Fairlawn Elementary School

2022-23 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: 7/19/2020

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)	96%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: A (62%) 2017-18: A (63%)
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	ATSI
* 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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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	96%

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

School Board Approval

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SIP Authority

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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 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
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
Jordan, ReAndra	Principal	Supervises entire school operations, revises school procedures, monitors student achievement, and 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.
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 followed. Collaborates with teachers and staff to help promote an engaging, positive learning environment.
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.
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 in the building by being a voice for the teachers.

Demographic Information

Principal start date

Sunday 7/19/2020, Reandra Jordan T

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.*

12

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.*

21

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

459

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

4

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	93	64	83	88	90	84	0	0	0	0	0	0	0	502
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 2022 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2022 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

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

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	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

Friday 7/15/2022

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	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	

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	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	

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	58%	62%	56%				68%	62%	57%
ELA Learning Gains	69%						58%	62%	58%
ELA Lowest 25th Percentile	59%						55%	58%	53%
Math Achievement	53%	58%	50%				72%	69%	63%
Math Learning Gains	57%						68%	66%	62%
Math Lowest 25th Percentile	39%						57%	55%	51%
Science Achievement	41%	64%	59%				53%	55%	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	72%	60%	12%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	73%	64%	9%	58%	15%
Cohort Comparison		-72%				
05	2022					
	2019	53%	60%	-7%	56%	-3%
Cohort Comparison		-73%				

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	79%	67%	12%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	69%	69%	0%	64%	5%
Cohort Comparison		-79%				
05	2022					
	2019	61%	65%	-4%	60%	1%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	53%	-3%	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	20	43	50	13	26	23	11				
ELL	55	70	59	50	57	41	35				
HSP	58	69	59	53	57	39	41				
FRL	57	69	64	52	58	42	38				
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				

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)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	54
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

2021 data findings: 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 previous year. Math has the biggest drop with a 46% of the students performing on grade level which is a 26 points drop from the previous year. 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.

2022 data finding: The data shows an increase in ELA with 58% of the students performing on grade level. 69% of the students made learning gains and 59% of the students in the L25 made gains. That is a significant increase from the previous year. Math showed a significant increase from the previous year with a 53% of the students performing on grade compared to 46%, that is a 7 points increase from the previous year. 57% of the students made learning gains that is an increase of 31 percentage points from 2021. 39% of the L25 made learning gains, that is a 26 points increase from 2021.

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

2021 data findings:
According to the 2021 data, Math needs the most improvement with a school wide proficiency rate of 46% on the FSA and 26% of the students making learning gains.

2022 data finding: According to 2022 data, Science needs the most improvement with only 41% of the students performing on grade level, that is a drop of 3 points from 2021. Science has continuously dropped for the past 3 years.

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

2022 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 math series where we will focus on ELL strategies and how to use the resources available to help the students. We will ensure that the ELL students are using Imagine Learning with fidelity and provide workshops for the parents of ELL students at home.

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

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.

2022- The data finding that showed the most improvement compared to 2021 was Math with 53% of the students performing on grade level compared to 46% the previous year.

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

We will continue to provide parent workshops to aid the parents in helping their students at home. We are also planning on keeping up with the tradition of holding a math night for our students. Before and afterschool tutoring will continue. The leadership team will ensure that teachers are continuing the use of manipulatives during their mathematics instructions. The school will also ensure that teachers attend math workshops for training with the new math series.

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 instruction and extended learning opportunities in Science, 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 "Fairlawn Best Practices" where we will focus on sharing a variety of best practices such as learning how to use data to drive instruction (October 28,2022). Creating and adjusting intervention (November 1, 2022). We will allow time in the schedule for collaborative planning sessions once a week with the support of the literacy and math coach (ongoing) We will hold 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 coaches, before school tutoring, after school tutoring, a computer lab schedule, and parent workshops.

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 Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2021 school year the overall FCAT Science score for Fairlawn Elementary was 44%, during the 2022 school year the overall score was 41% this indicates a 3% percentage points drop from the previous year. Overall 59% of the students at Fairlawn Elementary scored below grade level in science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we disect the data from the Science Baseline and focus on the lowest benchmarks using the check for understanding as an evidence-based strategy then during the 2022-2023 school year performance on Science will increase by 11 percentage points which will increase the school's overall percentage to 52%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by: *Teachers will attend District and in-house trainings for science instructions and the principal will ensure staff attendance by verifying the agenda and sign in sheet. * The instructional coach will assist the teachers that will be providing science tutoring. * Principal will conduct quarterly data chats with teachers. * The data obtained from the science baseline will be used to guide instruction. * Workshops on dissecting data will be provided to create a plan on the lowest science benchmarks for each grade level that will be used to guide instruction.
Person responsible for monitoring outcome:	ReAndra Jordan (pr1801@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented will be Check for Understanding this will be a key component during science instruction. Since the data from the Science Baseline will be used to guide instruction, checking for understanding will allow teachers to identify the students that still required further science intervention. Teachers will be able to plan instruction based on students' errors and misconceptions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on the 2022 FCAT Science score for Fairlawn Elementary only of 41% of fifth graders scored on grade level as compared to 44% on 2021. This shows a trend in decline of science scores. Overall, 59% of the students at Fairlawn Elementary scored below proficiency. We will conduct Science Wednesdays to review the lowest benchmarks and we will check for understanding by conductiong science labs, informal assessments and formal assessements.

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.

8/31/22-10/14/22 After the window closes for the science pretest and science baseline a list of the lowest benchmarks by grade level will be created with the data obtained from this assessment. As a result, we will conduct Science Wednesdays to review the lowest benchmarks thus increasing the science scores.

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

8/31/22-10/5/22 An in-house workshop on dissecting and using data for science instructions will be provided for teachers. This action step will be accomplished and as a result teachers will be able to identify and use the lowest benchmarks to guide instructions.

Person Responsible   Maria Batista (batista@dadeschools.net)

8/17/22- 10/14/22 The Instructional coaches will provide the teachers with coaching and support with all the resources provided from the science department; including modeling science labs. As a result, teachers will be equipped with the tools they need to increase the science scores,

Person Responsible   ReAndra Jordan (pr1801@dadeschools.net)

8/31/22-10/14/22 We will hold Science Wednesdays starting the first week in October, which will be ongoing during the school year. During Science Wednesdays, the teachers will provide instructions on the lowest benchmarks based on baseline data, they will also conduct science labs. As a result, we will reached our goal of increasing 11 percentage points in the Science FCAT.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The overall percentage of students with disabilities at Fairlawn Elementary scoring at proficiency in ELA was 20% and 13% in Math on the 2022 FSA. Compared to ELL students who scored 55% achievement in ELA and 50% achievement in Math. In the Science FCAT the students with disabilities scored an overall of 11% compared to the ELL students who scored an overall of 35%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we ensure that all the students with disabilities are provided with aligned differentiation materials, then their reading and math deficiencies will be met. We will increase the SWD subgroup performance in ELA from 20% to 50% and Math from 13% to 40%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 first PM Fast administration results and the first i-Ready Diagnostic.
Person responsible for monitoring outcome:	ReAndra Jordan (pr1801@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented will be Differentiated Instruction.We will, provide different avenues of learning based on each individual students need using the data from FAST PM 1 and i-Ready AP 1.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The overall percentage of students with disabilities at Fairlawn Elementary scoring at proficiency in ELA was 20% and in Math was 13% on the 2022 FSA. Providing differentiated instructions will allow us to target each individual students need thus increasing the overall performance of SWD subgroup during the PM 3 administration of the Fast.

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.

8/31/22-10/14/22 The students will receive small group instructions based on the data from the FAST PM 1 and the i-Ready AP 1 diagnostic. Intervention will begin and the assistant principal will ensure that is happening with fidelity. As a result, we will be able to guide the SWD toward achieving proficiency and/or making learning gains.

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

8/31/22-10/14/22 Instructional staff will be provided with D.I training by September 30th. We will also hold frequent data chats with the students which will provide accountability for learning and will ensure the students know the skills they need improvement on. As a result, the students will be accountable for their

learning which will empower them to take ownership of their progress thus increasing their performance in class.

Person Responsible   ReAndra Jordan (pr1801@dadeschools.net)

8/31/22-10/14/22 Facilitate common planning time among the grade levels so teachers can collaborate with each other, and align instructions accordingly. As a result, teachers will know the lowest benchmarks that they need to work on with their class and they will share best practices with each other which in terms will increase student performance.

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

8/31/22-10/14/22 Conduct D.I Instructional days where the classroom instruction will be specifically geared towards differentiating instruction in whatever areas of needs to accommodate the students. As a result, the overall performance of the SWD subgroup will increase.

Person Responsible   ReAndra Jordan (pr1801@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the school's Science FCAT data and the results of the I-Ready diagnostic, we will create instructional leadership teams composed of teacher leaders that will model and implement teaching strategies and serve as model classrooms in areas of need. The schools overall Science performance in the 2022 FSA was 41% compared to 2021 which was 44% this is a decrease of 3 percentage points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	During the 2022-2023 school year we intend to increase 11 percentage points in Science, which will increase the school's overall percentage to 52%. We are also focusing on the lower grade levels: Based on the results of the I-Ready AP 3 diagnostic, 2nd graders performed at 25% proficiency in ELA and 29% proficiency in Math. We intend to increase 25 percentage point in second grade in both ELA and Math during the FAST PM 3 administration and at least 15 percentage points during I-Ready AP 2 diagnostic.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The principal will monitor the implementation of model classrooms and will make sure that instructional leadership opportunities are scheduled throughout the school year.
Person responsible for monitoring outcome:	ReAndra Jordan (pr1801@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being used is Shared Leadership. By creating model classrooms and an instructional leadership team we will develop leadership capacity among all staff.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By creating opportunities for teacher leaders we hope this will shift the focus and empower teachers to create more of a positive school culture. A positive school culture will in terms increase student achievement.

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.

8/31/22-10/14/22 The school leadership team will identify leadership roles in the areas of instructions that can be accomplish throughout the school year. A list will be put together of the many different opportunities. As a result, teachers will get the opportunity to participate in a leadership role.

Person Responsible   ReAndra Jordan (pr1801@dadeschools.net)

8/31/22-10/14/22 A survey will be sent out to teachers so that they can express their interest in having an opportunity for an instructional leadership role. The leadership team will evaluate survey results to compile a list of teachers that are interested. As a result, ongoing leadership opportunies will take effect in terms increasing the overall science scores.

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

8/31/22-10/14/22 Instructional teacher leaders will be selected and model classrooms will be identified for both lower grade levels and upper grade levels in the areas of need. As a result, the model classrooms will serve as a guide for teachers on how to provide effective instructions to increase student performance.

Person Responsible   ReAndra Jordan (pr1801@dadeschools.net)

8/31/22-10/14/22 Mini PDs will be provided by instructional teacher leaders to their colleagues during faculty meeting days where we will go over best strategies and what was used from observing model classrooms. As a result, best strategies will be shared and teachers will learn from each other.

Person Responsible   Diana Bermudez (dbermudez@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the student level data on Power BI related to student attendance our school attendance, on 2021-2022 reflects the following: the percentage of students with 6 to 10 absences was 26%. The percentage of students with 11 to 15 absences and the percentage of students with 16 to 30 absences was 12%. Compared to 2021, the number of students with 6 to 10 absences was 23% this was an increased in absences of 3 percentage points, and the number of students with 16 to 30 absences was 11% this was an increase of 1 percentage point. We believe that student attendance plays a huge role in student success. We believe that student attendance plays a huge role in student success.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We plan to implement attendance initiatives in the building and provide parents with information during parent workshops on how attendance can help the students succeed academically as well as emotionally. We plan to have more than 85% of our students present each quarter.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	ReAndra Jordan (pr1801@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence- base strategy that will be used is Strategic Attendance Initiatives, which involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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

8/31/22-10/14/22 Parent attendance academy sessions will be held regarding the importance of student attendance and how families can work together with the school to have their student present each day. As a result, parents will be aware of how school attendance plays an important role on the student overall school achievement including academics and social emotional development.

Person Responsible	ReAndra Jordan (pr1801@dadeschools.net)

8/31/22-10/14/22 Attendance initiatives will be implemented each quarter including class rewards and individual perfect attendance incentives will be provided every quarter starting with the first quarter. As a result, student attendance will improve.

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

8/31/22-10/14/22 A parent informational meeting will be held to review the District Attendance Policies to ensure that families understand the importance of school attendance. As a result, parents will be aware on how being present each day can increase student achievement, and attendance will increase in the building.

Person Responsible	ReAndra Jordan (pr1801@dadeschools.net)

8/31/22-10/14/22 Ongoing attendance incentives will continue for the students and this will continue throughout the school year. As a result, students will feel motivated to come to school thus increasing attendance.

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

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.

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 school culture and environment.

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.