

St. Lucie Public Schools

Fairlawn Elementary School



2022-23 Schoolwide Improvement Plan

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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: 7/1/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	67%
2021-22 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 Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: B (58%) 2017-18: A (67%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/11/2022.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	67%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Reid, Dorcia	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.
Brown, Mandy	Instructional Coach	The instructional coach is to provide support to teachers with the new BEST standards, as well as the new reading and math curriculums. The instructional coach facilitates CLPs to work collaboratively with teams to help guide and support teachers to design standards with a focus on student work. The instructional coach provides support with classroom management strategies and work with students and staff to help raise student achievement, and parents to increase parental involvement. The coach provides professional development to staff based upon our needs.
Neil, Rachel	School Counselor	<p>The school counselor provides counseling services focuses on equity, access and academic success for all students. The school counselor provides services that meets the academic, career, and social/emotional needs of our students and stakeholders. These services include individual and small group counseling based on data such as attendance, behavior referrals, unit assessments, risk assessments, teacher and parent input. The counselors act in the role of leaders for the MTSS, PBIS, PST, ESOL, and 504 teams.</p> <p>School counselors use 80% of their time to provide direct and indirect services to students. Direct services include: delivering school counseling core curriculum, providing developmental curriculum content in a systemic</p>

Name	Position Title	Job Duties and Responsibilities
		<p>way, address immediate concerns of students' mental health, individual student planning and responsive services. Indirect services include: referrals, collaboration/consultation, and interacting with others to provide support for student achievement. School counselors use 20% of their time for program planning and school support. This includes foundation, management, accountability and school support. It also includes planning and evaluating the school counseling program and school support services.</p>
Malone, Heather		<p>The school counselor provides counseling services focuses on equity, access and academic success for all students. The school counselor provides services that meets the academic, career, and social/emotional needs of our students and stakeholders. These services include individual and small group counseling based on data such as attendance, behavior referrals, unit assessments, risk assessments, teacher and parent input. The counselors act in the role of leaders for the MTSS, PBIS, PST, ESOL, and 504 teams.</p> <p>School counselors use 80% of their time to provide direct and indirect services to students. Direct services include: delivering school counseling core curriculum, providing developmental curriculum content in a systemic way, address immediate concerns of students' mental health, individual student planning and responsive services. Indirect services include: referrals, collaboration/consultation, and interacting with others to provide support for student achievement. School counselors use 20% of their time for program planning and school support. This includes foundation, management, accountability and school support. It also includes planning and evaluating the school counseling program and school support services.</p>
Chimelis, Ela	Other	<p>The ESE chair work directly with teachers, administrators, and parents in coordinating the delivery of exceptional student programs. Maintaining current and accurate records, ensuring that parents of exceptional education students are afforded their due process procedural safeguards in providing the delivery of a free, appropriate public education (FAPE) to their children, ensuring that a continuum of options is available and considered when recommending educational placements. Monitoring exceptional student education services to ensure compliance with state and federal regulations</p>

Demographic Information

Principal start date

Monday 7/1/2019, Heather Ricksecker

Number of teachers with a 2022 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 2022 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

34

Total number of students enrolled at the school

635

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	106	103	103	102	100	0	0	0	0	0	0	0	622
Attendance below 90 percent	17	15	12	13	13	13	0	0	0	0	0	0	0	83
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	13	12	0	0	0	0	0	0	0	26
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	12	10	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	4	3	7	6	0	3	0	0	0	0	0	0	0	23

Using the table above, complete the table below with the number of students by current grade level who have 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	2	1	1	4	9	10	0	0	0	0	0	0	0	27

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	1	1	0	0	0	0	0	0	0	0	0	4
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 8/1/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	46%	56%				72%	50%	57%
ELA Learning Gains	68%						63%	55%	58%
ELA Lowest 25th Percentile	50%						44%	54%	53%
Math Achievement	80%	43%	50%				74%	53%	63%
Math Learning Gains	68%						58%	50%	62%
Math Lowest 25th Percentile	61%						38%	42%	51%
Science Achievement	74%	50%	59%				56%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	50%	25%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	72%	51%	21%	58%	14%
Cohort Comparison		-75%				
05	2022					
	2019	69%	48%	21%	56%	13%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	55%	23%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	80%	54%	26%	64%	16%
Cohort Comparison		-78%				
05	2022					
	2019	65%	47%	18%	60%	5%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	46%	10%	53%	3%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	56	50	61	46	44	31				
ELL	68	66	56	67	55	63	61				
BLK	63	66	50	68	64	48	55				
HSP	77	71	50	80	63	79	77				
WHT	81	72	60	90	73	67	90				
FRL	67	67	53	74	63	59	63				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
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	51
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Current Achievement data demonstrated a significant improvement in ELA and Math achievement. ELA achievement improved 5 percentage points over the previous year to 74%. Math achievement went up 12 percentage points to an overall proficiency of 80%. Bottom Quartile data in math indicated a significant improvement in the learning gains of the lowest performing students. Bottom Quartile learning gains in math increased by 19 percentage points over the previous school year to 61%. An area of concern is a decline in Bottom Quartile learning gains in ELA from 67% to 52%. Our area of focus is to improve the ELA proficiency of our Bottom quartile students to 67% or higher.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Analysis of student achievement subgroup data indicates students in the lowest 25th percentile, Bottom Quartile students are not achieving at the same rate as their peers in reading. This is an area of greatest need due to the a decline in Bottom Quartile learning gains in ELA from 67% to 52% in the 2021-2022 school year. Our area of focus is to improve the ELA proficiency of our Bottom quartile students to 67% or higher.

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

A contributing factor to this need for improvement is the shift in instructional materials and direct focus on increasing the lowest 25th percentile in math. New actions include the hiring of an instructional coach and two reading interventionist. A strong focus on collaborative planning structures and systems for both teachers and students. The primary focus of CLPs will move from the what, to the how. This will ensure quality standard based instruction in all classes. Implementation of schoolwide Systematic monitoring of CLPs and classroom instructional procedures. The District structures for Instructional Coaching include

regularly scheduled coaching cycles with follow-up by administration. The primary role of the interventionist is to support the learning of the most critical students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Current Achievement data for the 2021-2022 school year demonstrates a significant improvement in ELA and Math achievement. ELA achievement improved 5 percentage points over the previous year to 74%. Math achievement went up 12 percentage points to an overall proficiency of 80%. Bottom Quartile data in math showed the most significant improvement in the learning gains of the lowest performing students. Bottom Quartile learning gains in math increased by 19 percentage points over the previous school year to 61%

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

The contributing factor to the area of Mathematics Learning Gains was teacher capacity, quality instructional practices and the pulling of strategic small groups based on data . New action that will be taken in this area is the strong focus on collaborative planning and the monitoring of the transferring of instruction in the classroom. Instructional coach will provide classroom support for instruction and interventionist will pulls students in differentiated small group to address learning needs.

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

(1) In order to accelerate learning, the leadership team will ensure that strong CLP structures are in place and also monitor the transference of CLP practices to classroom.(2) To accelerate learning a walk to intervention model will be implemented to ensure that the differentiated learning needs of all students are being addressed. (3)The monitoring of the implementation benchmark-based tasks with strategic monitoring of student attainment of the benchmarks; (4) Strategies to monitor student attendance and discipline to ensure students are present in school.

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.

As the population shift at Fairlawn Elementary many teachers are struggling to effectively deliver instruction to students from a lower socioeconomic background. (1)To address this area of concern the administrative team will be conducting PLC on Teaching Students with Poverty, helping teacher learn effective strategies to ensure the success of all students in the classroom. Professional Development Opportunities include: (2) On-Going Data Review and Reflection; (3) School Wide Data Chats utilizing Progress Monitoring, District assessment and i-Ready data.

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

Instructional coach will support collaborative planning and two new interventionist to support students in tier 2.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Analysis of student achievement subgroup data indicates students in the lowest 25th bottom quartile students are not achieving at the same rate as their peers in ELA. Bottom Quartile learning gain is currently at 52% a decline of 15 percent over the previous school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To increase our lowest 25th bottom quartile students learning gains in ELA , currently at 52%, to 67% or higher.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administrators, instructional coaches, and lead teachers will facilitate and support Collaborative Learning and Planning meetings (CLPs); provide professional learning opportunities for teachers; and review summative and formative data on an on-going basis.

Person responsible for monitoring outcome:

Heather Ricksecker (heather.ricksecker@stlucieschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Systematic small groups pulled by interventionist to address the needs and learning deficits of tier three students..
2. Professional development opportunities with a focus on teaching students from poverty
3. Ongoing development, implementation and review of formative and summative assessments (teacher- created and district-adopted).
4. Research-based literacy routines and instructional best practices.
5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Research supports that student achievement and growth can be attributed to building teacher capacity. By providing teachers with professional learning opportunities of value -student achievement will increase.
<https://learningpolicyinstitute.org/sites/default/files/product-files>
2. . Clear structural outcomes for CLPs and transference to instruction in the classroom will positively impact student learning in the classroom
<https://research.com/education/ teacher-collaboration-guide>

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Establish clear expectations and protocols for CLP practices.
2. Conduct classroom walkthroughs to ensure a transference of content from CLPs to the classroom.
3. Utilize available data sources (district, school, classroom, and individual) and data trends to provide actionable feedback that results in changes to instructional practices (for teachers) and student academic outcomes in the classroom.
4. Continuous monitoring of tier 1 student data to ensure proper intervention services.

Person Responsible

Heather Ricksecker (heather.ricksecker@stlucieschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Fairlawn Elementary continuously involve students in the decision making of the school. We have a comprehensive parent involvement plan that engages parents in monthly activities to builds a positive school culture. Feedback received from parents on an on-going basis during conferences and other collaborative parent school opportunities helps to main a positive school culture and environment.

Our school builds positive school culture and environment through a variety of ways. The first is through building positive teacher and student relationships. Our teachers utilize classroom behavior techniques such as CHAMPS for building expectations. Teachers provide positive reinforcement and rewards for students following the classroom expectations. In return, students follow our school-wide PBIS program and expectations. To address a positive environment, teachers provide students with opportunities to express their own goals and emotions. There's also opportunities for students to become involved in leadership and creative activities such as safety patrol, morning announcement, flag detail and Odyssey of the Mind. These activities provide students with an extra connection to not only fellow peers and staff, but to the school as well.

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 school culture and environment.

The administrative team promotes a positive school culture by supporting families and students by being available to meet the needs of this important group of stakeholders. 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. 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.

There's a variety of stakeholders that work together to promote a positive school environment and culture. From the teachers and administration to parents and community partners, we are able to create a culture of care on our campus. It first starts with our students feeling connected. Students are able to participate in life

skills within their classroom that helps build peer relationships. Teachers monitor students progress and make adjustments for support based on student need. Student services staff help assist with school-wide PBIS activities to build the positive connection to school. Administration monitors student data through a bi-yearly survey that measures students' connections to the school. This data is used to create success plans for the students and staff.