

Broward County Public Schools

Fairway Elementary School



2019-20 Schoolwide Improvement Plan

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Fairway Elementary School

7850 FAIRWAY BLVD, M IR Amar, FL 33023

[no web address on file]

Demographics

Principal: Katherine Good

Start Date for this Principal: 7/15/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: B (57%) 2016-17: C (48%) 2015-16: C (46%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">89%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	B	C	C

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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 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: School Information

School Mission and Vision

Provide the school's mission statement.

Fairway Elementary provides a safe and compassionate learning community that challenges all students to achieve their optimum potential.

Provide the school's vision statement.

Fairway Elementary prepares students for college and career readiness through compassion, productivity and empowerment.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Good, Katherine	Principal	Principal duties and responsibilities consist of overseeing the curriculum and instruction of the entire school. As the instructional leader, the principal will oversee that teachers are teaching the standards in all subject areas. The principal will also oversee the safety and security of the building. Mrs. Good will also evaluate curriculum and instruction of all instructional staff members. Mrs. Good will also use coaches to help teachers improve their teaching practices. Mrs. Good will work with Assistant Principal, team leaders, and support staff to plan for curriculum in all subject areas, help with progress monitoring.
Tukes, LaShawn	Assistant Principal	Dr. Tukes will assist the principal with overseeing all curriculum expectations and progress monitoring. Dr. Tukes will also assist with plans for safety and security of the building. Dr. Tukes will work with coaches to help plan PLC, curriculum focus calendars, and professional development. Dr. Tukes will also work with SAC committee with what needs to be done with specific grade level and subject area data and assistance
Burfield, Cynthia	Instructional Coach	Literacy Coach responsibilities-To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.
Milfort, Walna	Instructional Coach	Math Coach responsibilities-To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.
WE, Lashawne	Teacher, ESE	ESE Specialist works with ASD and ESE support facilitator Coach to monitor all ASD classrooms and make sure that students that are on and off standards are teaching to the student's levels. To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	96	108	107	108	106	131	0	0	0	0	0	0	0	656
Attendance below 90 percent	28	20	24	22	18	20	0	0	0	0	0	0	0	132
One or more suspensions	2	0	3	5	6	14	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	27	57	51	0	0	0	0	0	0	0	135

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	7	18	56	51	0	0	0	0	0	0	0	133

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	5	7	6	7	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	3	2	4	0	0	0	0	0	0	0	9

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Wednesday 7/17/2019

Prior Year - As Reported

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	29	19	27	24	24	16	0	0	0	0	0	0	0	139
One or more suspensions	0	1	3	1	1	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	25	23	20	0	0	0	0	0	0	0	68

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	11	9	10	6	8	9	0	0	0	0	0	0	0	53

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	59%	57%	45%	55%	55%
ELA Learning Gains	38%	60%	58%	51%	58%	57%
ELA Lowest 25th Percentile	38%	54%	53%	45%	53%	52%
Math Achievement	53%	65%	63%	53%	61%	61%
Math Learning Gains	46%	66%	62%	60%	63%	61%
Math Lowest 25th Percentile	34%	53%	51%	55%	52%	51%
Science Achievement	26%	46%	53%	26%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	96 (0)	108 (0)	107 (0)	108 (0)	106 (0)	131 (0)	656 (0)
Attendance below 90 percent	28 ()	20 ()	24 ()	22 ()	18 ()	20 ()	132 (0)
One or more suspensions	2 ()	0 (0)	3 (0)	5 (0)	6 (0)	14 (0)	30 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	27 (0)	57 (0)	51 (0)	135 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	60%	-4%	58%	-2%
	2018	47%	59%	-12%	57%	-10%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	37%	62%	-25%	58%	-21%
	2018	55%	58%	-3%	56%	-1%
Same Grade Comparison		-18%				
Cohort Comparison		-10%				
05	2019	43%	59%	-16%	56%	-13%
	2018	48%	56%	-8%	55%	-7%
Same Grade Comparison		-5%				
Cohort Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	65%	-1%	62%	2%
	2018	66%	63%	3%	62%	4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	35%	67%	-32%	64%	-29%
	2018	66%	63%	3%	62%	4%
Same Grade Comparison		-31%				
Cohort Comparison		-31%				
05	2019	52%	64%	-12%	60%	-8%
	2018	58%	62%	-4%	61%	-3%
Same Grade Comparison		-6%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	25%	49%	-24%	53%	-28%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	30	46	23	24	36	17				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	52	54		58	48						
BLK	47	36	30	52	45	33	27				
HSP	53	48		60	55						
FRL	47	38	38	53	45	33	27				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	45	67	50	55	83	86					
ELL	33	42		63	42						
BLK	51	58	56	65	66	62	37				
HSP	47	67	36	69	71		67				
FRL	52	59	48	66	67	61	44				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	36		14	40						
ELL	12	31		24	38						
BLK	45	49	45	54	60	65	25				
HSP	41	64	50	44	59	30	30				
FRL	44	49	45	53	60	56	26				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance was "Math Learning Gains". The contributing factors to last years low performance were limited knowledge of standards by teacher new to 4th grade and limited availability of coaching support due to coverage of classes in the tested grades when substitutes were not available.

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

The data component that showed the greatest decline from the prior year was "Math Lowest 25th Percentile". The contributing factors to last years low performance were limited knowledge of standards by teacher new to 4th grade and limited availability of coaching support due to coverage of classes in the tested grades when substitutes were not available.

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.

The data component that had the greatest gap when compared to the state average is ELA Learning Gains. Factors that contributed to this gap were limited professional development for new teachers, as well as, non implementation of instruction with fidelity. An additional factor is targeted students received limited additional support in needed academic areas.

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

Fairway Elementary for Spring 2019 testing did not have a data component that showed the most improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

When reflecting on the EWS data from Part I, two potential areas of concern are, the number of students in grades 3-5 with attendance below 90% and the number of student with two or more indicators.

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

1. Math Lowest 25th Percentile
2. Math Learning Gains
3. ELA Learning Gains
4. ELA Lowest 25th Percentile
5. Increasing student attendance in grades 3-5
6. Black/African American Students Subgroup Below 41% in the Current Year (39%)
7. Students With Disabilities Subgroup Below 41% in the Current Year (30%)

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Math Lowest 25th Percentile
Rationale	To increase the learning gains for this population of students because when comparing the 2018 data to 2019, there was a 27% decrease.
State the measurable outcome the school plans to achieve	Students will increase learning gains by at least 6% from 34% to 40% for grades 3-5, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)
Evidence-based Strategy	Student data will be monitored on a bi-weekly basis.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to provide appropriate feedback to coaches, teachers, and students consistently and in a timely manner to make adjustments to curriculum and/or instruction when necessary. Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher will implement instruction 2. Formative and Summative Assessments will be given 3. Coaches and Administration will review student data 4. Support will be provided to teachers by coaches based on needs according to data (teacher modeling and/or "push-in" student support) 5. Data Chats (with teachers)
Person Responsible	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)

#2	
Title	Math Learning Gains
Rationale	To increase the learning gains for this population of students because when comparing the 2018 data to 2019, there was a 22% decrease.
State the measurable outcome the school plans to achieve	Students will increase learning gains by at least 6% from 46% to 52% for grades 3-5, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Katherine Good (kathy.good@browardschools.com)
Evidence-based Strategy	Student data will be monitored on a biweekly basis.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to provide appropriate feedback to coaches, teachers, and students consistently and in a timely manner to make adjustments to curriculum and/or instruction when necessary. Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher will implement instruction 2. Formative and Summative Assessments will be given 3. Coaches and Administration will review student data 4. Support will be provided to teachers by coaches based on needs according to data (teacher modeling and/or "push-in" student support) 5. Data Chats (with teachers)
Person Responsible	Katherine Good (kathy.good@browardschools.com)

#3	
Title	ELA Learning Gains
Rationale	To increase the learning gains for this population of students because when comparing the 2018 data to 2019, there was a 21% decrease.
State the measurable outcome the school plans to achieve	Students will increase learning gains by at least 6% from 38% to 44 % for grades 3-5, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Katherine Good (kathy.good@browardschools.com)
Evidence-based Strategy	Student data will be monitored on a biweekly basis.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to provide appropriate feedback to coaches, teachers, and students consistently and in a timely manner to make adjustments to curriculum and/or instruction when necessary. Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher will implement instruction 2. Formative and Summative Assessments will be given 3. Coaches and Administration will review student data 4. Support will be provided to teachers by coaches based on needs according to data (teacher modeling and/or "push-in" student support) 5. Data Chats (with teachers)
Person Responsible	Katherine Good (kathy.good@browardschools.com)

#4	
Title	ELA Lowest 25th Percentile
Rationale	To increase the learning gains for this population of students because when comparing the 2018 data to 2019, there was a 11% decrease.
State the measurable outcome the school plans to achieve	Students will increase learning gains by at least 3% from 38% to 41 % for grades 3-5, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)
Evidence-based Strategy	Student data will be monitored on a biweekly basis.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to provide appropriate feedback to coaches, teachers, and students consistently and in a timely manner to make adjustments to curriculum and/or instruction when necessary. Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher will implement instruction 2. Formative and Summative Assessments will be given 3. Coaches and Administration will review student data 4. Support will be provided to teachers by coaches based on needs according to data (teacher modeling and/or "push-in" student support) 5. Data Chats (with teachers)
Person Responsible	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)

#5	
Title	Student Attendance in Grades 3-5
Rationale	To decrease student instructional gaps in grades 3-5, that exist due to absenteeism.
State the measurable outcome the school plans to achieve	Fairway Elementary will reduce the percentage of student absenteeism in grades 3-5 by 30% by the end of the 2019-2020 school year as evidenced by the Pattern of Non-Attendance Report.
Person responsible for monitoring outcome	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)
Evidence-based Strategy	The Pattern of Non-Attendance Report will be reviewed on a biweekly basis.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to determine which students are showing a pattern of non-attendance before the 5 and 10-day BTIP reports are generated, so that parents/guardians can be contacted and informed of the importance of students attending school daily.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor Data 2. Engage Students and Families 3. Recognize Good and Improved Attendance 4. Provide Personalized Outreach 5. Remove Barriers
Person Responsible	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)

#6	
Title	Students With Disabilities Subgroup
Rationale	The Students With Disabilities (SWD) subgroup achievement level was below 41% in the current year according to the Spring 2019 FSA data.
State the measurable outcome the school plans to achieve	By June 2020, students will increase learning gains by at least 11% from 30% to 41% for grades 3-5, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Katherine Good (kathy.good@browardschools.com)
Evidence-based Strategy	Students will be monitored on a biweekly basis.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to provide appropriate feedback to coaches, teachers, and students consistently and in a timely manner to make adjustments to curriculum and/or instruction when necessary. Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher will implement instruction 2. Formative and Summative Assessments will be given 3. Coaches and Administration will review student data 4. Support will be provided to teachers by coaches based on needs according to data (teacher modeling and/or "push-in" student support) 5. Data Chats (with teachers) 6. Data Chats (with students) 7. Ongoing review of data for these targeted students (SWD's) available on school created spreadsheet/database
Person Responsible	[no one identified]

#7	
Title	Black/African American Subgroup
Rationale	The Black/African American subgroup achievement level was below 41% in the current year according to the Spring 2019 FSA data.
State the measurable outcome the school plans to achieve	By June 2020, students will increase learning gains by at least 2% from 39% to 41% for grades 3-5, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Students will be monitored on a biweekly basis.
Rationale for Evidence-based Strategy	The rationale for selecting this strategy is to provide appropriate feedback to coaches, teachers, and students consistently and in a timely manner to make adjustments to curriculum and/or instruction when necessary. Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher will implement instruction 2. Formative and Summative Assessments will be given 3. Coaches and Administration will review student data 4. Support will be provided to teachers by coaches based on needs according to data (teacher modeling and/or "push-in" student support) 5. Data Chats (with teachers) 6. Data Chats (with students) 7. Ongoing review of data for these targeted students (Black/African American) available on school created spreadsheet/database
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students by implementing Parent Nights that address the content areas of ELA/writing, math, and science, as well as, ways parents and the community (Fairway Park) can assist and support the academic efforts of the school.

PFEP Link

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

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 school ensures the social-emotional needs of all student are being met by providing counseling services via the Guidance Counselor. In addition, the ASD Coach and ESE Specialist provide additional social-emotional support for our ASD and ESE students. To ensure that all faculty and staff are familiar with SEL, the online course is completed, and verified for completion by a certificate, which is submitted to the Office Manager.

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

Strategies the school employs to support incoming and outgoing cohorts of students in transition from on school level to another is to provide an orientation (Open House or "Kindergarten Round-up" for parents and students to acclimate families to the expectations and resources available at Fairway Elementary. In addition, for our 5th grade students transitioning to middle school, a representative from the feeder school comes out to speak with students, answer student questions, review expectations, and complete course cards for the upcoming school year.

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 process through which school leadership identifies and aligns all available resources in order to meet the needs of all students and maximize desired students outcomes is by viewing the "Lowest 30th Percentile" Report in Broward County's Data Warehouse. A spreadsheet is then created by the curriculum coaches (ELA and Math) using the current years Spring FSA 2019 data identifying each student in the tested grades (3-5), indicating each student's Scale Score on the FSA and how many points are required for them to get to the next level and/or learning gains for the upcoming year's assessment (FSA Spring 2020). The spreadsheet is then reviewed by the curriculum coaches and Administration to determine where the support will be needed (which classroom and which students). Federal, state and local funding will be used to purchase materials to supplement Tier 1 instruction and to increase fluency of both ELA and Math Standards. Personnel (Certified Teacher Assistants and Education Support Professionals) will be hired to double and triple dose our lowest quartile and "bubble" (students whose level could potentially drop without additional instructional support) students in small groups for both ELA and Math. In addition, the funds will be used for Extended Learning Opportunities (ELO) Camp for instruction after school for targeted students. Curriculum coaches and Administration will meet on a bi-weekly basis to address any concerns and to provide ongoing progress monitoring for the regular school day. Formative assessments will also be provided to monitor students progress in the ELO Camp. Data Chats will be held with Administration, curriculum coaches, and teachers informally on a monthly basis and formerly every quarter to monitor student and/or teacher data.

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

The strategies the school uses to advance college and career awareness is to provide a Career Day during the month of March which consists of 30-40 participants who come out and speak with or show our students what their job entails. Our Pre-Kindergarten thru 5th grade students have to opportunity to be introduced to various careers through the use of a rotating schedule. Our business partners also participate on this designated day, as well.

Part V: Budget

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

1	III.A.	Areas of Focus: Math Lowest 25th Percentile				\$74,176.75
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$19,160.75
			<i>Notes: Purchase iReady Site License to progress monitor proficiency of standards based instruction in Math.</i>			
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,295.00
			<i>Notes: Purchase of Reflex Site license to increase proficiency with Math Fluency skills for students K-5</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$2,000.00
			<i>Notes: Use of Math Coach Materials for the lowest 30 percentile in Extended Learning opportunities afterschool. The materials will target math standards and strategies that are needed to increase Math proficiency.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$9,481.00
			<i>Notes: Reaching for the Math Standards will be used with the ELO camps to assist with building Math Fluency and increasing proficiency with Math standards.</i>			
	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG		\$19,035.00
			<i>Notes: Paying Stipends for three teachers to teach ELO camps from October 21st to May 8th. Teachers will work to increase standards proficiency in Math. Stipends will be \$30 per hour for 3 hours per week.</i>			
	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG		\$1,125.00
			<i>Notes: Pay a \$30/hour stipend for a teacher to be available for 1/2 hour a day for 3 days a week for 3rd, 4th and 5th grade to work on iReady after school hours.</i>			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$1,542.00
			<i>Notes: Fringe: Social Security @7.65%</i>			
	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$367.00
			<i>Notes: Fringe: Worker's compensation @ 1.82%</i>			

	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$11.00
			<i>Notes: Fringe: Unemployment @ .05%</i>			
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$160.00
			<i>Notes: Thinking Map Learning Community program site license to assist one fifth grade class with the enhancement of using thinking maps online.</i>			
	5100	644-Computer Hardware Non-Capitalized	1641 - Fairway Elementary School	UniSIG		\$18,000.00
			<i>Notes: Purchase of laptops and LCD projectors for classroom teaching enhancement.</i>			
2	III.A.	Areas of Focus: Math Learning Gains				\$69,057.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$9,870.00
			<i>Notes: Purchase of LAFS/MAFS student books for small group instruction for students to increase proficiency in MATH standards.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$16,000.00
			<i>Notes: ACALETICS materials will help to enhance the fluency skills and assist with increasing the proficiency and understanding of math standards.</i>			
	6400	140-Substitute Teachers	1641 - Fairway Elementary School	UniSIG		\$13,803.00
			<i>Notes: Substitutes will be hired to relieve teachers for professional development, to provide instructional support to students, and to provide common planning time for teachers during PLCs and data chat sessions to ensure our students make learning gains and close help close achievement gaps.</i>			
	6400	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$1,056.00
			<i>Notes: Fringe: Social Security @7.65% for Substitutes</i>			
	6400	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$252.00
			<i>Notes: Fringe: Worker's Compensation @ 1.82% for Substitutes</i>			
	6400	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$7.00
			<i>Notes: Fringe: Unemployment @ .05% for Substitutes</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1641 - Fairway Elementary School	UniSIG		\$16,500.00
			<i>Notes: Purchase of 3 Recordex board and accessories, including installation, for enhancement of classroom instruction for grades 3-5.</i>			
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,345.00
			<i>Notes: Purchase of School City site license for progress monitoring of students that are struggling in Math.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$4,310.00

			<i>Notes: Purchase of LAFS and MAFS for continuous improvement of student proficiency with standard based instruction.</i>			
	6400	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$1,250.00
			<i>Notes: Purchase of Thinking Maps binders and maps for new teachers for core instruction of standards through Thinking Maps.</i>			
	5000	510-Supplies	1641 - Fairway Elementary School	School Improvement Funds		\$2,664.00
			<i>Notes: Purchase of materials such as STARS and CARS for remediation and intervention.</i>			
3	III.A.	Areas of Focus: ELA Learning Gains				\$101,282.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	1641 - Fairway Elementary School	UniSIG		\$1,800.00
			<i>Notes: Continue the growth of using Thinking Maps for core instruction in ELA and all subject area. The trainer will conduct a 6 hour professional development session during two different 3 hour sessions with instructional staff.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$8,000.00
			<i>Notes: Use of Reaching for the New Reading Standards Kits for grades 3, 4, and 5 for Extended Learning Opportunity academic camps after school.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$1,000.00
			<i>Notes: Phonics, spelling, word study system for primary classrooms to increase reading proficiency and to assist with reading interventions in the classroom.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$4,300.00
			<i>Notes: Use of DBQ (Document Based Questioning) curriculum for 4th grade ELA and 5th Grade ELA. This program enhances reading comprehension standards and writing standards.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$600.00
			<i>Notes: Use of Fountas and Pinnell Prompting guides in grades K-5 for small guided instruction. This will enhance questioning for teachers to use for reading comprehension and expand rigor of texts.</i>			
	5100	150-Aides	1641 - Fairway Elementary School	UniSIG	2.13	\$37,470.00
			<i>Notes: Hire 3 Paraprofessionals to help in primary and intermediate rooms to assist with small guided groups with instruction.</i>			
	5100	210-Retirement	1641 - Fairway Elementary School	UniSIG		\$3,096.00
			<i>Notes: Fringe: Retirement @ 8.26% for 3 Paraprofessionals</i>			
	6400	140-Substitute Teachers	1641 - Fairway Elementary School	UniSIG		\$8,200.00
			<i>Notes: Pay substitutes so teachers can have CARE/BEST planning Days to plan for quarterly curriculum planning. Staff development will be done by coaches and district.</i>			
	6400	310-Professional and Technical Services	1641 - Fairway Elementary School	UniSIG		\$2,800.00

			<i>Notes: Core Connections consultant fee to work with teachers in ELA writing standards for grades 4 and 5.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$2,300.00
			<i>Notes: Big Book collection of reading materials for primary classrooms to improve reading comprehension skills.</i>			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$2,868.00
			<i>Notes: Fringe: Social Security/FICA @ 7.65% for 3 Paraprofessionals</i>			
	5100	230-Group Insurance	1641 - Fairway Elementary School	UniSIG		\$24,696.00
			<i>Notes: Fringe: Health Insurance for 3 Paraprofessionals</i>			
	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$684.00
			<i>Notes: Fringe: Worker's Compensation @ 1.82% for 3 Paraprofessionals</i>			
	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$21.00
			<i>Notes: Fringe: Unemployment @ .05% for 3 Paraprofessionals</i>			
	6400	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$628.00
			<i>Notes: Fringe: Social Security/FICA @ 7.65% for Substitutes</i>			
	6400	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$150.00
			<i>Notes: Fringe: Worker's Compensation @ 1.82% for Substitutes</i>			
	6400	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$5.00
			<i>Notes: Fringe: Unemployment @ .05% for Substitutes</i>			
	5000	510-Supplies	1641 - Fairway Elementary School	School Improvement Funds		\$2,664.00
			<i>Notes: Purchase of materials such as STARS for intervention/groups.</i>			
4	III.A.	Areas of Focus: ELA Lowest 25th Percentile				\$103,373.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$25,000.00
			<i>Notes: Use the Fountas and Pinnell LLI kits for struggling students in grades K-5. This will help with tier 1 and tier 2 students to increase reading proficiency.</i>			
	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG	0.71	\$41,850.00
			<i>Notes: One Teacher Salary: Hire Teacher to assist with lowest 25th percentile on increasing the reading proficiency of students in small groups to ensure students are receiving differentiated instruction according to data.</i>			
	5100	210-Retirement	1641 - Fairway Elementary School	UniSIG		\$3,457.00
			<i>Notes: Fringe: Retirement @ 8.26% for 1 teacher</i>			

	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG		\$19,035.00
			<i>Notes: Paying Stipends for three teachers to teach ELO camps from October 21st to May 8th. Teachers will work to increase standards proficiency in ELA. Stipends will be \$30 per hour for 3 hours per week.</i>			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$3,202.00
			<i>Notes: Fringe: Social Security @7.65% for 1 teacher</i>			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$1,457.00
			<i>Notes: Fringe: Social Security @7.65% for for three teachers to teach ELO camps</i>			
	5100	230-Group Insurance	1641 - Fairway Elementary School	UniSIG		\$8,232.00
			<i>Notes: Fringe: Group Insurance for 1 teacher</i>			
	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$762.00
			<i>Notes: Fringe: Worker's compensation @ 1.82% for 1 teacher</i>			
	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$347.00
			<i>Notes: Fringe: Worker's compensation @ 1.82% for for three teachers to teach ELO camps</i>			
	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$21.00
			<i>Notes: Fringe: Unemployment @ .05% for 1 teacher</i>			
	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$10.00
			<i>Notes: Fringe: Unemployment @ .05% for for three teachers to teach ELO camps</i>			
5	III.A.	Areas of Focus: Student Attendance in Grades 3-5				\$19,793.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$18,118.00
			<i>Notes: Purchase of Classroom supplies and literacy kits for ASD children to assist students with being in school. Purchase of science ACALETICS for 5th grade teachers and students.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$1,675.00
			<i>Notes: Purchase of ink for all printers for letters, classroom instruction, and letters to parents about attendance procedures and importance of attendance.</i>			
6	III.A.	Areas of Focus: Students With Disabilities Subgroup				\$1,500.13
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	510-Supplies	1641 - Fairway Elementary School	School Improvement Funds		\$1,500.13
			<i>Notes: Purchase of materials to assist with students with disabilities for intervention group.</i>			
7	III.A.	Areas of Focus: Black/African American Subgroup				\$3,000.00

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	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	510-Supplies	1641 - Fairway Elementary School	School Improvement Funds		\$3,000.00
			<i>Notes: Purchase of intervention materials such as JJ bootcamp to assist with science and literature integration,</i>			
					Total:	\$372,181.88