

Miami-Dade County Public Schools

DAVID FAIRCHILD ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Lucy Amengual

Position Title

Principal

Job Duties and Responsibilities

The principal carries the responsibility for the operation of the total school program. The principal's main task is to coordinate all school programs, utilizing ideas generated by the staff and EESAC in order to offer students the educational opportunity best suited for their needs.

Leadership Team Member #2

Employee's Name

Andrea Abrantes

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant principals are accountable to the principal for delineated job responsibilities along with any additional functions designated by the principal. Such duties and responsibilities include, but are not limited to school curriculum, student attendance, student discipline, EESAC, PTSA, FTE, programs such as gifted, SPED, and ELL, schoolwide testing, and teacher observations.

Leadership Team Member #3

Employee's Name

Jennifer Cohen

Position Title

Teacher

Job Duties and Responsibilities

Ms. Jennifer Cohen is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.

Leadership Team Member #4

Employee's Name

Denise Dammert-Sosa

Position Title

Teacher

Job Duties and Responsibilities

Ms. Denise Dammert-Sosa is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.

Leadership Team Member #5

Employee's Name

Alicia Thompson

Position Title

Teacher

Job Duties and Responsibilities

Ms. Alicia Thompson is a classroom teacher who also serves on the PLST. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.

Leadership Team Member #6

Employee's Name

Nancy Curbelo

Position Title

Teacher

Job Duties and Responsibilities

Ms. Nancy Curbelo is a classroom teacher who also serves as the Professional Development Liaison. She attends meetings and workshops and shares the information with the staff during grade level meetings, faculty meetings or scheduled professional developments.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

Involving stakeholders in the School Improvement Plan (SIP) development process is crucial for a comprehensive approach. The school leadership team should will gather input from teachers, school staff, parents, students, families, and community leaders. This can will done through surveys, meetings, workshops, and EESAC meetings. The valuable input provided by all stakeholders will be carefully considered and used to shape the goals, strategies, and action steps outlined in the SIP, ensuring a collaborative and inclusive approach to school improvement.

SIP Monitoring

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

The School Improvement Plan (SIP) will be regularly monitored to ensure effective implementation and measure its impact on student achievement, especially for those with the greatest achievement gap. This will be accomplished through various methods including classroom walk-throughs, monitoring student progress, analyzing data, and engaging in conversations with students, teachers, staff, and parents. Data will be quarterly throughout the school year. Based on the findings from these monitoring activities, the school will revise the plan as necessary to ensure continuous improvement and alignment with the state's academic standards. This process will involve incorporating feedback from all stakeholders and making adjustments to strategies and action steps to maximize student success.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	81.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	38.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	1	1	0	1	4	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	1	3	0	0	0	0	4
Course failure in Math	0	0	0	0	0	2	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	1	11	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	0	1	6	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	6	4	9						19
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	3	1	0					9

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	2	2	3	11	0	0	0	23

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		18	7	3	6	7				41
One or more suspensions										0
Course failure in ELA		1	1	1	2					5
Course failure in Math					1	3				4
Level 1 on statewide ELA assessment					8	7				15
Level 1 on statewide Math assessment					7	5				12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	6	12	11						53

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1			5	3				9

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1								2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	78	63	57	74	60	53	79	62	56
ELA Grade 3 Achievement **	85	63	58	78	60	53			
ELA Learning Gains	66	64	60				76		
ELA Learning Gains Lowest 25%	49	62	57				58		
Math Achievement *	84	69	62	78	66	59	76	58	50
Math Learning Gains	68	65	62				68		
Math Learning Gains Lowest 25%	56	58	52				74		
Science Achievement *	76	61	57	64	58	54	66	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	47	64	61	64	63	59	71		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	609
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	68%	71%	52%		63%	61%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	53%	No		
English Language Learners	63%	No		
Hispanic Students	67%	No		
White Students	89%	No		
Economically Disadvantaged Students	58%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	1	
English Language Learners	64%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	35%	Yes	1	
Hispanic Students	68%	No		
White Students	93%	No		
Economically Disadvantaged Students	49%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	52%	No		
English Language Learners	65%	No		
Native American Students				
Asian Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	55%	No		
Hispanic Students	71%	No		
Multiracial Students				
Pacific Islander Students				
White Students	82%	No		
Economically Disadvantaged Students	67%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	78%	85%	66%	49%	84%	68%	56%	76%					47%
Students With Disabilities	47%	60%	50%	38%	65%	58%	46%	60%					50%
English Language Learners	64%	80%	48%		77%	64%	50%	70%					47%
Hispanic Students	74%	84%	63%	48%	84%	68%	62%	76%					47%
White Students	94%	94%	85%		92%	80%							
Economically Disadvantaged Students	68%	80%	59%	36%	72%	57%	47%	58%					43%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	74%	78%			78%			64%					64%
Students With Disabilities	35%	33%			41%			25%					46%
English Language Learners	68%	71%			74%								44%
Black/African American Students	30%				40%								
Hispanic Students	74%	78%			80%			63%					45%
White Students	91%	100%			88%			91%					
Economically Disadvantaged Students	59%	59%			64%			29%					33%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	79%		76%	58%	76%	68%	74%	66%					71%
Students With Disabilities	44%		52%	40%	47%	73%	64%	31%					67%
English Language Learners	73%		68%		68%	68%		40%					71%
Native American Students													
Asian Students													
Black/African American Students	64%				45%								
Hispanic Students	78%		75%	54%	76%	69%	81%	64%					70%
Multiracial Students													
Pacific Islander Students													
White Students	89%		84%		83%	68%		85%					
Economically Disadvantaged Students	70%		69%	53%	67%	64%	75%	58%					76%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	85%	56%	29%	55%	30%
Ela	4	71%	55%	16%	53%	18%
Ela	5	73%	56%	17%	55%	18%
Math	3	84%	65%	19%	60%	24%
Math	4	86%	62%	24%	58%	28%
Math	5	77%	59%	18%	56%	21%
Science	5	74%	53%	21%	53%	21%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our Science Proficiency data component showed the most improvement from 58% in the 2022-2023 school year to 74% in the 2023-2024 school year, an increase of sixteen percentage points. Actions taken by the teachers include, data driven instruction, interactive science journals, fidelity of science labs, and student data chats.

Lowest Performance

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

Our ELA Proficiency data component showed the lowest or stagnant performance from 76% in the 2022-2023 school year to 76% in the 2023-2024 school year. The contributing factors include lack of fidelity to differentiated instruction.

Greatest Decline

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

4th Grade ELA is the data component that showed the greatest decline from 75% in the 2022-2023 school year to 70% in the 2023-2024 school year, a decrease of five percentage points. The contributing factors include lack of fidelity to differentiated instruction.

Greatest Gap

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

3rd Grade ELA is the data component with the greatest gap when compared to the state average at 85% in the 2023-2024 school year, in comparison to the state average of 55%, a gap of thirty percentage points. Contributing factors include third grade teachers following a systematic reading instructional plan, which is carefully planned, student and data centered.

EWS Areas of Concern

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

Student attendance 6-10 days is an area of concern at 35% for the 2023-2024 school year, when

compared to 26% in the 2022-2023 school year, an increase of nine percentage points.

Highest Priorities

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

1. Student Attendance
2. Increase Overall Reading Proficiency
3. Maintain/Increase Science Proficiency
4. Increase Overall Mathematics Proficiency
5. Wellness Activities Schoolwide

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 data, 76% of students were proficient in ELA as compared to the district average of 53%. Based on this data and the identified contributing factors of high numbers of SPED students whose readiness and reading comprehension limit the ability to meet grade level expectations, we will implement the Targeted Element of Differentiated Instruction, in order to set high expectations and increase instructional delivery. We will increase by six percentage points from 76% to 80% as measured by the 2025 Reading FAST PM3.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Differentiated Instruction in reading, the percent of students achieving proficiency will increase by four percentage points from 76% to 80% as measured by the 2025 Reading FAST PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will ensure that teachers are provided professional development opportunities in order to effectively implement differentiated instruction and set high expectations of learning for all students. Administration will attend collaborative planning and conduct teacher data chats to ensure that lesson plans are data driven and addressing differentiated instruction for all subgroups. Feedback will be provided to teachers as needed to ensure the high-quality instruction is taking place.

Person responsible for monitoring outcome

Lucy Amengual, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiate instruction is a teaching approach that tailors instruction to all students' learning needs. All students have the same learning goal, however, the instruction varies based on student's interests, strengths, and needs. Through this process, high expectations can be maintained for all students.

Rationale:

The evidence based strategy of differentiated instruction was chosen as it addresses student's individual needs and also hold the teacher accountable for maintaining and delivering high expectations and instruction to all students, in order to ensure students' readiness levels are met.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The leadership team will provide teachers with professional learning opportunities on effectively implementing differentiated instruction and setting high expectations for all students.

Person Monitoring:

Andrea Abrantes, Assistant Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration team will conduct weekly walkthroughs to ensure that differentiated instruction is being implemented with fidelity in order to ensure high standards for all students is being implemented.

Action Step #2

The administration team will attend weekly collaborative planning meetings to collaborate and discuss challenges, needs, and best practices with all grade levels. Teachers will take turns sharing best practices and strategies being utilized in the classroom, so ensure differentiated instruction is being implemented with fidelity.

Person Monitoring:

Lucy Amengual, Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration team will attend weekly collaborative planning sessions to ensure that student needs, data driven instruction and differentiated high-quality instruction is being delivered to all students.

Action Step #3

The administration team will conduct monthly teacher data chats, in order to ensure that differentiated instruction is being planned with student data, and being delivery with fidelity.

Person Monitoring:

Lucy Amengual, Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration team will ensure that during teacher data chats, that student data is discussed as well as next steps and the importance high-quality instruction for all students, that should be taking place.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the Statewide Science Assessment data for 2023-2024, 74% of our students were proficient in science. Compared to the 2022-2023 data of 58%, this showed a sixteen percentage increase in proficiency. Based on the data and the identified contributing factors of an increase of hands-on learning in science and the implementation of interactive journals, used with fidelity, we will implement the Targeted Element of Interactive Notebooks with a focus on setting high expectations and organization, throughout the student centered learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Interactive Notebooks with a focus on setting high expectations and organization throughout the student centered learning, David Fairchild Elementary will maintain the 74% Science Proficiency as measured by the 2025 Statewide Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will conduct quarterly meetings, to ensure that high expectations are being set for all students and is evident during Science instruction. Administration will attend collaborative planning sessions, conduct weekly walkthroughs, and ensure that teachers are being provided with

professional learning opportunities, to enhance the usage of Interactive Notebooks with fidelity during Science Instruction. Feedback will be provided as needed, and the data analysis of student performance will be reviewed monthly, to ensure all students being provided with high-quality, student-centered and interactive instruction.

Person responsible for monitoring outcome

Lucy Amengual, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can take these meaningful resources home for home learning and study guide support.

Rationale:

The evidence-based strategy of Interactive Notebooks was chosen as it addresses and teaches students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas, while maintaining high expectations for all students. Additionally, the students can take these meaningful resources home for home learning and study guide support.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

The Leadership Team will provide professional development opportunities with a focus on using Discovery Education to enhance the usage to interactive notebooks during Science instruction. As a results, teachers will have a collection of ideas and best practices on how to use the district provided resources and interactive notebooks to enhance Science instruction.

Person Monitoring:

Lucy Amengual, Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Administration Team will conduct weekly walkthroughs to ensure that interactive notebooks and information learned during professional development opportunities, are being used during Science instruction with fidelity, thus setting high standards for all students.

Action Step #2

The Administration Team will ensure teachers are participating in weekly collaborative planning sessions, in order to plan for meaningful interactive, data and student orientated lessons using interactive notebooks.

Person Monitoring:

Lucy Amengual, Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Administration Team will attend weekly collaborative planning sessions to ensure that interactive notebooks, data driven, student centered lessons are being developed with fidelity, in order to set high standards for all students.

Action Step #3

The Administration Team will conduct weekly classroom walkthroughs during science lessons. As a result, administration will provide feedback and have constructive conversations with teachers regarding the implementation interactive science notebooks and the use of Discovery Education.

Person Monitoring:

Lucy Amengual, Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Administration Team will ensure during weekly classroom walkthroughs, that the implementation of interactive science notebooks is being used with fidelity, during the interactive student-centered lesson.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the PowerBi Dashboard, students with 6-10 absences at David Fairchild Elementary increased to 35% during the 2023-2024 school year, from 26% in the 2022-2023 school year. An increase of nine percentage points. Based on the data and the identified contributing factors of: lack of parent knowledge on attendance compliance and the need to revitalize attendance initiatives, we will implement the Targeted Element of Attendance Initiatives.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Attendance Initiatives, students with 6-10 absences will decrease by five percentage points as evidence on the daily attendance bulletin by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will monitor daily attendance bulletin in order to monitor student attendance. The Attendance Review Committee will conduct ARC meetings and follow-up with parents in regards to students attendance. Attendance data will be analyzed during Leadership Team meetings to ensure student attendance rates are increasing. David Fairchild Elementary will launch a revitalized attendance initiative program for all students, in order to increase student attendance.

Person responsible for monitoring outcome

Lucy Amengual

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The Leadership selected Strategic Attendance Initiatives because it involves close monitoring and reporting of student absences, calls to parents, and incentives for students with perfect attendance.

Rationale:

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Monitor Daily Student Attendance

Person Monitoring:

Andrea Abrantes

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will monitor daily student attendance and contact parents of students that are absent 3 consecutive days and document in the student case management system. The outcome will be that student attendance increases.

Action Step #2

Honor Roll and Perfect Attendance Assembly

Person Monitoring:

Lucy Amengual

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who achieve perfect attendance during the first grading period will be recognized during Honor Roll Assembly and will receive a perfect attendance certificate. The outcome will be that student attendance increases.

Action Step #3

Attendance Incentive

Person Monitoring:

Lucy Amengual

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A revitalized school-wide attendance incentive initiative will be implemented during the first nine-weeks, the homeroom for each grade level with the highest attendance rate will receive a class reward. The outcome will be that student attendance increases.

Area of Focus #2

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the school climate survey for 2023-2024 students agreeing with the statement, "The overall climate or feeling at my school is positive and helps me learn" was at 68%, a thirteen percentage point decrease when compared to 81% on the school climate survey from 2022-2023. Based on the data and the identified contributing factors of the effects of virtual learning and increased inattentiveness, we will implement the Targeted Element of Mindfulness.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Targeted Element of Mindfulness activities, 85% of the students will select agree or strongly agree to the statement "The overall climate or feeling at my school is positive and helps me learn" as measured by the 2025 School Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team will monitor student participation and feedback during Monthly Mindfulness activities. The school counselor will ensure that teachers and students are provided with a calendar for the 2024-2025 school year, with scheduled Mindfulness activities, in order to ensure that students are being provided with wellness activities during the school year. Administration will conduct weekly walkthroughs to ensure Mindfulness activities are being used in the classroom, and that during monthly faculty meetings, that new Mindfulness activities are being presented and discussed with the faculty by the school counselor.

Person responsible for monitoring outcome

Lucy Amengual, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Mindfulness is the practice of being in a state of active and open attention in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance. Mindfulness may also reduce stress and burnout for teachers and administrators. The key element to successful Mindfulness practices is to incorporate consistent times for practice throughout the school week, as little as 10-15 minutes at a time can be beneficial.

Rationale:

The evidence-based strategy of Mindfulness was chosen as it addresses students' well-being in order to promote and provide students and teachers with Mindfulness activities and opportunities to reduce stress, promote social skills, ability to focus, and academic performance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

The Leadership Team will ensure teachers and students participate in monthly Mindfulness activities planned and provided by David Fairchild's school counselor. As a result, teachers will have an opportunity to engage students in Mindfulness activities that benefit student's well-being.

Person Monitoring:

Andrea Abrantes, Assistant Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team will ensure that the school counselor is providing teachers and students with monthly Mindfulness activities that can benefit student's well-being, social skills, ability to focus, and academic performance.

Action Step #2

The Leadership Team will ensure that Mindfulness activities are shared during monthly faculty meetings by the school counselor, in order to ensure teachers and faculty are made aware of the different Mindfulness activities that can be used in the classroom, in order to promote during wellness.

Person Monitoring:

Andrea Abrantes, Assistant Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team will take turns during monthly faculty meetings, ensuring that the school counselor is sharing and discussing a new Mindfulness activity that teachers can use in the classrooms with students, in order to ensure students are being provided with an opportunity to reduce stress and provide wellness.

Action Step #3

The Administration Team will conduct weekly classroom walkthroughs to ensure teachers are utilizing provided Mindfulness activities in the classroom with students.

Person Monitoring:

Lucy Amengual, Principal

By When/Frequency:

September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Administration Team will conduct weekly classroom walkthroughs to ensure teachers are utilizing provided Mindfulness activities in the classroom with students, thus benefiting student's well-being, promoting social skills, ability to focus, and academic performance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00