



## Fairlawn Elementary School

3203 RHODE ISLAND AVE, Fort Pierce, FL 34947

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
62%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
53%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

### School Board Approval

This plan is pending approval by the St. Lucie County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Fairlawn works very diligently the first few weeks of schools with class building structures that allow students to form bonds with the classroom teacher and their peers in the classroom. Also we have a very diverse 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 Grandparent's Day and Honor's Assemblies that bridge home to school.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Fairlawn uses our PBIS program to recognize students that are "Outstanding Patriots" based on the school-wide expectations of Patriots are respectful, Act safely, Come prepared and Take responsibly. Students are recognized for their outstanding behavior, academics and their families are invited in to watch their students be recognized for these achievements.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Fairlawn has PBIS as the school-wide tier 1 behavior intervention system. Each area of the school: hallways, classrooms, cafeteria and playground have behavior expectations posted. Teachers are given a PBIS refresher each year during the first weeks of school to maintain the fidelity of the program year after year. Fairlawn has two teams of faculty and staff that support this program, one analyzes data monthly and the other team plans ways for students to use their earned rewards consistently over the course of the school-year. If there is a concern of a students we utilize the Behavior Incident Reporting system to begin tracking problem behaviors to implement interventions to reduce the behaviors.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Fairlawn begins in the primary grades by using Second Step to assist students in developing the social skills they need to build their emotional needs. In addition students may meet with our guidance counselor for counseling if there are any concerns for the students. We also have Rtl-B in place if any students need additional support to build their appropriate behaviors in the school and home environment.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

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 Grandparent's Day and Honor's Assemblies that bridge home to school. Our school's vision and mission are posted throughout the school, in each classroom, on our website and is in each student's planner. We have

an online gradebook for families to monitor their student's academic progress and communicate with their teachers. Additionally, we utilize a School Messenger system to keep parents informed about activities and closures throughout the school-year.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Fairlawn works closely with several community partners including our local Education Foundation to promote the Adopt-A-Class program and secure grants to build diversity in the school's club offerings. Our PTO also solicits donations and relationships with local businesses to build the student incentive programs.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Hedeen, Jennifer	Principal
Gascoigne, Patricia	Assistant Principal

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

All school-wide responsibilities are split between the two administrators of the school. At the beginning of the year the chart of responsibilities is shared with the faculty and staff for clarity of communication. Each administrator is responsible for evaluating, coaching, and monitoring teachers in the school building. The administrative team meets weekly to discuss the status of the school and any needs or decisions that need to be made or have been made throughout the past week.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Fairlawn has a Multi-Tiered System of Supports(MTSS) to support and identify students that may need enrichment, support or interventions to help maintain or increase the student's academic performance. This team is led by the Guidance Counselor, Ms. Keena Price-Masters and the MTSS core meets at least 3-4 times per year to review universal screening data and progress monitoring data. All intervention resources is inventoried and maintained by Ms. Price-Masters. Based on this information, the team will identify the appropriate programs and resources needed to meet the targeted needs of the students. After identifying the interventions needed for students, students receive at lease 30 minutes of intervention each day and every faculty and staff member is utilized to implement the MTSS interventions needed school-wide.

**School Advisory Council (SAC)**

## Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Fran Pitts	Teacher
Jennifer Hedeem	Principal
Jennifer Lincoln	Parent
Lynn Rohrbough	Education Support Employee
Truneil Tolbert	Parent
May Ann Lowe	Teacher
Kelly Ridle	Teacher
Jan Lee	Parent
Alicia Moore	Parent
Alicia Wallman	Parent
Dawn Fitzgerald	Parent
Michelle Mims	Parent
Mohammad Abdul Hai	Parent
Kim Guettler	Parent

## Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

At the beginning of each year, the SAC is presented an overview of the SIP from last year and then a data presentation about the goals set, if the goals were met, where the struggles and successes were and what may be done going forward to keep continual improvement happening.

*Development of this school improvement plan*

The SAC is provided the proposed SIP in detail with annual goals and targets. Their input is solicited about what they feel as a committee needs to be addressed and what may be done to improve their areas of concern.

*Preparation of the school's annual budget and plan*

The SAC currently has a small budget that they will be able to use to support where they feel is the most critical area of concern to address student needs in the current school year.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

There were no school improvement funds allocated last year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hedeen, Jennifer	Principal
Gascoigne, Patricia	Assistant Principal

### Duties

#### *Describe how the LLT promotes literacy within the school*

The LLT meets on a monthly basis. The team reviews school-wide reading and writing data and provides ongoing support for student achievement and strategies needed to enhance our curriculum. The highly qualified Media Specialist attends monthly meetings to gain access to the most current information about literacy in our county. The media specialist also provides professional development to teachers throughout the year to maintain their level of proficiency in the area of literacy.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers at Fairlawn have common planning that is used to meet once per week to review their grade-level data and collaboratively plan instruction that is driven by the teacher-made assessments and any standardized assessment data available. Additionally, 5 early release days will be designated as collaboratively planning days for teachers.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Fairlawn has a District supported mentoring program that is implemented at the school site. This includes weekly meetings between the new teachers and their mentors, as well as monthly group meetings with the administration to address areas of need and review highly effective instructional strategies.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Fairlawn has a New Educator Support Team (NEST) consisting of the mentor teachers, administration and district personnel. Each new teacher receives a mentor that is in the same grade level and is a master teacher with a common planning time. This mentor serves as an advocate, assists and solves problems as well as becoming a friend and coach to the new teacher they are assigned. The mentor may practice or model instructional strategies that are common practices among accomplished teachers and assist the new teacher in becoming confident in their new role as a teacher. Working together in a cycle of support will allow the new teachers to increase in professional growth and success in their classroom.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Our core programs which include: Journeys for Literacy, GoMath for Math and Fusion for Science are all district adopted core instructional programs and materials that are aligned to the Florida State Standards. In addition to this, our district has created a curricular scope and sequence for each core subject area and through collaborative planning we use these resources to collaboratively plan effective lessons aligned to the Florida Standards.

**Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Teachers meet weekly to review all available data and then use this data to drive their collaborative planning in order to meet the needs of students that may be having difficulty attaining the proficiency level or even enrichment to help them grow academically. Additionally, we have a school-wide MTSS program in place that provides 30 minutes per day of differentiated instruction to all students. Within the MTSS time each day research based programs such as Wilson's Foundations and Visualizing and Verbalizing are used to supplement and assist students having difficulty attaining the proficient levels on state assessments. Teachers also work with cooperative learning groups throughout the day to teach where the student is academically.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:**

N/A

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

We have developed a master schedule that includes departmentalizing in grade 5 to start to get the students ready for frequent movement and having multiple teachers throughout the day. We also encourage students and families to attend the receiving school's orientation when it is offered.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Fairlawn will implement with fidelity, Standards-Based instruction.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Fairlawn will implement with fidelity, Standards-Based instruction.** 1a

G041443

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FSA - Mathematics - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- Weekly Collaborative Planning to analyze data and monitor areas of need/growth shown through common formative assessments.
- Early release days used for Collaborative Planning to provide additional time for data analysis and planning.
- School-wide MTSS time for addressing student gaps and provide enrichment to students performing above grade level.

**Targeted Barriers to Achieving the Goal** 3

- Teachers not fluent with the Florida State Standards and the depths of knowledge for each standard.

**Plan to Monitor Progress Toward G1.** 8

Ongoing formative assessments will be used to monitor student mastery of standards.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Evidence that will be used to monitor standards-based instruction with appropriate depths of knowledge are district comprehensive tests, teacher created assessments, and state progress monitoring assessments.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Fairlawn will implement with fidelity, Standards-Based instruction. **1**

 G041443

**G1.B1** Teachers not fluent with the Florida State Standards and the depths of knowledge for each standard.

**2**

 B104485

**G1.B1.S1** Teachers will use weekly planning time and early release days to familiarize themselves with the depths with which each standard needs to be taught. **4**

 S115730

### Strategy Rationale

When teachers begin to unpack the standards their level of understanding will increase as the year progresses.

### Action Step 1 **5**

Grade groups will meet weekly to unpack the upcoming standards per the district scope and sequence.

### Person Responsible

Patricia Gascoigne

### Schedule

Weekly, from 9/2/2014 to 6/3/2015

### Evidence of Completion

Lessons plans created by grade groups will reflect standards and depths of knowledge.

**Action Step 2** 5

On identified early release days, grade groups will work on unpacking the standards to understand timing and depths of knowledge.

**Person Responsible**

Jennifer Hedeon

**Schedule**

Monthly, from 9/24/2014 to 5/20/2015

**Evidence of Completion**

Lesson plans and focus calendars will be created during these collaborative meetings.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Lesson plans will be reviewed frequently to monitor the standards being taught, the activities that are being used and the depth of knowledge for the activities.

**Person Responsible**

Jennifer Hedeon

**Schedule**

Weekly, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans will be monitored to make sure that what is planned is being taught and that planning is focused on the standards.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Allowing time to unpack standards during structured meetings will enhance teachers understanding of the Florida State Standards.

**Person Responsible**

Jennifer Hedeon

**Schedule**

Biweekly, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans and data from ongoing formative assessments, as well as classroom observations will be the evidence collected to support the effectiveness of the strategy.

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Grade groups will meet weekly to unpack the upcoming standards per the district scope and sequence.	Gascoigne, Patricia	9/2/2014	Lessons plans created by grade groups will reflect standards and depths of knowledge.	6/3/2015 weekly
G1.B1.S1.A2	On identified early release days, grade groups will work on unpacking the standards to understand timing and depths of knowledge.	Hedeen, Jennifer	9/24/2014	Lesson plans and focus calendars will be created during these collaborative meetings.	5/20/2015 monthly
G1.MA1	Ongoing formative assessments will be used to monitor student mastery of standards.		Evidence that will be used to monitor standards-based instruction with appropriate depths of knowledge are district comprehensive tests, teacher created assessments, and state progress monitoring assessments.	one-time	
G1.B1.S1.MA1	Allowing time to unpack standards during structured meetings will enhance teachers understanding of the Florida State Standards.	Hedeen, Jennifer	9/2/2014	Lesson plans and data from ongoing formative assessments, as well as classroom observations will be the evidence collected to support the effectiveness of the strategy.	6/3/2015 biweekly
G1.B1.S1.MA1	Lesson plans will be reviewed frequently to monitor the standards being taught, the activities that are being used and the depth of knowledge for the activities.	Hedeen, Jennifer	9/2/2014	Lesson plans will be monitored to make sure that what is planned is being taught and that planning is focused on the standards.	6/3/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0