structures. Collaborative Learning involves teachers working together to share best practices and reflect on each others teaching which in terms will increase students achievement.
Rationale for Evidence-based Strategy:	Based on the 2021 FSA English Language Arts assessment 41% of third graders scored below level 3, 56% of fourth graders scored below level 3 and 39% of fifth graders scored below level 3. We will benefit from daily intervention based on the individual student need because, it will allow the teacher to focus on each area or domain in which the students are low in.

Action Steps to Implement

An intervention list of students will be created by September 3rd, 2021. An intervention training will be provided by September 30th, 2021.

Person Responsible Daisy Li-Morell (daisyli@dadeschools.net)

Teachers will be provided with the opportunity to collaborate with each other during grade level meetings and they will be provided with the latest updates on curriculum as well as the intervention program. This action step will be accomplished by October 8th, 2021.

Person Responsible Maria Batista (batista@dadeschools.net)

Beginning in September teachers will attend District workshops on Reading Language Arts (ICADS). A grade level designee will be attending workshops and will be responsible for disseminating the information among their grade level during common planning time or during faculty meetings.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

Beginning in September at our faculty meeting teachers will begin sharing best practices and it will continue throughout the school year. they will voluntarily share something that they discovered work in their classroom or something new they learned from the new reading series or any other program that will benefit the students.

Person Responsible Maria Batista (batista@dadeschools.net)

11/1-12/17- One on one support will be provided for teachers to be able to navigate the new Wonders Reading Series, and be able to assign the progress monitoring assessments online to the students and how to interpret the data to guide their instructions.

Person Responsible Maria Batista (batista@dadeschools.net)

11/1-12/17- The Intervention list will be revised and intervention data chats will be conducted after the first Growth monitoring window the week of November 15th. Teachers needing extra support for intervention will be scheduled to visit a newly created intervention model classrooms for both programs Discovery and Elevate.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

1/31-3/1- After i-Ready AP 2 window closes the newly created i-Ready instructional grouping report for AP 2 reading will be utilized to differentiate instructions and to provide more extensive instructions to the students that fall under groupings 1 and 2. The teachers will be provided with more information on how to utilize these reports during their data chats to help the students that are struggling in reading.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

1/31-4/29- The reading coach will continue to send monthly ELA updates and will provide the teachers with coaching and support with all the resources provided in the new Reading Wonders program. A workshop will be provided on B.E.S.T Literature resources from the WONDERS reading program and how to utilize these for student improvement.

Person Responsible Maria Batista (batista@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the student level data on Power BI related to student attendance our school attendance on 2020-2021 improved a little bit compared to 2019-2020. The amount of students with 6 to 10 absences decreased from 27% to 23% as well as students with 16 to 30 absences which went from 12% to 11%. We believe that student attendance plays a huge role in student success.

Measurable Outcome: We plan to implement attendance initiatives in the building and provide parents with information on how attendance can help the students succeed academically as well as emotionally. We plan to have more than 90% of our students present each quarter.

Monitoring: We will monitor the implementation of perfect attendance initiatives by checking the school attendance report periodically. The school counselor will also communicate with teachers to find out if there are any concerns related to attendance or any truancy issues. The counselor will also help the families that need assistance regarding attendance.

Person responsible for monitoring outcome: Daisy Li-Morell (daisyli@dadeschools.net)

Evidence-based Strategy: The evidence based strategy being implemented will be the different attendance initiatives during the school year such as class perfect attendance shout outs in the morning announcements. Parent information sessions on the importance of school attendance.

Rationale for Evidence-based Strategy: Based on the student level data on Power BI related to student attendance our school still needs improvement on attendance.

Action Steps to Implement

Parent information sessions will be held by September 22nd regarding student attendance. The school counselor will be providing parents with information on the importance of attending school each day, and will assist families with any attendance issues.

Person Responsible Daisy Li-Morell (daisyli@dadeschools.net)

Classroom perfect attendance shout outs will be announce in the morning announcements every Friday starting September 10th, and it will continue throughout the school year.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

Class rewards and individual perfect attendance incentives will be provided every quarter starting quarter 1.

Person Responsible Daisy Li-Morell (daisyli@dadeschools.net)

Student absences will be monitor daily to ensure that students do not develop a pattern of absences, taking into consideration absences due to illnesses or Covid-19.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

11/1-12/17- A parent informational meeting will be held to review the District Attendance Policies to ensure that families understand the importance of school attendance.

Person Responsible Daisy Li-Morell (daisyli@dadeschools.net)

11/1-12/21- The Classrooms with perfect attendance for the week will be announce in the morning announcements every Friday. The classrooms with perfect attendance will be put on a spinning will and the chosen class will receive a reward every Friday, this will continue throughout the school year.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

1/31-3/15- Parent informational meeting sessions will be held to go over the Attendance Policies, the school attendance data and to ensure that families understand the importance of school attendance.

Person Responsible Daisy Li-Morell (daisyli@dadeschools.net)

1/31-4/29_ Ongoing attendance incentives will continue for the students and this will continue throughout the school year.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	Based on the school climate survey when it comes to engaging the team part 39% of the staff chose "no" to the choice "Each year, all staff members have the opportunity to be considered for leadership roles at my school. We want to change the survey outcome this year by engaging and creating more opportunities for leadership.
Measurable Outcome:	If we extend the opportunity of performing leadership roles to all the teachers in the building, as a result we will empower teachers and create opportunities for leadership giving the teachers the choice to participate.
Monitoring:	The principal will monitor the leadership opportunities presented throughout the school year and ensure that there are plenty of opportunities.
Person responsible for monitoring outcome:	ReAndra Jordan (pr1801@dadeschools.net)
Evidence-based Strategy:	We will focus on providing opportunities for leadership roles by implementing "Be a Fairlawn Leader". We will create opportunities such as sharing best practices with other teachers. This opportunities will be presented during faculty meetings by creating content experts, data experts, classroom management experts, social media experts and many more opportunities that teachers will want to participate in.
Rationale for Evidence-based Strategy:	By creating opportunities to be a Fairlawn leader we hope this will shift the focus, change the outcome of the school climate survey and empower teachers to create more of a positive school culture.

Action Steps to Implement

The school leadership team will identify leadership roles that can be accomplish throughout the school year. A list will be put together of the many different opportunities by September 30th, 2021.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

The reading coach will send out s survey to teachers so that they can express their interest in having an opportunity for a leadership role. After the leadership team will evaluate survey results to compile a list of teachers that are interested by October 10th, 2021.

Person Responsible Maria Batista (batista@dadeschools.net)

A be a Fairlawn Leader initiative will start by the end of September and will take place continuously during the school year.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

Ongoing leadership opportunities will develop throughout the school year. Teacher leaders will be recognized at the end of the school year with a Be a Fairlawn Leader Certificate.

Person Responsible Maria Batista (batista@dadeschools.net)

11/1-12/21- Teacher leaders will be recognized every time during faculty meetings.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

11/1-12/21- The Leadership team will revised opportunities for leadership during the second quarter and update the list so that all teachers have an opportunity to participate in leadership roles.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

1/31-2/28- The leadership team will analyze and revised the opportunities for leadership during the third quarter and will make sure that teachers are provided with constant leadership opportunities.

Person Responsible ReAndra Jordan (pr1801@dadeschools.net)

1/31-4/29- Teachers will be provided with the opportunity to become a model classroom if the wish to do so and provide mini PDs to their colleagues by participating in an online survey.

Person Responsible Daisy Li-Morell (daisyli@dadeschools.net)

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.

Based on the data from Power BI school disciplinary data by grade level, our school has 2% of students with 1 referral in first grade, 2% of students with 1 referral in 3rd grade as well as a 2% with 2+ referrals. 4th grade has 2% of students with 1 referral and 5th grade has a 1% of students with 1 referral, bringing our school average to 1% of referrals overall. Based on this we will continue to hold student discipline implementation as we have. The school counselor and assistant principals are much involve in student discipline. Teachers all have a required classroom management plan with positive reinforcement this makes Fairlawn a school with no major discipline issues.

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.

At Fairlawn Elementary we maintain supportive interactions between students and staff. We foster professional relationships between school staff that support effective collaboration. We foster high expectations through the use of a growth mindset. Additionally the school provides ongoing support for the development of a safe and supportive school environment.

At Fairlawn Elementary we encourage mutual respect for individual differences and promote tolerance and inclusivity. Lastly, we establish a shared school vision with all stakeholders.

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

At Fairlawn Elementary the stakeholders involved in building a positive school culture and environment are the Principal, the Assistant Principals, the Instructional Coach, the school Counselor, Teachers, the School Mental Health Counselor, and all Support Staff. The Principal's role is to foster a positive culture and oversee the overall well-being of students and staff. The Assistant Principals will assure that the day to day operations run smoothly and effectively. The instructional Coach helps the teachers disseminate school-wide data and assist in the areas of curriculum. The School Counselor provides support for the emotional well-being of the students. The teachers make personal connections with the students in order to make sure that specific academic goals are met.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00