Fairlawn Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Fairlawn Elementary School

3203 RHODE ISLAND AVE, Fort Pierce, FL 34947

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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Ricksecker, Heather	Principal	The principal works closely to monitor student learning throughout the school year. Areas of focus includes data-based decision making, monitoring instruction and providing feedback to teachers to improve instruction and ultimately increase student achievement. The principal is responsible for evaluating, coaching, and monitoring teachers in the school building. The principal 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 provides 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	Administrative Support	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	The school counselor provides counseling services that 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. 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

Name	Position Title	Job Duties and Responsibilities
		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.
Malone, Heather	School Counselor	The school counselor provides counseling services that 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. 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We meet with our School Advisory Council to get input each month. We review the progress we are making with our goals to review with SIP and at our Title 1 nights. In addition, we send out a stakeholder survey to receive feedback and input for the School Improvement Plan as well as our parent family engagement plan. The feedback is used to guide our creation of these documents. Stakeholders are invited to these meetings via a facebook invite, a connect ed phone call, an email with dates and time and a calendar that goes home with all students.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will review monthly with the leadership team to ensure that we are making adequate progress on our current goals. At the end of each meeting an action plan is created to drive toward the desired achievement of students and work toward reaching our goals. Our MTSS groups and tutoring groups are

fluid based on the achievement gaps of students identified from state and district testing. If we need to revise the plan for continuous improvement, we will also seek input from our stakeholders.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	67%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	6	22	13	11	15	10	0	0	0	77
One or more suspensions	0	1	2	2	2	1	0	0	0	8
Course failure in English Language Arts (ELA)	2	10	9	9	0	0	0	0	0	30
Course failure in Math	2	9	14	17	0	0	0	0	0	42
Level 1 on statewide ELA assessment	2	16	33	0	9	9	0	0	0	69
Level 1 on statewide Math assessment	2	33	11	12	10	6	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	44	40	41	35	31	0	0	0	218
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	29	29	19	12	11	0	0	0	102

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	15	12	13	13	13	0	0	0	83
One or more suspensions	0	1	1	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	3	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	1	13	12	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	4	12	10	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	3	7	6	0	3	0	0	0	23

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	1	4	9	10	0	0	0	27

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	15	12	13	13	13	0	0	0	83
One or more suspensions	0	1	1	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	2	0	0	0	0	0	2
Course failure in Math	0	0	0	0	3	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	1	13	12	0	0	0	26
Level 1 on statewide Math assessment	0	0	0	4	12	10	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	3	7	6	0	3	0	0	0	23

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	1	1	4	9	10	0	0	0	27

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	67	44	53	74	46	56	69		
ELA Learning Gains				68			73		
ELA Lowest 25th Percentile				50			67		
Math Achievement*	76	52	59	80	43	50	68		
Math Learning Gains				68			63		
Math Lowest 25th Percentile				61			42		
Science Achievement*	74	49	54	74	50	59	77		
Social Studies Achievement*					59	64			
Middle School Acceleration					52	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	74	58	59	51			47		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	358
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	55			
AMI				
ASN				
BLK	61			
HSP	69			
MUL				
PAC				
WHT	84			
FRL	68			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	61			
AMI				
ASN				
BLK	59			
HSP	68			
MUL				
PAC				
WHT	76			
FRL	62			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	67			76			74					74
SWD	33			47			38				5	58
ELL	49			64			44				5	74
AMI												
ASN												
BLK	57			64			57				5	73
HSP	61			77			73				5	75
MUL												
PAC												
WHT	80			81			87				4	
FRL	63			72			71				5	70

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	74	68	50	80	68	61	74					51
SWD	42	56	50	61	46	44	31					42
ELL	68	66	56	67	55	63	61					51
AMI												
ASN												
BLK	63	66	50	68	64	48	55					54
HSP	77	71	50	80	63	79	77					50
MUL												
PAC												
WHT	81	72	60	90	73	67	90					
FRL	67	67	53	74	63	59	63					52

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	69	73	67	68	63	42	77					47
SWD	44	53		41	47	42	53					33
ELL	51	81		53	69		63					47
AMI												
ASN												
BLK	53	63	58	51	43	18	59					41
HSP	71	74		72	68		84					48
MUL	67			75								
PAC												
WHT	81	82		79	76		88					
FRL	61	76	73	60	62	36	79					43

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	68%	46%	22%	54%	14%
04	2023 - Spring	78%	52%	26%	58%	20%
03	2023 - Spring	66%	42%	24%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	48%	52%	54%	46%
03	2023 - Spring	75%	52%	23%	59%	16%
04	2023 - Spring	82%	56%	26%	61%	21%
05	2023 - Spring	76%	48%	28%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	47%	27%	51%	23%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Analysis of student achievement indicates that third grade ELA was the lowest performing school-wide with 66% proficiency. This group of students was greatly impacted by COVID since they missed a portion of their kindergarten year. These students have been closely monitored due to a lower trend in their data.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

School-wide ELA proficiency declined from 74% to 71% proficient. A change in curriculum and teacher's learning new state standards have greatly impacted our reading proficiency. Student's lack of foundational phonics has contributed greatly to a lower reading comprehension level among students, especially third grade, and this deficit is being addressed through MTSS.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fourth grade ELA scores were 21% higher than the states average of 57%. Targeted after school tutoring, small group targeted instruction, intentional scheduling for students, and in school tutoring provided, all helped to contribute to close the gap. Small group instruction during the reading block as well as during MTSS helped the success of these fourth grade students.

Which data component showed the most improvement? What new actions did your school take in this area?

Our data fell evenly upon all content areas dropping by 3% in proficiency. All three AMP classes performed at 100% proficiency. After school tutoring and small group targeted instruction are the reasons that our AMP groups performed the highest.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance issues are our area of concern for students on the EWS data. Specifically, students arriving after the start of instruction and leaving prior to the end of instruction. Many of our bottom quartile students have this specific attendance issue and we are working closely with the families and teachers to fix these issues.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Bottom quartile in ELA.
2. Bottom quartile in Math.
3. ELA proficiency
4. Math proficiency
5. Maintain positive school culture for both students and staff.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA is a crucial need for both school-wide proficiency and the bottom quartile.

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

Last year, our school wide ELA proficiency was 71%. Our goal is to increase school-wide proficiency by 5% so that our school-wide proficiency in ELA is 76%. Our school-wide goal for bottom quartile is to show that 70% of that bottom quartile shows growth.

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

We will use state monitoring assessment tests, district unit assessments, MTSS data, and classroom assessments.

Person responsible for monitoring outcome:

Heather Ricksecker (heather.ricksecker@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small groups instruction that are specifically targeted and strategically used daily. These small groups are data-driven.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Small groups that are intentional and data driven are a high-yield strategy that are proven to work.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Weekly data meetings, monitoring the fidelity of classroom instruction, checks for understanding within the classroom to monitor student understanding, Collaborative planning

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

By When: May 2024

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Many of these students are in the bottom quartile and it is imperative that they make significant progress in both ELA and math.

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

Our goal is for 50% of students with disabilities to make growth according to their scale score on state assessments.

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

We will use the data from state assessments to monitor students scale scores to ensure they are making growth.

Person responsible for monitoring outcome:

Heather Ricksecker (heather.ricksecker@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Targeted small group instructions that are data driven will occur daily. CLP protocols and classroom walkthroughs that ensure the monitoring of instructional practices from planning to the instruction in the classroom.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Clear structural outcomes from CLPs and transference to instruction in the classroom with positively impact student learning in the classroom.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Weekly data meetings, monitoring the fidelity of classroom instruction, checks for understanding within the classroom to monitor student understanding, Collaborative planning, ESE schedules

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

By When: May 2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus Fairlawn will continue to work toward is maintaining our high staff climate survey. A main component that we will work to improve upon is effectively communicating information to teachers. Anything that is posted to social media will be relayed to teachers. Information obtained at district meetings (data meetings, coaches meetings, principal meetings) will also be relayed in a timely manner.

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

We would like to go from 73% very or mostly effective in communicating things with teachers to 80% very or mostly effective by the end of year teacher climate survey. We will be able to measure this based upon the spring survey for staff in 2024.

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

We will monitor this area of focus using the teacher climate surveys that are given in the fall and the spring for the staff. The goal is by the spring survey in 2024 to have achieved the 80% goal for effective communication.

Person responsible for monitoring outcome:

Heather Ricksecker (heather.ricksecker@stlucieschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use our team leaders to convey information to teams. We will effectively communicate during our Faculty council. Meetings will have notes taken and conveyed to all staff. We will use a monthly calendar to send out important dates and events to staff. Faculty council meeting minutes are emailed out within 24 hours to all staff to review.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The overall climate survey was high but the communication was one area of concern, specifically timely and effective communication. Monthly calendars and notes from faculty council allows for all staff to receive the same communication.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monthly calendar dates will be sent via email, Weekly communication board in the workroom, faculty council notes emailed to all. All information obtained at meetings attended at a district level is passed down to all staff as needed.

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

By When: May 2024

#4. Instructional Practice specifically relating to Math
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
Math is a critical need area for both proficiency and bottom quartile based on state assessments.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
We are currently 77% proficient in math school-wide and our goal is to become 79% proficient in math. Our school-wide goal for bottom quartile is to show that 70% of that bottom quartile shows growth.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
We will use state monitoring assessment tests, district unit assessments, MTSS data, and classroom assessments.
Person responsible for monitoring outcome:
[no one identified]
Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
Targeted small group instruction are being implemented using data. We will use pre and post tests to drive and guide both whole group and small group instruction.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
We are trying to increase student achievement in math. These strategies have been proven effective to help increase student proficiency.
Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)
Tier 1 - Strong Evidence
Will this evidence-based intervention be funded with UniSIG?
No
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.
Weekly data meetings, monitoring the fidelity of classroom instruction, checks for understanding within the classroom to monitor student understanding, Collaborative planning

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

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

NA

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

NA

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

NA

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

NA

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

na

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Forms Survey to all stakeholders to provide input if desired, School Advisory Council meeting where SIP was presented, reviewed and feedback from stakeholders provided. Multiple languages are provided as well.

https://schools.stlucie.k12.fl.us/fln/

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will host quarterly events where parents are given opportunities and information about their child's data and how we use the data to track our goals within our SIP. First quarter will be our title 1 curriculum night for parents to learn about what title one means, how funds are utilized across campus and then breakout sessions by grade levels for specific grade level information. The second quarter students will host student led conferences for their families to see the work they are completing and working toward in class. The third quarter will have data and desserts where families will come, and we will disaggregate the student's data with parents directly. The fourth quarter will feature a family fun night where resources for upcoming summer months are provided and wrap up of the year for each grade level.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Fairlawn protects instructional time by limiting interruptions and by providing strategic scheduling. We also provide accelerated math for qualifying students in grades 3-5 and have school-wide challenge program for high achieving and gifted students. We will also provide after school tutoring in grades K-5. Walk to intervention is done across grade levels with resource teachers providing extra support. The school has secured two reading interventionists to provide extra specialized instruction for our bottom quartile students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We provide grace packs to students that have been identified as McKinny-Vento or to any student that has voiced a need. All students receive free breakfast. As needed, big brother big sister will enter the school to work with identified students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Fairlawn provides social skills groups to identified students, as well as mental health counseling provided by the district. Social skills groups are run by our two school counselors, a mental health counselor from the district and our school social worker. Behavior specialist, once approved by district, are able to come and support students that they work with outside of the school day already.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Fairlawn is a PBIS bronze school in the state of Florida. We use PBIS and CHAMPS to prevent and address behaviors that arise in the classrooms. Our schoolwide PBIS program is fueled by our Patriot perks (School money), that students can use at our school store. School wide behavior sheets are utilized for teachers to send to resource teachers and lunch monitors to ensure that expectations are met across all areas of the campus.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The district provides ongoing professional development that teachers may access through canvas if there is a need that arise. Specific professional learning days are built into the school year calendar for staff to receive necessary training. Teachers are provided planning days, one each semester, to plan for effective instruction based off of academic assessments.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Each summer the school participates in the kindergarten kickoff, providing an opportunity for students to come in and complete preschool assessments, these assessments help to ensure we can meet the needs of the students as they arrive to learn in August. In the spring prior to the kindergarten year, we host an orientation for incoming kindergarten students to learn the rules of the school but also to obtain academic work to help prepare them for the rigor ahead.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No