

Broward County Public Schools

# Fairway Elementary School



## 2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: B (57%) 2016-17: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		D	D	B

### 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	Position 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	Reading 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.

Name	Position Title	Job Duties and Responsibilities
Swain, Shantai	School Counselor	Assist students with social emotional and behavior needs of the school, working with parent needs and working with Social worker. Oversees mindfulness curriculum with teachers and students.
Goyeneche, Maria	Teacher, ESE	Autism Coach will assist with our teacher and students in our ASD Special Programs.

## 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

**Total number of students enrolled at the school**

604

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

### Demographic Data

## Early Warning Systems

### 2021-22

**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	81	96	84	102	104	98	0	0	0	0	0	0	0	565
Attendance below 90 percent	27	26	30	34	33	37	0	0	0	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	5	11	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	9	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	15	33	27	16	14	0	0	0	0	0	0	0	105
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	5	12	20	12	16	0	0	0	0	0	0	0	65

#### 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	13	1	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected or last updated

Monday 6/14/2021

#### 2020-21 - 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	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

**2020-21 - 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	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

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	59%	57%	52%	56%	56%
ELA Learning Gains				38%	60%	58%	59%	57%	55%
ELA Lowest 25th Percentile				38%	54%	53%	49%	51%	48%
Math Achievement				53%	65%	63%	66%	62%	62%
Math Learning Gains				46%	66%	62%	68%	60%	59%
Math Lowest 25th Percentile				34%	53%	51%	61%	47%	47%
Science Achievement				26%	46%	53%	45%	49%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-56%				
05	2021					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	64%	65%	-1%	62%	2%
Cohort Comparison						
04	2021					
	2019	35%	67%	-32%	64%	-29%
Cohort Comparison		-64%				
05	2021					
	2019	52%	64%	-12%	60%	-8%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	25%	49%	-24%	53%	-28%
Cohort Comparison						

## Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-5 BAS and IReady will be used to progress monitor.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	93	91	92
	Economically Disadvantaged	52.4%	51.8%	5.4%
	Students With Disabilities	42.9%	23.1%	7.7%
	English Language Learners	12.5%	12.5%	28.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	83	87	90
	Economically Disadvantaged	36%	30%	35.8%
	Students With Disabilities	12.5%	0%	8.3%
	English Language Learners	28.6%	12.5%	50%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76	74	75
	Economically Disadvantaged	37.3%	32.3%	41.5%
	Students With Disabilities	10%	18.2%	9.1%
	English Language Learners	0%	0%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72	70	71
	Economically Disadvantaged	20.3%	9.8%	33.3%
	Students With Disabilities	25%	0%	14.3%
	English Language Learners	0%	0%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88	91	92
	Economically Disadvantaged	49.4%	47.5%	63.8%
	Students With Disabilities	0%	11.1%	10%
	English Language Learners	20%	20%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75	76	66
	Economically Disadvantaged	16%	23.7%	28.8%
	Students With Disabilities	0%	11.1%	11.1%
	English Language Learners	20%	40%	25%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	39	39
	Economically Disadvantaged	24.7%	37.2%	36%
	Students With Disabilities	20%	30%	38.1%
	English Language Learners	0%	16.7%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	93	93	93
	Economically Disadvantaged	18.4%	31.8%	46.2%
	Students With Disabilities	5.6%	21.1%	23.8%
	English Language Learners	0%	20%	20%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	89	94	93
	Economically Disadvantaged	27%	35.9%	36.8%
	Students With Disabilities	12.5%	12.5%	11.8%
	English Language Learners	0%	50%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	91	92	91
	Economically Disadvantaged	23.7%	23.7%	40%
	Students With Disabilities	12.5%	6.3%	6.3%
	English Language Learners	0%	0%	50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	80	91	91
	Economically Disadvantaged	11	17	23
	Students With Disabilities	4	6	11
	English Language Learners	0	0	20

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18			13	7		13				
ELL	25			17							
BLK	32	31	22	19	11	11	15				
HSP	30			26							
FRL	26	25	29	15	9	11	13				
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	184
Total Components for the Federal Index	8
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	20
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	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

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.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

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.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

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.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

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

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

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.

**What strategies will need to be implemented in order to accelerate learning?**

Creating opportunities to work with students in small groups to ensure learning gains.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Implementation of BEST Standards  
PD on working with small groups

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will be using our ESSR teachers as a resource to work with small groups and targeted interventions.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Math

**Area of Focus Description and Rationale:** Based on FSA data in 2019, we need to show an increase in proficiency and learning gains for this population of students because when comparing the 2018 data to 2019, there was a 27% decrease. We are not enough students closing the achievement gaps in grades 3-5 in Math.

Students in grades 3-5 who are in the lowest quartile will increase learning gains by at least 6% from 34% to 40%, as measured by the Florida Standards Assessment.

**Measurable Outcome:** Students in grades 3-5 will show an increase in learning gains by at least 6% from 46% to 52% for grades 3-5, as measured by the Florida Standards Assessment.

Students in grades 3-5 will show an increase in proficiency by at least 6% from 53% to 59% as measured by the Florida Standards Assessment.

**Monitoring:** This area will be monitored through iReady Diagnostics and APM tests.

**Person responsible for monitoring outcome:** Walna Milfort (walna.milfort@browardschools.com)

**Evidence-based Strategy:** We will use progress monitoring of student data and the continuous improvement model with student data. Data will be monitored on a bi-weekly basis. We will be monitoring the implementation of standards based instruction. We will use our observation tools to ensure teachers are using Webb's depth of knowledge when working with students. We will utilize our coaches to help and support students and teachers with teaching strategies that will close the achievement gap.

**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)

**Person Responsible:** Walna Milfort (walna.milfort@browardschools.com)

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Fairway Elementary showed a decline in the following areas; students scoring a level of 3 or above, students making learning gains, students in the lowest quartile making learning gains on the 2019 FSA in comparison to the 2018 FSA.

Our data decline was as follows students scoring at a level 3 or above went from 52% proficiency to 48%.

Our data decline was as follows students showing learning gains in ELA went from 59% to 38%.

Our data decline was as follows students in the lowest quartile showing learning gains went from 49% to 38%.

Students in the lowest quartile will show and increase learning gains by at least 3% from 38% to 41%

for grades 3-5, as measured by the Florida Standards Assessment.

**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.

Students will increase their proficiency scores by at least 6% from 48% to 52% for grades 3-5, as measured by the Florida Standards Assessment.

**Monitoring:**

Students will be monitoring through iReady Diagnostics and APM tests.

**Person responsible for monitoring outcome:**

Cynthia Burfield (cindy.burfield@browardschools.com)

**Evidence-based Strategy:**

We will use progress monitoring of student data and the continuous improvement model with student data. Data will be monitored on a bi-weekly basis. We will be monitoring the implementation of standards based instruction. We will use our observation tools to ensure teachers are using Webb's depth of knowledge when working with students. We will utilize our coaches to help and support students and teachers with teaching strategies that will close the achievement gap.

**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)

**Person Responsible**

Cynthia Burfield (cindy.burfield@browardschools.com)

**#3. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	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.
<b>Measurable Outcome:</b>	The Pattern of Non-Attendance Report will be reviewed on a biweekly basis.
<b>Monitoring:</b>	Monthly check on attendance reports.
<b>Person responsible for monitoring outcome:</b>	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)
<b>Evidence-based Strategy:</b>	The Pattern of Non-Attendance Report will be reviewed on a biweekly basis.
<b>Rationale for Evidence-based Strategy:</b>	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)

**#4. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b>	The Students With Disabilities (SWD) subgroup showed that students scoring at or above a level 3 in both ELA and Math was below 41% in Spring 2019 FSA data. Students with disabilities scored at a proficient level of 34% in ELA and 23% in Math.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	By June 2022, students will increase learning gains by at least 11% from 30% to 41% for grades 3-5, as measured by the Florida Standards Assessment.
<b>Monitoring:</b>	Students in this subgroup will be monitored in their general education classrooms as well as by the ESE support facilitator. Students' IEP's will be monitored for proficiency of goals outlines. Classroom teachers and ESE support facilitator will participate in professional development that is centered around instructional practices that will help close the achievement gap. This will be monitored through IReady and APM testing..
<b>Person responsible for monitoring outcome:</b>	Lashawne WE (lashawne.we@browardschools.com)
<b>Evidence-based Strategy:</b>	We will use progress monitoring of student data and the continuous improvement model with student data. Data will be monitored on a bi-weekly basis. We will be monitoring the implementation of standards based instruction. We will use our observation tools to ensure teachers are using Webb's depth of knowledge when working with students. We will utilize our coaches to help and support students and teachers with teaching strategies that will close the achievement gap.
<b>Rationale for Evidence-based Strategy:</b>	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)

**#5. ESSA Subgroup specifically relating to Black/African-American**

<b>Area of Focus</b>	The Black/African American subgroup achievement level was below 41% in the current year according the the Spring 2019 FSA data. The Black/African American subgroup achievement level scored at a level of 36% proficient in ELA and 26% in Math.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	By June 2022, students will increase learning gains by at least 2% from 39% to 41% for grades 3-5, as measured by the Florida Standards Assessment.
<b>Monitoring:</b>	Students in this subgroup will be closely identified to make sure they are a part of support areas. They will be a part of our extended learning opportunities afterschool, PCG tutoring, specific intervention groups in ELA and Math during the day. Their progress monitoring data will be monitoring on a bi-weekly basis.
<b>Person responsible for monitoring outcome:</b>	Walna Milfort (walna.milfort@browardschools.com)
<b>Evidence-based Strategy:</b>	We will use progress monitoring of student data and the continuous improvement model with student data. Data will be monitored on a bi-weekly basis. We will be monitoring the implementation of standards based instruction. We will our observation tools to ensure teachers are using Webb's depth of knowledge when working with students. We will utilize our coaches to help and support students and teachers with teaching strategies that will close the achievement gap.
<b>Rationale for Evidence-based Strategy:</b>	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 (Black/African American) available on school created spreadsheet/database

**Person Responsible** LaShawn Tukes (dr.lashawn.tukes@browardschools.com)

**#6. Instructional Practice specifically relating to B.E.S.T. Standards**

<b>Area of Focus Description and Rationale:</b>	Teachers need to be able use the BEST standards for teaching and closing the achievement gap.
<b>Measurable Outcome:</b>	Teachers need to show growth in data during progress monitoring windows. Closing the achievement gaps with benchmark assessments.
<b>Monitoring:</b>	Data will be reviewed biweekly.
<b>Person responsible for monitoring outcome:</b>	LaShawn Tukes (dr.lashawn.tukes@browardschools.com)
<b>Evidence-based Strategy:</b>	<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</p> <p>Mastery and/or School City will be used for ongoing progress monitoring.</p>
<b>Rationale for Evidence- based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Teacher will implement instruction</li> <li>2. Formative and Summative Assessments will be given</li> <li>3. Coaches and Administration will review student data</li> <li>4. Support will be provided to teachers by coaches based on needs according to data (teacher modeling and/or "push-in" student support)</li> <li>5. Data Chats (with teachers)</li> </ol>

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**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.

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 more instructional 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. Parents will be notified of events through communication tools such as school website, parent canvas course, parentlink, newsletters, SAC, and SAF meetings. We will make sure that all district initiatives to enhance parental involvement are done on a more personal level with school based activities.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders we have are the parents that play an active role in School Advisory. They contribute to input to all parental involvement plans. 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 Title 1 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. Parents will also be a part of our Read at home plan. We will also be encouraging students and parents to use the ASK BRIA tutoring system to assist with classwork and homework to bridge that learning gap.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$50,188.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,230.00
			Notes: Curriculum Associates 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, 2022. iReady Toolkit for Grades K-5 teachers & ASD special program (33) to have full access for interventions and to create specific lessons and pathways on a more individualized basis. Teachers will have the access to a more direct pathway for each child. The data gathered from this can and will be used for RtI/MTSS documentation.			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$15,450.00
			Notes: Educational Development Associates ACALETICS materials will help to enhance the fluency skills and assist with increasing the proficiency and understanding of math standards in Grades 3-5. - (100) Grade 3 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4) - (100) Grade 4 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4) - (100) Grade 5 - CRS Pre/Post Assessment, Quik-Pik (Bks 1-4)			
	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG		\$16,848.00
			Notes: ELO Stipends: Provide stipends for six teachers to teach Math/Science Extended Learning Opportunity Camps for 2nd-5th grade students with specific targets on students in ESSA groups and lowest quartile groups for remediation and enrichment. Instruction and materials will be selected based on data. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 60 total students anticipated to attend the Math camp. The student to teacher ratio for camp will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend Math opportunities into Summer 2022 for current students. Stipends for six teachers to work Math camps from October 18, 2021 to April 22, 2022. Teachers will work to increase standards proficiency in Math. ELO Student Camp Time: 3 hours/week x 26 weeks = 78 hours ELO Student Camp Stipends: 6 teachers x 78 hours x \$36/hour stipend = \$16,848			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$1,300.00
			Notes: ELO Stipends (Math): Social Security			
	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$370.00
			Notes: ELO Stipends (Math): Workers Compensation			
	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$45.00
			Notes: ELO Stipends (Math): Unemployment Compensation			
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,295.00
			Notes: Explore Learning - Purchase of Reflex Site license to increase proficiency with Math Fluency skills for students K-5. **License term date cannot extend pass August 31, 2022.			
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,150.00
			Notes: Illuminate Education Purchase of School City site license for progress monitoring of students in grades 2-5 that are struggling in Math. **License term date cannot extend pass August 31, 2022.			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$3,725.00
			Notes: Educational Development Associates ACALETICS Preview Bk1, Grades K-2 and Math BuildUP, Grades 3-5 will help to enhance the fluency skills and assist with increasing the proficiency and understanding of Math standards.			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$2,775.00

			Notes: Educational Development Associates - Science Acaletics to enhance science instruction in 5th grades classrooms.			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$98,673.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$5,160.00
			Notes: Renaissance Learning-Accelerated Reader site license program for students in grades 2-5. AR includes personalized goals help students stay focused on the factors that matter most for reading growth and help monitor their progress and provide feedback to keep learners on track. Individual reading recommendations use students' interests and reading levels to suggest just-right titles or students can self-select. Site license will be used by students in grades K-5. **License term date cannot extend pass August 31, 2022.			
	5100	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$2,495.00
			Notes: Thinking Maps TMLC 6-month Site license The Thinking Maps Learning Community is an online hub for grades K-5 focused on improving student achievement through the effective use of Thinking Maps. The best place online for getting the most out of Thinking Maps, it includes extensive video-based professional development resources, interactive Map-building tools and a professionally vetted Map Gallery. **License term date cannot extend pass August 31, 2022.			
	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG		\$16,848.00
			Notes: ELO Stipends: Provide stipends for six teachers to teach ELA/Reading Extended Learning Opportunity Camps for 2nd-5th grade students with specific targets on students in ESSA groups and lowest quartile groups for remediation and enrichment. Instruction and materials will be selected based on data. Teachers will identify student groupings based on progress monitoring data, disaggregate data to ensure assignments are standards based and communicate with parents concerning student progress and/or additional supports needed. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. There will be approximately 60 total students anticipated to attend the ELO camps. The student to teacher ratio for ELO camps will be a minimum of 10:1. If the student to teacher ratio is not met, the number of teachers providing instruction must be reduced to meet that ratio. If there are unspent ELO funds at the end of the school year, the school will extend ELO opportunities into Summer 2022 for current students. Stipends for six teachers to work ELO camps from October 18, 2021 to April 22, 2022. Teachers will work to increase standards proficiency in ELA/Reading. ELO Student Camp Time: 3 hours/week x 26 weeks = 78 hours ELO Student Camp Stipends: 6 teachers x 78 hours x \$36/hour stipend = \$16,848			
	5100	150-Aides	1641 - Fairway Elementary School	UniSIG	2.0	\$38,720.00
			Notes: Paraprofessionals ***Hire 2 Paraprofessionals to assist in primary and intermediate classrooms with small guided groups with instruction. (1 pre-approved position; requesting 1 additional Para professional to begin after grant approval)			
	5100	210-Retirement	1641 - Fairway Elementary School	UniSIG		\$3,880.00
			Notes: Fringe Retirement: 2 Paraprofessionals			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$2,970.00
			Notes: Fringe Social Security: 2 paraprofessionals			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$1,300.00
			Notes: ELO Stipends (ELA): Social Security			
	5100	230-Group Insurance	1641 - Fairway Elementary School	UniSIG		\$16,470.00
			Notes: Fringe Health Insurance: 2 paraprofessionals			

	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$850.00
			<i>Notes: Fringe Worker's compensation: 2 paraprofessionals</i>			
	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$370.00
			<i>Notes: ELO Stipends (ELA): Workers Compensation</i>			
	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$90.00
			<i>Notes: Fringe Unemployment: 2 paraprofessionals</i>			
	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$45.00
			<i>Notes: ELO Stipends (ELA): Unemployment</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$1,375.00
			<i>Notes: Purchase Fountas &amp; Pinnell Reading MiniLessons for grades K-5, Wright Teacher's Guide and Scoggin Trusting Readers from Heinemann to assist with BEST Standards.</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$670.00
			<i>Notes: Purchase Heggerty materials for students in grades K-1 - (2) Kindergarten Kits-Phonemic Awareness Kits for intervention groups. - (2) 1st Grade-Phonemic Awareness Kits kits for intervention groups - (6) ABC Letter Cards for Kindergarten Classes to align with Letter recognition - (4) Consonant Blends and Diagraph kits for Primary for intervention groups - (5) Alphabet Cards for Kindergarten classes for Intervention groups</i>			
	6400	330-Travel	1641 - Fairway Elementary School	UniSIG		\$4,200.00
			<i>Notes: Thinking Map Leadership Training registration @ \$699 for instructional staff on the leadership team. Effective implementation of the Thinking Maps common visual language calls for effective leaders, who become champions and guide the process in each school. This integral training program improves communication and decision-making and creates the foundation for a sustained and effective effort through ongoing monitoring and assessment.</i>			
	6400	369-Technology-Related Rentals	1641 - Fairway Elementary School	UniSIG		\$3,230.00
			<i>Notes: Curriculum Associates Purchase of iReady Teacher Toolbox (Reading/Writing) 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, 2022. iReady Toolkit for Grades K-5 teachers &amp; ASD special program (33) to have full access for interventions and to create specific lessons and pathways on a more individualized basis. Teachers will have the access to a more direct pathway for each child. The data gathered from this can and will be used for RtI/MTSS documentation.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>				<b>\$21,492.75</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$4,702.75
			<i>Notes: Office Depot Supplies: classroom supplies to support reading, mathematics, science, and social studies instruction: copy paper, glue sticks, composition books, dry erase markers, pocket folders, 3-prong folders, colored pencils, dividers, legal pads, etc.</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1641 - Fairway Elementary School	UniSIG		\$2,900.00

			<i>Notes: Purchase 2 Earth Walk laptop carts and wiring for 40 laptops. Laptop carts will transport, store and charge purchased laptops. - (2) Earth Walk Carts @ \$1,339/each - (40) laptop wiring @ \$5.00/laptop</i>			
	5100	644-Computer Hardware Non-Capitalized	1641 - Fairway Elementary School	UniSIG		\$2,950.00
			<i>Notes: Purchase eight Epson W39 classroom projectors @ \$368.25 for teachers in grades 2-5 to enhance high quality instruction, improving teaching and learning. The projectors will be used to advance efforts to upgrade and/or enhance classroom technology equipment to provide a more digital learning environment for students. Connecting and ensuring learning continuity through the use of current technology is important to keep the students engaged and on track academically. - (8) Epson Projectors - \$368.28</i>			
	5100	644-Computer Hardware Non-Capitalized	1641 - Fairway Elementary School	UniSIG		\$1,440.00
			<i>Notes: Purchase eight Elmo TT12id document cameras @ \$179 for teachers in grades 2-5 to enhance high quality instruction, improving teaching and learning. The technological enhancements will support teachers as they infuse technology into their daily student instruction. The document cameras allow teachers to provide instruction that addresses different modalities of learning with ease. - (8) Epson Document Cameras - \$179</i>			
	5100	644-Computer Hardware Non-Capitalized	1641 - Fairway Elementary School	UniSIG		\$9,500.00
			<i>Notes: Purchase 40 laptops @ \$237.50 each to be used by students for classroom teaching enhancement. For use by students in grades 2-5 for educational apps in reading, math, and science. The laptops will replace broken and damaged ones returned upon completion of the hybrid school year. 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.</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$500.00
			<i>Notes: DAR testing supplies to be used to test children in our ESE classrooms.</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Black/African-American</b>				<b>\$6,830.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$6,830.00
			<i>Notes: Rally Education Purchase resources to support standards-based reading and mathematics instruction in Grades 3-5. The LAFS and MAFS workbooks will be utilized to support students in developing standard-based skills in Reading and Math through focused texts, rigorous questions, and scaffolded support. There are currently 289 students in grades 3-5 (3rd - 97, 4th - 97, 5th - 95). (1) LAFS Rehearsal Plus print- 100 pack, Grade 3 - \$1,138 (1) LAFS Rehearsal Plus print- 100 pack, Grade 4 - \$1,138 (1) LAFS Rehearsal Plus print- 100 pack, Grade 5 - \$1,138 (1) MAFS Rehearsal Plus print- 100 pack, Grade 3 - \$1,138 (1) MAFS Rehearsal Plus print- 100 pack, Grade 4 - \$1,138 (1) MAFS Rehearsal Plus print- 100 pack, Grade 5 - \$1,138</i>			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: B.E.S.T. Standards</b>				<b>\$115,246.67</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG	1.0	\$58,540.00
			<i>Notes: ***One (1) 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		\$5,860.00

			<i>Notes: Fringe Retirement: 1 Resource teacher</i>			
	6400	310-Professional and Technical Services	1641 - Fairway Elementary School	UniSIG		\$2,200.00
			<i>Notes: Purchase Thinking Maps BEST standards training for all K-5 teachers. Thinking Maps is a research-based program that centers on utilizing maps as tools to construct meaning and link to previous schema. This initiative will: - Establish a common focus and shared accountability for school-wide writing performance - Help teachers differentiate instruction according to the individual needs of their students - Allow the school to assess areas of strength and areas that need improvement using analytic rubrics. This training will prepare educators for effectively teaching and modeling developmentally appropriate writing instruction in alignment to the FSA and New BEST standards. The professional development will serve as a refresher for teachers familiar with the Thinking Maps program and create a school baseline for new teachers who need to be trained on the program's concepts. - Thinking Maps Training (1 day @ \$2,200/day)</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$7,165.00
			<i>Notes: Curriculum Associates - Purchase of LAFS and MAFS books to be used for small group instruction, intervention programs and ELO. There are currently 289 students enrolled in grades 3-5 (3rd - 97, 4th - 97, 5th - 95). - (100) Ready Florida Math MAFS Instruction Student Book - Grade 3 - (100) Ready Florida Math MAFS Instruction Student Book - Grade 4 - (100) Ready Florida Math MAFS Instruction Student Book - Grade 5 - (100) Ready Florida ELA LAFS Instruction Student Book - Grade 3 - (100) Ready Florida ELA LAFS Instruction Student Book - Grade 4 - (100) Ready Florida ELA LAFS Instruction Student Book - Grade 5</i>			
	5100	239-Other	1641 - Fairway Elementary School	School Improvement Funds		\$11,801.67
			<i>Notes: Voted items from SAC meetings</i>			
	5100	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$4,500.00
			<i>Notes: Fringe Social Security: 1 Resource teacher</i>			
	5100	230-Group Insurance	1641 - Fairway Elementary School	UniSIG		\$8,250.00
			<i>Notes: Fringe Group Health Insurance: 1 Resource teacher</i>			
	5100	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$1,275.00
			<i>Notes: Fringe Worker's compensation: 1 Resource teacher</i>			
	5100	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$135.00
			<i>Notes: Fringe Unemployment: 1 Resource teacher</i>			
	6400	120-Classroom Teachers	1641 - Fairway Elementary School	UniSIG		\$10,800.00
			<i>Notes: Professional Development Stipends: Provide stipends to 20 teachers to engage in fifteen hours of professional development. The intense literacy, mathematics, science, data usage and pedagogy focus of the professional development will support teachers to increase their knowledge as they work with students to close the achievement gap in reading, writing, math and science. Staff development will take place during the 2021-2022 school year or in the pre-planning week during summer 2022. District Trainers and School Based Coaches will facilitate the PD sessions. If stipends are necessary, they will be paid from other funding sources. Stipends will be paid at hourly rate; \$36/hour will be used for budgeting purposes. - PD stipends: 20 teachers x 15 hours x \$36 stipend = \$10,800</i>			
	6400	220-Social Security	1641 - Fairway Elementary School	UniSIG		\$850.00
			<i>Notes: Fringe Social Security: FICA (Social Security) for 20 teachers</i>			

	6400	240-Workers Compensation	1641 - Fairway Elementary School	UniSIG		\$250.00
			<i>Notes: Fringe Workers Compensation for 20 teachers</i>			
	6400	250-Unemployment Compensation	1641 - Fairway Elementary School	UniSIG		\$40.00
			<i>Notes: Fringe Unemployment for 20 teachers</i>			
	5100	510-Supplies	1641 - Fairway Elementary School	UniSIG		\$3,580.00
			<i>Notes: Lakeshore Learning - curriculum resources for classroom centers, such as leveled texts, science and math kits, vocabulary and comprehension cards.</i>			
<b>Total:</b>						<b>\$292,930.42</b>