



## David Fairchild Elementary School

5757 SW 45TH ST, Miami, FL 33155

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
38%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
82%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Dade 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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The David Fairchild Elementary staff, parents and community will nurture each child's academic, social, physical and emotional growth in a safe environment that supports the development of lifelong learners and citizens who are prepared to be productive in a multicultural, technological enhanced world.

##### **Provide the school's vision statement**

Every child will learn and become an active contributing member of the school and society.

#### School Environment

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

The David Fairchild Elementary faculty and staff take an active role in meeting with parents at different events throughout the school year. The faculty and staff meet parents during our yearly Spaghetti Dinner and Open House, Halloween Family Fun Night, Poetry Under the Star, Spring Family Fun Day as well as many other classroom activities through-out the school year. During these various meetings the faculty and staff members collaborate with parents on many activities that help build relationships between the parents, students and faculty.

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

The David Fairchild Elementary school creates an environment where students feel safe and respected before, during and after school by always having an open-door policy between the students, parents and the administration and faculty. Students are provided with before school care by teachers and registered parent volunteers. Students are provided with a safe environment during the school day by the faculty as well as the trained security staff. Students are also provided after school care by our on-site YMCA leaders. Every minute of the day students are taught to respect each other and themselves by the faculty and staff by being positive role models.

##### **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**

The David Fairchild Elementary school wide behavioral system we have in place consists of constant reminders for our students. Students are reminded before entering the cafeteria of the cafeteria rules. Students are reminded on a daily basis of the classroom and school rules. Our established protocols consist of using the color code cards in the classroom. When students misbehave they are placed on different color cards depending on the infraction. They are either kept from recess for the day or for 5-10 minutes. A student that constantly misbehaves gets a call home. If the behavior continues then the student's parents must come in for a parent teacher conference. After this has occurred if the student continues to misbehave then they will be sent to the administration offices. The principal or assistant principal will call the parents for a conference. If the misbehavior continues then the students will have to be placed on a Behavior Intervention Plan (BIP).



**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**

The David Fairchild Elementary school ensures that the social-emotional needs of all students are being met by having weekly counseling group classes. As well as pairing new students, shy or special needs students with classroom student leaders (mentors) or a one on one paraprofessional.

**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**

Our total attendance below 90 percent is 20 students.  
Students with one or more suspension is 3.  
ELA or Math course failure is 43.  
Level 1 on a state assessment is 44.

**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
	K	1	2	3	4	5	
Attendance below 90 percent	7	5	2	2	2	2	20
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	10	9	12	10	2	0	43
Level 1 on statewide assessment	0	0	0	22	11	11	44

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

Indicator	Grade Level					Total
	K	1	2	3	4	
Students exhibiting two or more indicators	6	4	2	10	1	23

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

RTI, RFA, Counseling, Reading lab, Computer lab, after school tutoring.

**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**

Parent participation rate in at least one school-wide activity, PTA membership, was 51% for the 2012-2013 school year. The 2013-2014 school goal for parent participation is to increase parent participation in at least one school-wide activity, PTA membership, by 10 percentage points to 61%.

### **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**

David Fairchild Elementary builds and sustains partnerships with the local community by inviting them to join our school's PTA as well as our EESAC committee. We also ask for volunteers to support our many school wide projects. We recruit partners right out of our own parents and community businesses.

### **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.:

<b>Name</b>	<b>Title</b>
Amengual, Lucy	Principal
Pena, Nancy	Teacher, K-12
Recio, Veronica	Assistant Principal

#### **Duties**

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

The MTSS/Rtl Leadership Team varies based on student needs is composed but not limited to the Principal, Ms. Lucy Amengual, Assistant Principal, Ms. Recio, Counselor, Ms. Chin, Grade Level Chairs, Ms. Casanova, Ms. Pena, Ms. Cohen, Ms. Sosa, Ms. Soberats, Ms. Delaurier, the School Social Worker, Ms. Collings, and School Psychologist, Ms. Timiraos. Additional personnel will be included based on specific problems or concerns such as: school reading, math, and science specialists, special education personnel, school speech psychologist, vision therapist, members of the advisory groups and community stakeholders.

#### ***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***

The Principal provides common vision and mission for the use of data-based decision making and ensures the school-based team is implementing MTSS/Rtl standardized processes.

The Assistant Principal coordinates implementation of the team's decisions and monitors fidelity of programs and curriculum. The AP monitors and aligns the MTSS/Rtl processes with the day-to-day school site operations.

The Counselor provides quality services and expertise on issues ranging from behavior modification,

coping skills, and peer mediation, to referrals for parents needing social services agencies. The Grade Level Chairpersons assure the quality of curriculum offered, mentor and coach teachers at Grade Level using best practices, and assist in adjusting and aligning curriculum for remediation/enrichment based on MTSS/Rtl decisions. They set the agendas and facilitate the grade level weekly meetings.

The School Psychologist participates in collection, interpretation, and analysis of data, evaluates students as needed, provides professional development and technical assistance for problem-solving activities.

The Assistant Principal designs, develops, and implements the assessment schedule; delivers professional development and instructional modeling as needed.

Additional personnel will be included based on specific problems or concerns such as: school reading, math, and science specialists, special education personnel, school social worker, school speech pathologist, vision therapist, members of advisory groups, the PTA, and community stakeholders.

Other team functions are to monitor and respond to the needs of subgroups within the expectations of Achievable Measurable Objectives (AMO) and to provide clear indicators of student needs and student progress, by examining the validity and effectiveness of program delivery.

The team implements ongoing evaluation for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark assessments, District generated assessments and progress monitoring data. Tier 2 students are placed in an additional 30 minute per day Core Curriculum small group, the Core Curriculum intervention program (McGraw-Hill Reading Wonders), Reading Plus, I-Ready, and/or receive Mathematics intervention (Success Maker) with ongoing computer assessment. Tier 3 students are placed in an additional 60 minutes of Core Curriculum Differentiated Instruction, McGraw-Hill Reading Wonders Intervention, Reading Plus, I-Ready, and/or Successmaker. During this process the MTSS/Rtl Team selects the individual responsible for communicating decisions to other school teams and/or stakeholders.

All processes utilize the Continual Plan, Do, Study, Act (PDSA) Florida Continuous improvement cycle.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

#### Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Nancy Peña	Teacher
Lucy Amengual	Principal
Christine Samuels	Teacher
Maggie Tamargo	Education Support Employee
Jill Silva	Parent
Lavonne Wilson	Business/Community
Mike Concepcion	Teacher
Robin Delaurier	Teacher
Jenniver Martinez	Teacher
Alicia Thompson	Teacher
Natasha Bradshaw	Education Support Employee
Adrian Rodriguez	Student
Diego Chang	Student
Jennifer Cohen	Teacher
Denise Sosa	Teacher
Laura Herring	Parent
Dan Dickerson	Parent
Naresh Kumar	Parent
Santiago Martinez	Parent
Francis Perez	Parent
Victor Pastor	Parent
Cristina Blanco	Parent
Evan Paulus	Parent
Daphne Mershon	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*

The EESAC members convene at the beginning of the school year and discuss the School Improvement Plan (SIP). They also discuss the EESAC's budget for the year and how the money will be utilized through out the year. The principal, Ms. Amengual, explains every section of the SIP and answers any questions the EESAC members may have. The SIP is put to the vote and if a unanimous vote is reached, the SIP is approved for the school year.

### *Development of this school improvement plan*

Feedback was obtained from all EESAC members for SIP input. Brain storming and SWOT Analysis was conducted with all members.

The Florida Continuous Improvement Model was used to problem solve and to manage processes. The EESAC is given a draft of the SIP and all members give feedback for errors, changes, and revisions.

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

The annual budget is discussed with the EESAC members and many suggestions on how to utilize the money are offered. When we reach a consensus on how to utilize the money one or more of the EESAC members volunteers to look into the items and/or supplies to be purchased. The quotes are presented at the following meeting. When consensus is reached about which items are a good deal for the money we take a vote. Majority wins.

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

The school will be receiving around \$3000 for school improvement. The school improvement funds will be used to improve school technology.

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

No

*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
Amengual, Lucy	Principal
Pena, Nancy	Teacher, K-12
Recio, Veronica	Assistant Principal

**Duties**

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

The major initiatives for the Literacy Leadership Team will be to use instructional data to drive the work of the teachers ensuring individual student needs are being met. The Team will support instructional staff in gaining expertise with the Core Curriculum. The LLT will utilize the Florida Continuous Improvement Model (FCIM) for process improvement and all decisions will be data driven. Appropriate research-based Core Curriculum instructional materials and strategies are used to address differentiated instruction, ongoing progress monitoring, and analysis of student data. Additionally, the LLT will implement with fidelity, maintain, and monitor for fidelity the school's comprehensive Core Curriculum reading programs, intervention reading programs, and scientifically-based reading research in reading instruction in alignment with the District pacing guides.

**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**

David Fairchild Elementary's strategies to encourage positive working relationships between teachers is to create daily common planning times for teachers to collaborate together. As well as to have a school-wide social committee, and multicultural committee.

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

Use of an Interview Committee/Team.  
Professional Recommendations.  
Open door, transparent management model.  
Networking with local businesses, the wider community, parents, and social media.

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

The Beginning Teachers will be mentored by a HQT with 20 years of experience. The teacher has strong interpersonal skills; has outstanding knowledge of content, materials, and methods. Mentor will meet with mentee once a week and observe mentee classroom instruction once per quarter. Mentee will be given feedback on current performance. Mentor is always available to mentee by phone and text message to supply excellent internal customer service.

**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***

David Fairchild Elementary ensures that its core instructional programs and materials are aligned to Florida Standards by hiring highly qualified teachers. The school also prides itself on 13 years as an A rated school. The school encourages teachers to go above and beyond their grade level expertise by taking professional development courses in a different grade level than their own to enhance instruction, in technology based instruction as well as creative and critical thinking activities throughout the curriculum.

**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***

The school uses data to provide and differentiate instruction to meet diverse needs by using the FAIR, STAR and Success Maker data to create Differentiated Instruction (DI) groups. Teachers have been trained to use the FAIR data to group students with weaknesses in Fluency, Reading Comprehension, Word Analysis, Phonemic Awareness, Phonics and Vocabulary. Students with high scores in the FAIR test are also grouped in DI groups but for enrichment purposes not remediation purposes. The school also uses the STAR and Success Maker data in the same process. The school also has a Reading Lab led by trained paraprofessionals that use Wonder Works Intervention strategies for remediation in grades 1st-5th.

***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:** After School Program

**Minutes added to school year:** 30

Small group tutoring for the lowest 25% of students in grades 3rd-5th.

**Strategy Rationale**

To give students in the lowest 25% a chance to excel in the core curriculum by using small group tutoring.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Amengual, Lucy, pr1761@dadeschools.net

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

FAIR, STAR and FCAT scores.

**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**

The school has two preschool programs (VPK and PreK ESE/VE). The school has kindergarten registration during the spring and summer for all students living in the school's feeder pattern. The school advertises in the community with a flyer when the Pre-K registration is open and maintains a list until students are selected by the lottery system and a list is maintained after school starts for students waiting in line. A preschool orientation is held in the spring and fall.

**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**

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

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

**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**



## 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.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will reduce the number of students with below 90 percent attendance.
- G3.** We will prepare students will prepare students to be college and career ready through STEM initiatives.
- G4.** We will increase support to parents to build strong, continuing family and community involvement in al aspects of school programs and activities in support of measurable improvement in student achievement.

## 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. We will increase student achievement by improving core instruction in all content areas.** 1a

G050784

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Math - All Students	83.0
FCAT 2.0 Science Proficiency	72.0

**Resources Available to Support the Goal** 2

- Common planning built into the schedule, grade chairs, core materials, pacing guides, reading liaison, Reading Plus, computer lab, intervention, monthly PD dates, Leadership team, Reflex Math, Gizmos, and iReady.

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of effective planning including instructional routines and frameworks.

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

Interim Assessments, Florida Standards Assessments, FCAT 2.0 Science

**Person Responsible**

Lucy Amengual

**Schedule**

Quarterly, from 9/26/2014 to 6/3/2015

**Evidence of Completion**

Data chats and data disaggregation

**G2. We will reduce the number of students with below 90 percent attendance.** 1a

G050785

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	3.0

**Resources Available to Support the Goal** 2

- Counselor, Social Worker, ConnectEd

**Targeted Barriers to Achieving the Goal** 3

- Limited use of rewards and incentives and communicating importance of good attendance has been a barrier to increasing the attendance rate and reducing tardies.

**Plan to Monitor Progress Toward G2.** 8

Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan.

**Person Responsible**

Lucy Amengual

**Schedule**

Monthly, from 9/26/2014 to 6/3/2015

**Evidence of Completion**

COGNOS Attendance Rate Data

**G3.** We will prepare students will prepare students to be college and career ready through STEM initiatives.

1a

G050791

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

**Resources Available to Support the Goal** 2

- GIZMOS and hands on science materials.

**Targeted Barriers to Achieving the Goal** 3

- Limited opportunities to practice the 5-Es of Science (Engagement, Exploration, Explain, Expand-Extend-Elaborate, and Evaluate) through hands-on science lab activities and science journals.

**Plan to Monitor Progress Toward G3.** 8

2014 FCAT 2.0 Science

**Person Responsible**

Lucy Amengual

**Schedule**

On 6/3/2015

**Evidence of Completion**

Data chats and data disaggregation for science and grade book grade for science fair completion

**G4.** We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

1a

G050831

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	83.0

**Resources Available to Support the Goal** 2

- PTA

**Targeted Barriers to Achieving the Goal** 3

- Many parents work long hours and are unable to volunteer, attend school meetings and activities.

**Plan to Monitor Progress Toward G4.** 8

Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions. Monitor parent attendance logs and Connect Ed message logs. Monitor school web site for current information.

**Person Responsible**

Lucy Amengual

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions. Monitor parent attendance logs and Connect Ed message logs. Monitor school web site for current information.

## 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.** We will increase student achievement by improving core instruction in all content areas. **1**

 G050784

**G1.B3** Limited evidence of effective planning including instructional routines and frameworks. **2**

 B127336

**G1.B3.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. **4**

 S139412

### Strategy Rationale

Due to the lack of effective planning including instructional routines and frameworks PD's will be offered to all teachers in need of assistance with core instruction.

### Action Step 1 **5**

Provide additional support during common planning through reading liaison, grade chairs or peer/grade observations to effectively implement planning protocols, routines in turn affecting the delivery of instruction.

#### Person Responsible

Nancy Pena

#### Schedule

Weekly, from 10/9/2014 to 10/9/2014

#### Evidence of Completion

sign in sheets, agenda, debriefing notes and lesson plans

## Action Step 2 5

Provide reading liaison and selected teachers with professional development on effective planning, focusing on routines, frameworks and the use of the pacing guides. Reading liaison will then provide professional development to the staff.

### **Person Responsible**

Nancy Pena

### **Schedule**

Weekly, from 10/9/2014 to 10/9/2014

### **Evidence of Completion**

sign in sheets, agenda, PD handouts

## Action Step 3 5

Implement effective planning protocols during common planning times and use routines and frameworks to analyze pacing guides and plan with the end in mind. Evidence of implementation in the delivery of instruction.

### **Person Responsible**

Veronica Recio

### **Schedule**

Weekly, from 10/9/2014 to 10/9/2014

### **Evidence of Completion**

sign in sheets, agenda, Lesson plans

## Action Step 4 5

Administrators will monitor professional development for active involvement and participation. During common planning teachers will be expected to be prepared with pre-planning components and be active participants during planning session. Administrators will identify teachers in need of support and monitor additional planning and debriefing.

### **Person Responsible**

Lucy Amengual

### **Schedule**

Weekly, from 9/26/2014 to 11/26/2014

### **Evidence of Completion**

Lesson Plans, Observation logs/notes

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Administrators will monitor professional development for active involvement and participation. During common planning teachers will be expected to be prepared with pre-planning components and be active participants during planning session. Administrators will identify teachers in need of support and monitor additional planning and debriefing.

**Person Responsible**

Lucy Amengual

**Schedule**

Weekly, from 9/26/2014 to 11/26/2014

**Evidence of Completion**

Grade Level Meetings, lesson plans, observations, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Administrators will monitor professional development for active involvement and participation. During common planning teachers will be expected to be prepared with pre-planning components and be active participants during planning session. Administrators will identify teachers in need of support and monitor additional planning and debriefing.

**Person Responsible**

Veronica Recio

**Schedule**

Weekly, from 9/26/2014 to 11/26/2014

**Evidence of Completion**

Grade level meetings, lesson plans, sign in sheets, observations



**G2.** We will reduce the number of students with below 90 percent attendance. 1

G050785

**G2.B1** Limited use of rewards and incentives and communicating importance of good attendance has been a barrier to increasing the attendance rate and reducing tardies. 2

B127337

**G2.B1.S1** Identify and refer students who may be developing a pattern of nonattendance and tardiness to the school Attendance Review Committee. 4

S139409

### Strategy Rationale

This will help reduce excessive absences.

### Action Step 1 5

Monitor Principal Attendance Intervention Dashboard

#### Person Responsible

Lucy Amengual

#### Schedule

Monthly, from 9/26/2014 to 6/3/2015

#### Evidence of Completion

COGNOS Attendance Rate Data

### Action Step 2 5

Conduct Attendance Intervention meetings with parents.

#### Person Responsible

Veronica Recio

#### Schedule

Monthly, from 9/26/2014 to 6/3/2015

#### Evidence of Completion

COGNOS Attendance Rate Data

**Action Step 3** 5

Complete online Attendance/tardy Intervention Plan

**Person Responsible**

Veronica Recio

**Schedule**

On 6/3/2015

**Evidence of Completion**

COGNOS Attendance Rate Data

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan.

**Person Responsible**

Lucy Amengual

**Schedule**

Monthly, from 9/26/2014 to 6/3/2015

**Evidence of Completion**

COGNOS Attendance Rate Data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan.

**Person Responsible**

Veronica Recio

**Schedule**

Monthly, from 9/26/2014 to 6/3/2015

**Evidence of Completion**

COGNOS Attendance Rate Data

**G3.** We will prepare students will prepare students to be college and career ready through STEM initiatives. 1

G050791

**G3.B1** Limited opportunities to practice the 5-Es of Science (Engagement, Exploration, Explain, Expand-Extend-Elaborate, and Evaluate) through hands-on science lab activities and science journals. 2

B127352

**G3.B1.S1** Students in Grades K-2 will complete a Science Fair Project together under the instruction of the Science teacher. Grades 3-5 will be required to complete an individual Science Project to be entered in the school Science Fair. Students in Grades 3-5 will receive in-school support, monitoring and feedback on their Science Fair project. 4

S139538

### Strategy Rationale

This will provide the student with the opportunity to practice the 5-Es of Science (Engagement, Exploration, Explain, Expand-Extend-Elaborate, and Evaluate) through hands-on science lab activities and science journals.

### Action Step 1 5

Using the scientific method science fair projects will be completed.

#### Person Responsible

Lucy Amengual

#### Schedule

On 11/26/2014

#### Evidence of Completion

Grade book grade for science fair completion

### Action Step 2 5

Organize Science Fair Display

#### Person Responsible

Veronica Recio

#### Schedule

On 12/12/2014

#### Evidence of Completion

Science Fair judging sheets

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Science Fair information will be placed on the school calendar and school website.

**Person Responsible**

Veronica Recio

**Schedule**

On 11/26/2014

***Evidence of Completion***

Grade book grade for Science Fair Completion

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Science Fair information will be placed on the school calendar and school website.

**Person Responsible**

Lucy Amengual

**Schedule**

On 11/26/2014

***Evidence of Completion***

Grade book grade for Science Fair Completion

**G4.** We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

G050831

**G4.B1** Many parents work long hours and are unable to volunteer, attend school meetings and activities. 2

B127444

**G4.B1.S1** Increase parent membership and participation in the PTA by keeping current information on the user friendly school web site. Increase the use of ConnectEd to inform parents of upcoming meetings and activities. 4

S139563

### Strategy Rationale

This will help keep parents informed of the multiple opportunities to be involved.

### Action Step 1 5

PTA membership campaign and monitor membership rates.

#### Person Responsible

Lucy Amengual

#### Schedule

Monthly, from 8/18/2014 to 11/26/2014

#### Evidence of Completion

PTA membership and Parent sign-in rosters at school functions.

### Action Step 2 5

Update website and calendar in a timely manner with current PTA information.

#### Person Responsible

Lucy Amengual

#### Schedule

On 6/3/2015

#### Evidence of Completion

Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Monitor parent attendance logs and Connect Ed message logs. Monitor school web site for current information.

**Person Responsible**

Lucy Amengual

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Monitor parent attendance logs and Connect Ed message logs. Monitor school web site for current information.

**Person Responsible**

Veronica Recio

**Schedule**

**Evidence of Completion**

Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions.

**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.B3.S1.A1	Provide additional support during common planning through reading liaison, grade chairs or peer/grade observations to effectively implement planning protocols, routines in turn affecting the delivery of instruction.	Pena, Nancy	10/9/2014	sign in sheets, agenda, debriefing notes and lesson plans	10/9/2014 weekly
G3.B1.S1.A1	Using the scientific method science fair projects will be completed.	Amengual, Lucy	9/26/2014	Grade book grade for science fair completion	11/26/2014 one-time
G2.B1.S1.A1	Monitor Principal Attendance Intervention Dashboard	Amengual, Lucy	9/26/2014	COGNOS Attendance Rate Data	6/3/2015 monthly
G4.B1.S1.A1	PTA membership campaign and monitor membership rates.	Amengual, Lucy	8/18/2014	PTA membership and Parent sign-in rosters at school functions.	11/26/2014 monthly

**Dade - 1761 - David Fairchild Elementary School - 2014-15 SIP**  
*David Fairchild Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2	Provide reading liaison and selected teachers with professional development on effective planning, focusing on routines, frameworks and the use of the pacing guides. Reading liaison will then provide professional development to the staff.	Pena, Nancy	10/9/2014	sign in sheets, agenda, PD handouts	10/9/2014 weekly
G3.B1.S1.A2	Organize Science Fair Display	Recio, Veronica	9/26/2014	Science Fair judging sheets	12/12/2014 one-time
G2.B1.S1.A2	Conduct Attendance Intervention meetings with parents.	Recio, Veronica	9/26/2014	COGNOS Attendance Rate Data	6/3/2015 monthly
G4.B1.S1.A2	Update website and calendar in a timely manner with current PTA information.	Amengual, Lucy	8/18/2014	Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions.	6/3/2015 one-time
G1.B3.S1.A3	Implement effective planning protocols during common planning times and use routines and frameworks to analyze pacing guides and plan with the end in mind. Evidence of implementation in the delivery of instruction.	Recio, Veronica	10/9/2014	sign in sheets, agenda, Lesson plans	10/9/2014 weekly
G2.B1.S1.A3	Complete online Attendance/tardy Intervention Plan	Recio, Veronica	9/26/2014	COGNOS Attendance Rate Data	6/3/2015 one-time
G1.B3.S1.A4	Administrators will monitor professional development for active involvement and participation. During common planning teachers will be expected to be prepared with pre-planning components and be active participants during planning session. Administrators will identify teachers in need of support and monitor additional planning and debriefing.	Amengual, Lucy	9/26/2014	Lesson Plans, Observation logs/notes	11/26/2014 weekly
G1.MA1	Interim Assessments, Florida Standards Assessments, FCAT 2.0 Science	Amengual, Lucy	9/26/2014	Data chats and data disaggregation	6/3/2015 quarterly
G1.B3.S1.MA1	Administrators will monitor professional development for active involvement and participation. During common planning teachers will be expected to be prepared with pre-planning components and be active participants during planning session. Administrators will identify teachers in need of support and monitor additional planning and debriefing.	Recio, Veronica	9/26/2014	Grade level meetings, lesson plans, sign in sheets, observations	11/26/2014 weekly
G1.B3.S1.MA1	Administrators will monitor professional development for active involvement and participation. During common planning teachers will be expected to be prepared with pre-planning components and be active participants during planning session. Administrators will identify teachers in need of support and monitor additional planning and debriefing.	Amengual, Lucy	9/26/2014	Grade Level Meetings, lesson plans, observations, sign-in sheets	11/26/2014 weekly
G2.MA1	Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan.	Amengual, Lucy	9/26/2014	COGNOS Attendance Rate Data	6/3/2015 monthly
G2.B1.S1.MA1	Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with	Recio, Veronica	9/26/2014	COGNOS Attendance Rate Data	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	parents and complete online Attendance/tardy Intervention Plan.				
G2.B1.S1.MA1	Monitor Principal Attendance Intervention Dashboard, conduct Attendance Intervention meetings with parents and complete online Attendance/tardy Intervention Plan.	Amengual, Lucy	9/26/2014	COGNOS Attendance Rate Data	6/3/2015 monthly
G3.MA1	2014 FCAT 2.0 Science	Amengual, Lucy	9/26/2014	Data chats and data disaggregation for science and grade book grade for science fair completion	6/3/2015 one-time
G3.B1.S1.MA1	Science Fair information will be placed on the school calendar and school website.	Amengual, Lucy	9/26/2014	Grade book grade for Science Fair Completion	11/26/2014 one-time
G3.B1.S1.MA1	Science Fair information will be placed on the school calendar and school website.	Recio, Veronica	9/26/2014	Grade book grade for Science Fair Completion	11/26/2014 one-time
G4.MA1	Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions. Monitor parent attendance logs and Connect Ed message logs. Monitor school web site for current information.	Amengual, Lucy	8/18/2014	Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions. Monitor parent attendance logs and Connect Ed message logs. Monitor school web site for current information.	6/3/2015 monthly
G4.B1.S1.MA1	Monitor parent attendance logs and Connect Ed message logs. Monitor school web site for current information.	Recio, Veronica	8/18/2014	Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions.	one-time
G4.B1.S1.MA1	Monitor parent attendance logs and Connect Ed message logs. Monitor school web site for current information.	Amengual, Lucy	8/18/2014	Updated calendars and websites. PTA membership and Parent sign-in rosters at school functions.	6/3/2015 monthly

## 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.

**G1.** We will increase student achievement by improving core instruction in all content areas.

**G1.B3** Limited evidence of effective planning including instructional routines and frameworks.

**G1.B3.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

### PD Opportunity 1

Provide additional support during common planning through reading liaison, grade chairs or peer/grade observations to effectively implement planning protocols, routines in turn affecting the delivery of instruction.

#### Facilitator

All grade chairs

#### Participants

All teachers

#### Schedule

Weekly, from 10/9/2014 to 10/9/2014

### PD Opportunity 2

Provide reading liaison and selected teachers with professional development on effective planning, focusing on routines, frameworks and the use of the pacing guides. Reading liaison will then provide professional development to the staff.

#### Facilitator

All grade chairs

#### Participants

All teachers

#### Schedule

Weekly, from 10/9/2014 to 10/9/2014

## 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