

Broward County Public Schools

Fairway Elementary School



2020-21 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: 7/1/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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Fairway Elementary School

7850 FAIRWAY BLVD, M IR Amar, FL 33023

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	B	C

School Board Approval

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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, position title, and job duties/responsibilities 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.
Swain, Shantai	School Counselor	Assist students with social emotional and behavior needs of the school

Demographic Information

Principal start date

Monday 7/1/2019, Katherine Good

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

44

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	111	93	113	107	100	110	0	0	0	0	0	0	0	634
Attendance below 90 percent	18	13	22	16	14	13	0	0	0	0	0	0	0	96
One or more suspensions	0	0	1	1	4	3	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	27	57	51	0	0	0	0	0	0	0	135
Level 1 on 2019 statewide Math 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	0	1	2	1	1	0	0	0	0	0	0	0	5

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	1	4	4	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Wednesday 8/26/2020

Prior Year - As Reported

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	
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	25
Students retained two or more times		0	0	0	3	2	4	0	0	0	0	0	0	9

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	
Number of students enrolled	96	106	106	107	106	131	0	0	0	0	0	0	0	652
Attendance below 90 percent	28	19	23	22	18	20	0	0	0	0	0	0	0	130
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		0	7	6	10	2	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	9

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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						

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
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
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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?

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 Quartile
5. Increasing attendance in grades 3-5

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math Lowest 25th Percentile

Area of Focus Description and Rationale:	To increase the learning gains for this population of students because when comparing the 2018 data to 2019, there was a 27% decrease.
Measurable Outcome:	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:	Walna Milfort (walna.milfort@browardschools.com)
Evidence-based Strategy:	Student data will be monitored on a bi-weekly basis. 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
Rationale for Evidence-based Strategy:	Mastery and/or School City will be used for ongoing progress monitoring.

Action Steps to Implement

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 Walna Milfort (walna.milfort@browardschools.com)

#2. Instructional Practice specifically relating to Math Learning Gains

Area of Focus Description and Rationale:	To increase the learning gains for this population of students because when comparing the 2018 data to 2019, there was a 22% decrease.
Measurable Outcome:	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. 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.
Rationale for Evidence-based Strategy:	Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.

Action Steps to Implement

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. Instructional Practice specifically relating to ELA Lowest 25th Percentile

Area of Focus Description and Rationale:	To increase the learning gains for this population of students because when comparing the 2018 data to 2019, there was a 11% decrease.
Measurable Outcome:	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:	Cynthia Burfield (cindy.burfield@browardschools.com)
Evidence-based Strategy:	Student data will be monitored on a biweekly basis. 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.
Rationale for Evidence-based Strategy:	Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.

Action Steps to Implement

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 Cynthia Burfield (cindy.burfield@browardschools.com)

#4. Instructional Practice specifically relating to ELA Learning Gains

Area of Focus Description and Rationale:	To increase the learning gains for this population of students because when comparing the 2018 data to 2019, there was a 21% decrease.
Measurable Outcome:	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:	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)
Evidence-based Strategy:	Student data will be monitored on a biweekly basis. 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.
Rationale for Evidence-based Strategy:	Observation of Progress Monitoring Reports from i-Ready Standards Mastery and/or School City will be used for ongoing progress monitoring.

Action Steps to Implement

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. Culture & Environment specifically relating to Student Attendance in grades 3-5**Area of Focus Description and Rationale:**

To decrease student instructional gaps in grades 3-5, that exist due to absenteeism. We need to look at attendance both in person and the virtual platform.

Measurable Outcome:

Fairway Elementary will reduce the percentage of student absenteeism in grades 3-5 by 30% by the end of the 2020-2021 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 Steps to Implement

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. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

The Students With Disabilities (SWD) subgroup achievement level was below 41% in Spring 2019 FSA data.

Measurable Outcome:

By June 2021, 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:

Lashawne WE (lashawne.we@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 Steps to Implement

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

Lashawne WE (lashawne.we@browardschools.com)

#7. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	The Black/African American subgroup achievement level was below 41% in the current year according to the Spring 2019 FSA data.
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Measurable Outcome:	By June 2021, students will increase learning gains by at least 2% from 39% to 41% for grades 3-5, as measured by the Florida Standards Assessment.
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Person responsible for monitoring outcome:	Katherine Good (kathy.good@browardschools.com)
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Evidence-based Strategy:	Students will be monitored on a biweekly basis.
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Rationale for Evidence-based Strategy:	<p>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.</p>
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Action Steps to Implement

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	Katherine Good (kathy.good@browardschools.com)
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Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School Leadership Team will be monitoring students attendance when they are in school and on the virtual platform to make sure they are keeping up with standard based instruction. We will also involve the school counselor and school social worker where needed to address attendance concerns. We will also closely monitor data of students that HIGH risk for giving us proficiency learning gains and learning gains in lowest quartile.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math Lowest 25th Percentile				\$33,473.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG		\$14,040.00
			Notes: Stipends for six teachers to work ELO camps from October 20, 2020 to April 22, 2021. Teachers will work to increase standards proficiency in Math. Stipends will be \$30 per hour for 3 hours per week. - ELO Student Camp Time: 3 hours/week x 26 weeks = 78 hours - ELO Student Camp Stipends: 6 teachers x 78 hours x \$30 stipend = \$14,040			
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,295.00
			Notes: Purchase of Reflex Site license to increase proficiency with Math Fluency skills for students K-5. License term date cannot extend past August 31, 2021.			
	5100	644-Computer Hardware Non-Capitalized	1641 - Fairway Elementary School	UniSIG		\$11,638.00
			Notes: Purchase 49 laptops @ \$237.50 each to be used by students for classroom teaching enhancement. For grades 2-5 for educational apps in reading, math, and science. Current District policy is one laptop for every 2.5 students; purchase of these additional laptops will move the school closer to 1:1 student/laptop ratio.			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1641 - Fairway Elementary School	UniSIG		\$4,500.00
			Notes: Purchase of three Earthwalk laptop carts plus wiring to hold 90 laptops.			

2	III.A.	Areas of Focus: Instructional Practice: Math Learning Gains				\$24,926.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$2,870.00
			<i>Notes: Purchase of School City site license for progress monitoring of students that are struggling in Math. License term date cannot extend pass August 31, 2021</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$15,450.00
			<i>Notes: ACALETICS materials will help to enhance the fluency skills and assist with increasing the proficiency and understanding of math standards in Grades 3-5. - Grade 3 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4) - Grade 4 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4) - Grade 5 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4)</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$3,376.00
			<i>Notes: ACALETICS Science Scrimmage and Science Quik-Pik Books 1-2 will help to enhance the fluency skills and assist with increasing the proficiency and understanding of science standards in Grade 5.</i>			
	6400	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,230.00
			<i>Notes: Purchase of iReady Teacher Math Toolbox for teachers to enhance their virtual teaching strategies and for continuous improvement of student proficiency with standards based instruction. License term date cannot extend pass August 31, 2021.</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA Lowest 25th Percentile				\$131,390.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG		\$14,040.00
			<i>Notes: Stipends for six teachers to teach ELO camps from October 20, 2020 to April 22, 2021. Teachers will work to increase standards proficiency in ELA. Stipends will be \$30 per hour for 3 hours per week. - ELO Student Camp Time: 3 hours/week x 26 weeks = 78 hours - ELO Student Camp Stipends: 6 teachers x 78 hours x \$30 stipend = \$14,040</i>			
	5100	130-Other Certified Instructional Personnel	1641 - Fairway Elementary School	UniSIG	1.0	\$57,540.00
			<i>Notes: ***One Teacher Salary: Hire Teacher/Interventionist 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. (Preapproved position)</i>			
	5100	210-Retirement	1641 - Fairway Elementary School	UniSIG		\$12,225.00
			<i>Notes: Fringe: Retirement: 1 teacher, 3 Paraprofessionals</i>			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$11,130.00
			<i>Notes: Fringe: Social Security: 1 teacher, 3 Paraprofessionals, ELO Stipends</i>			
	5100	230-Group Insurance	1641 - Fairway Elementary School	UniSIG		\$33,180.00
			<i>Notes: Fringe: Health Insurance: 1 teacher, 3 Paraprofessionals</i>			
	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$3,200.00
			<i>Notes: Fringe: Worker's compensation: 1 teacher, 3 Paraprofessionals, ELO Stipends</i>			

	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$75.00
			Notes: Fringe: Unemployment: 3 Paraprofessionals, 1 teacher, ELO Stipends			
4	III.A.	Areas of Focus: Instructional Practice: ELA Learning Gains				\$77,474.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	1641 - Fairway Elementary School	UniSIG	3.0	\$55,890.00
			Notes: ***Hire 3 Paraprofessionals to help in primary and intermediate rooms to assist with small guided groups with instruction. (Two positions requested to rollover and one position to begin on September 1, 2020)			
	6400	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,230.00
			Notes: Purchase of iReady Teacher Toolbox for teachers to enhance their virtual teaching strategies and for continuous improvement of student proficiency with standards based instruction. License term date cannot extend pass August 31, 2021.			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$2,514.00
			Notes: Purchase Fountas & Pinnell Phonics, Spelling, and Word Study System for students in grades K and 1 to assist with BEST Standards.			
	6400	310-Professional and Technical Services	1641 - Fairway Elementary School	UniSIG		\$1,800.00
			Notes: Thinking Maps training refresher to 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. PD session shall not exceed \$3,000/day.			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$12,840.00
			Notes: Purchase book bundles (set of 10 books) from Scholastic Education for students in Grades 3-5 to support the development of balanced literacy libraries and create a home to school connection during e-learning. My Books Bundles includes Journals and Think Sheets that invite kids to express ideas, think about and rate the books they've read, and share books with peers and family members. The teacher can elect to distribute the books in a variety of ways—in packs or via student self-selection. These bundles will be used to ensure that intermediate - developing readers in Grades 3-5 have access to books and support to guide their reading development in the home. Each Book Bundle pack - fiction, informational, and/or specialty titles (including STEM and others) - includes: - For each book: a corresponding two-sided Think Sheet of book-specific writing activities, comprehension questions, and other text-based response activities - For each student: a Reading Journal for recording text-based responses and for tracking and rating books read - For each student: colored pencils to inspire creativity and imagination in the student journal Book bundles will be distributed from school campus during designated period in the Fall and Spring semesters. - Grade 3: 103 bundles @ \$39.95 - Grade 4: 97 bundles @ \$39.95 - Grade 5: 106 bundles @ \$39.95			
	6400	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$1,200.00
			Notes: Purchase 50 copies of the Distance Learning Playbook for teachers and administrators. The Distant Learning Playbook is an essential hands-on guide to preparing and delivering distance learning experiences that are truly effective and meaningful. Spanning topics from teacher-student relationships, teacher credibility and clarity, instructional design, assessments, grading, this comprehensive playbook details research-based strategies teachers will need to deliver high-impact learning online and virtual.			
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance in grades 3-5				\$4,389.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$4,389.50
			<i>Notes: Supplies for students and teachers for classroom instruction and record keeping.</i>			
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$9,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	1641 - Fairway Elementary School	School Improvement Funds		\$9,300.00
			<i>Notes: Purchase of Accaletics instructional materials for our lowest quartile, SWD, and ELL for learning gains</i>			
7	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$555.30
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	1641 - Fairway Elementary School	School Improvement Funds		\$555.30
			<i>Notes: Purchase of intervention materials for grades K-5, that are in RtI for our ESSA group of African American.</i>			
Total:						\$281,507.80