## ST. LUCIE COUNTY PUBLIC SCHOOLS SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

| School Name: |  |  |
| :--- | :--- | :--- |
| Fairlawn Elementary School | Grade Levels Served: <br> K-5 | District: St. Lucie County Public Schools |
| Principal and Address of the School: <br> Jennifer Hedeen <br> 3203 Rhode Island Ave <br> Fort Pierce, FL 34947 | The School Advisory Council <br> membership is in compliance: <br> School Mission Statement: <br> The Fairlawn Community is committed to preparing students to become productive students in a <br> diverse society through a progressive, academic program of the highest quality. | Interim Superintendent: Genelle Yost <br> Date of School Board Approval: <br> SAC Chair: <br> Sandy Krischke |
| School Vision Statement: <br> Fairlawn Elementary Academic School's name will be synonymous with academic excellence and |  |  |
| the success of each individual. Through the efforts of Fairlawn's staff, parents and community <br> members, student will utilize their knowledge and resources as productive, responsible citizens in | SAC Secretary Name: <br> Venus Burch |  |
| Describe the involvement of the SAC in the development of this SIP: <br> Our SAC Chair and our DAC Representative were present for the <br> development of our plan. We also presented our plan to the SAC <br> committee for formal approval. | How will the SAC be involved in the evaluation of the SIP throughout the <br> school year? <br> Data will be presented at the monthly SAC meetings in reference to <br> the SIP doals for review of status and to make adiustments |  |

## PART II: DATA ANALYSIS: FCAT/EOC Trend Data and Increasing Student Achievement

School Grade, AMO, and FCAT trend data are included in this section, along with disaggregated data by grade level for reading, mathematics, science, writing, and social studies.

\section*{School Letter Grade 5 Year-Trend Data <br> School Grades Data (FLDOE) <br> | Grade | Grade | Grade | Grade | Grade |
| :--- | :--- | :--- | :--- | :--- |
| 2013 | 2012 | 2011 | 2010 | 2009 |
| A | A | A | A | A |}

The following links will open in a separate browser window. The data should be used to inform the problem-solving process when writing goals.

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

## READING

## 2013-2014 Reading goals as measured by FCAT

1. $76 \%\left({ }^{(230303)}\right)$ of the students will score a 3 or higher.
2. $\left.45 \%{ }^{(36 / 303}\right)$ of the students will score a 4 or 5 .
3. $\left.78 \%{ }^{(236303}\right)$ of the students will make learning gains.
4. $84 \%\left({ }^{43 / 51}\right)$ of the students in the lowest $25 \%$ will make learning gains.

## 2012-2013 Reading FCAT comparison

1. Level 3 or higher $\quad 71 \%\left({ }^{217 / 305}\right)$
2. Level 4 or 5 42 $\left.\%{ }^{(129305}\right)$
3. Learning gains $\quad 76 \%\left({ }^{1451205}\right)$
4. Lowest $25 \%$ making gains $78 \%\left({ }^{42 / 54}\right)$

## 2013-2014 Reading goals for specific subgroups

By June 2014, each sub-group will increase the number of students who are proficient in reading in accordance with the Annual Measurable Objective:



In June 2013, the current level of performance of students who scored proficient in reading:



For schools with grades 6-12, describe how the school ensures every teacher contributes to the reading improvement of every student:
N/A

## Mathematics

## 2013-2014 Mathematics goals as measured by FCAT

1. $\left.74 \%{ }^{(299303}\right)$ of the students will score a 3 or higher.
2. $40 \%\left({ }^{(21 / 303}\right)$ of the students will score a 4 or 5 .
3. $59 \%\left({ }^{(199303}\right)$ of the students will make learning gains.
4. $63 \%\left({ }^{32 / 51}\right)$ of the students in the lowest $25 \%$ will make learning gains.

## 2012-2013 Mathematics FCAT comparison

1. Level 3 or higher $\left.72 \%{ }^{(218305}\right)$
2. Level 4 or $537 \%(114300)$
3. Learning gains $54 \quad \%\left({ }^{(111200}\right)$
4. Lowest $25 \%$ making gains $42 \quad \%(23 / 48)$

## 2013-2014 Algebra goals as measured by EOC

1.__ $\%(\quad)$ of the students will score a 3 or higher.
2.__ $\%$ ( ) of the students will score a 4 or 5 .

## 2012-2013 Algebra EOC comparison

1. Level 3 or higher ___ ( )
2. Level 4 or $5 \ldots \quad \%()$

## 2013-2014 Geometry goals as measured by EOC

1.__ $\%(\quad)$ of the students will score a 3 or higher.
2. $\qquad$ $\%$ ( ) of the students will score a 4 or 5 .

## 2013-2014 Mathematics goals for specific subgroups

By June 2014, each sub-group will increase the number of students who are proficient in mathematics in accordance with the Annual Measurable Objective:
American Indian ( $100 \%$ ) $\underline{2 / 2}$, Asian $(100 \%) \underline{5 / 5}$, Black/African American (62 \%) $\underline{46 / 75}$, Hispanic (75 \%) 55/74 , White ( $82 \%$ ) $\xrightarrow{121 / 147}$,


In June 2013, the current level of performance of students who scored proficient in mathematics:



## Science

## 2013-2014 Science Goals as measured by FCAT

1. $67 \quad \%(69 / 103)$ of the students will score a 3 or higher.
2. $35 \quad \%\left({ }^{(6 / 103)}\right.$ of the students will score a level 4 or 5 .

## 2013-2014 Biology Goals as measured by EOC

1. ___ $\%(\quad)$ of the students will score a 3 or higher.
2. _ $\%$ ( ) of the students will score a level 4 or 5.

## STEM (Science, Technology, Engineering and Mathematics) Goal

 STEM SMART Goal(s):
## 2012-2013 Science FCAT Comparison

```
1. Level }3\mathrm{ or higher }6
                                    % (62/98)
```

2. Level 4 or. $533 \quad \%$ (32/98)
```
2012-2013 BIO EOC Comparison
1. Level }3\mathrm{ or higher
```

$\qquad$

```
%( )
2. Level }4\mathrm{ or }
    % ( )
```

2012-2013 FCAT Writes Comparison

1. Scored proficient $71 \quad \%\left({ }^{74 / 104)}\right.$

## Social Studies

## 2013-2014 Civics goals as measured by EOC

$1 . \quad \%(\quad)$ of the students will score a 3 or higher.
2.__ $\%$ ( of the students will score a level 4 or 5.

## 2012-2013 Civics EOC Comparison

1. Level 3 or higher $\qquad$ \% (
2. Level 4 or 5 $\qquad$

2013-2014 US History goals as measured by EOC

1. $\quad \%$ ( ) of the students will score a 3 or higher.
2.__ $\%$ ( of the students will score a level 4 or 5.

2012-2013 US History EOC Comparison

1. Level 3 or higher $\qquad$ \% ( )
2. Level 4 or 5 $\qquad$ \% ( )

## Florida Alternative Assessment

Do not report on this section if fewer than ten students on FAA.

## 2013-2014 Reading goals as measured by the FAA

1. $\qquad$ $\%$ ( ) of the students will score a 4, 5 or 6 in Reading.
2. $\qquad$ $\% ~(\quad)$ of the students will score a 7 or above in Reading.
3. \% ( ) of the students will make Learning Gains in Reading.
4. $\qquad$ $\%(\quad)$ of the Lowest $25 \%$ of the students will make learning gains.

## 2013-2014 Mathematics goals as measured by the FAA

1. $\qquad$ $\%(\quad)$ of the students will score a 4,5 or 6 in Mathematics.
2. $\qquad$ \% ( ) of the students will score a 7 or above in Mathematics.
3. $\qquad$ $\%$ ( ) of the students will make Learning Gains in Mathematics.
4. $\qquad$ $\%(\quad)$ of the Lowest $25 \%$ of the students will make learning gains.
$\underline{\text { 2013-2014 Science goals as measured by the FAA }}$
$1 . \quad \% \quad(\quad)$ of the students will score a 4,5 or 6 in Science.
5. $\quad \%(\quad)$ of the students will score a 7 or above in Science.

## Comprehensive English Language Learning Assessment Goals:

## Do not report on this section if fewer than ten students on CELLA.

## English Learners speak in English and understand spoken English at grade level

1. 60 \% (28/47) Students will score proficient in Listening/Speaking as measured by CELLA
$\qquad$ \% (17/47) Students will score proficient in Reading as measured by CELLA
2. 30 \% (14/47) Students will score proficient in Writing as measured by CELLA

## 2012-2013 CELLA Proficiency

1. Listening/Speaking 51 \% (22/43)
2. Reading $26 \quad \%$ (11/43)
3. Writing 24 $\qquad$ \% (10/43)

## Dropout Prevention

## Attendance

1. The Attendance rate will increase by $\qquad$ $2 \%$.
2. Students with excessive absences will decrease by __ 50 \%. (Defined as 10 or more absences)
3. Students with excessive tardies will decrease by $\qquad$ \%. (Defined as 10 or more tardies)

## Suspension

1. The In-School Suspension rate will decrease by $\qquad$ $50 \%$.
2. The total number of students suspended In-School will decrease by $50 \quad \%$.
3. The Out-of-School Suspension rate will decrease by __ $50 \%$.
4. The total number of students suspended Out-of-School will decrease by $\qquad$ 60 $\%$.

## Parent Involvement

[^0]
## 2013 Attendance Rates

1. Current attendance rate _ $95 \%$
2. Current number of students with excessive absences 179
3. Current number of students with excessive tardies

## 2013 Suspension Rates

1. Total number of In-School Suspensions $\qquad$ 2
2. Total number of students suspended In-School $\qquad$ 2
3. Total number of Out-of-School Suspensions $\qquad$ 6
4. Total number of students Suspended Out-of-School $\qquad$

## 2013 Parent Involvement Rates

1. Total number of parents involved in school improvement activities 75 (unduplicated).

## Health and Wellness Programs



## PART III: MTSS Implementation

Describe how the Core PST functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The PST team meets regularly and reviews data to problem solve and drive interventions.

## Describe the data resource(s) and the data management system(s) used to summarize data at each tier.

The teams will use all data available(EasyCBM, Benchmarks, FCAT, Teacher-made assessments) to drive interventions within the intervention block.

## Describe the plan to train staff on MTSS.

Staff will meet monthly with administration for Data Chats and make decisions about MTSS and student movement.

## Describe the plan to support MTSS.

District coach, School Psychologist, School Administration, Guidance Counselor, and ESE Department Chair will meet monthly to address areas of concern and monitor school-wide data. The team will use the SAPSI as a guide for areas of needed growth and areas of mastery.

|  | Tier I Strategies | Tier II Strategies | Tier III Strategies |
| :---: | :--- | :--- | :--- |
| Literacy | Independent Reading-Reading <br> Counts <br> Journeys Enrichement | Journeys Red Tab <br> Write in Readers <br> Wilson's Fundations | Elements of Reading <br> Visualizing and Verbalizing <br> Wilson's Fundations |
| Mathematics | Go Math <br> Think Central | Fus to Success 3x per week <br> Virtual Labs | Soar to Success 5x per week |
| Science | Media Center | Second Step- Small group1:8, 4X <br> per week | Check-in/Check-out <br> Second Step 1:3, 5x per week |
| Social <br> Studies | PBS <br> Second Step |  |  |
| Behavior |  |  |  |

## PART IV: BUDGET

## Professional Development (PD) aligned with strategies through Professional Learning Community (PLC) or PD Activity

Each strategy must be aligned with one or more goals listed previously.

| PD Content or PLC Focus | Focused Goal(s) | Person Responsible for Monitoring | Monitoring Tool | Participants | Target Dates | Funding Source | Amount |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Collaborative Planning/ Lesson Study | Common Assessment | Grade Chairs | Data <br> Meeting | All Teachers | $\begin{gathered} 11 / 8 \text { and } \\ 1 / 6 \end{gathered}$ | none | \$ 0.00 |
| Cooperative Learning | Engagement | Administration | Formals and | All Teachers | 11/8 and 1/6 | none | \$ 0.00 |
| Framework | Teaching at the Applvina | Administration | Formals and | All Teachers | 11/8 and 1/6 | none | \$ 0.00 |
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|  |  |  |  |  |  |  |  |
| Total PD Budget |  |  |  |  |  |  | \$ 0.00 |

## PART V: Differentiated Accountability

## School-level Differentiated Accountability (DA) Compliance

Please verify the school's DA Status. (If in DA status, school must use the state SIP form.)
Are you a DA school? $\quad \square$ Yes $\quad \square$ No
Are you reward school?$\square$ Yes $\square$
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)
Schools that are in DA Status must complete the DA Checklist of Compliance. http://flbsi.org/DA/

## PART VI: Postsecondary Transition/Readiness <br> *High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.


[^0]:    1. Parent involvement will be increased by $\qquad$ 25 \% (unduplicated).
