Fairway Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: D (40%) 2017-18: B (57%)
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	ATSI
* 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.

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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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	Math 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, working with parent needs and working with Social worker. Oversees

Name	Position Title	Job Duties and Responsibilities
		mindfulness curriculum with teachers and students. Mrs. Mobley also oversees our ELL status and compliance.
Goyeneche, Maria	Instructional Coach	Autism Coach will assist with our teacher and students in our ASD Special Programs. She will oversee the curriculum and behaviors in classroom and provide support to teachers and students.

Demographic Information

Principal start date

Monday 7/1/2019, Katherine Good

Number of teachers with a 2022 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.*

na

Number of teachers with a 2022 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.*

na

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

514

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	82	87	78	94	90	0	0	0	0	0	0	0	518
Attendance below 90 percent	34	33	30	31	25	29	0	0	0	0	0	0	0	182
One or more suspensions	0	1	5	4	13	9	0	0	0	0	0	0	0	32
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 2022 statewide FSA ELA assessment	0	0	0	30	30	28	0	0	0	0	0	0	0	88
Level 1 on 2022 statewide FSA Math assessment	0	0	0	25	29	37	0	0	0	0	0	0	0	91
Number of students with a substantial reading deficiency	0	6	11	26	14	5	0	0	0	0	0	0	0	62

Using the table above, complete the table below with the number of students by current grade level who have 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	3	6	33	41	29	0	0	0	0	0	0	0	112

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	13	0	1	0	0	0	0	0	0	0	15
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

Thursday 9/1/2022

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	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		
Course failure in ELA	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		
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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	58%	56%				48%	59%	57%
ELA Learning Gains	56%						38%	60%	58%
ELA Lowest 25th Percentile	38%						38%	54%	53%
Math Achievement	47%	54%	50%				53%	65%	63%
Math Learning Gains	65%						46%	66%	62%
Math Lowest 25th Percentile	54%						34%	53%	51%
Science Achievement	16%	59%	59%				26%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-56%				
05	2022					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	65%	-1%	62%	2%
Cohort Comparison		0%				
04	2022					
	2019	35%	67%	-32%	64%	-29%
Cohort Comparison		-64%				
05	2022					
	2019	52%	64%	-12%	60%	-8%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	25%	49%	-24%	53%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	26	17	22	43		14				
ELL	39	64		44	73						
BLK	39	56	39	46	64	58	16				
HSP	29	67		55	73						
FRL	35	57	41	44	66	57	17				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	372

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	56
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 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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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

Multiracial Students	
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

We are beginning to make upward trends in ELA and Math proficiency. We are making great learning gains in ELA and Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students scoring at a level 3 or above on our state assessments in Science, Reading, and Math need to show an increase.

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

We still need to show more gains with students scoring at a proficiency level of 3 or above. We will continue to work on foundational skills in K-2 to build literacy. We will also continue to enhance interventions for students in grades 3 through 5.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Math Proficiency, Math Learning gains and our Math lowest quartile showed the most improvement.

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

I think the most impactful contributing factor was having our students back 100% and math lessons were more interactive and teachers could work with struggling students on a small group and one to one basis.

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

Teaching the BEST standards with research based instructional strategies will enhance and accelerate learning.

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.

We have identified Professional development in all areas such as ELA, Math and Science to assist with the implementation of our BEST standards.

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 ESSER and resource teachers and special teaches to assist with doing intervention groups to help students with reading or math standards.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Only 16% of our 5th grade students scored a level 3 or higher on the 2022 FCAT. We did not make an increase from 2021 and we are not as proficient as we were back in 2019.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023 our fifth grade students will increase their Science Proficiency from 16% to at least 32% scoring at a level 3 or above on the SSA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor our Science data on a monthly basis from the mini assessments. We will also regroup and have data dives after Beginning and Middle of the year assessments/
Person responsible for monitoring outcome:	Walna Milfort (walna.milfort@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Fairway Elementary has not consistently shown increases in ELA proficiency, increase in learning gains, and increase in lowest quartile learning gains. We did show an increase from FSA 2021 to FSA 2022. Our data increase was as follows students scoring at a level 3 or above went from 31% proficiency to 37%. Our data decline was as follows students showing learning gains in ELA went from 31% to 56%. Our data decline was as follows students in the lowest quartile showing learning gains went from 24% to 38%. .
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, students in grades 3 - 5 will increase proficiency from 37% to 47% or more as measured by the FAST assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The area of focus will be monitored through FAST progress monitoring #1, #2, and #3. ELA data will also be monitored through Benchmark Advance Unit assessments.
Person responsible for monitoring outcome:	Cynthia Burfield (cindy.burfield@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on FSA data in 2022 , we showed an increase in proficiency, learning gains, and lowest quartile. However, we need to show more of an increase in proficiency with students scoring at a level 3 or above.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023 students in grades 3-5 will show an increase in proficiency scores from 47% to 57% on the FAST assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

In grades K-2 continuous monitoring of the BEST standards and instructional strategies being implemented by classroom teachers. Intervention groups in K-2 will focus around BEST standards as well.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In grades 3-5 continuous monitoring of the BEST standards and instructional strategies being implemented by classroom teachers. Intervention groups in K-2 will focus around BEST standards as well.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023 we would like to have at least 50% of our students scoring at a proficient level on the Star Early Literacy assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, we would like to have at least 52% of our students scoring at a proficient level on the FAST assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Data from the FAST PM1 and PM2 will be monitored and plans will be put into place to make sure that we are reaching our measurable outcomes.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Blackburn, Kelli, kelli.blackburn@browardschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidenced based practices include following the Reading K-12 plan for ELA instruction and to implement the MTSS strategies for our struggling students.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Yes, all interventions that are outlined in the K-12 reading plan MTSS address the needs of our struggling students.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy leadership is being monitored through the participation of our Literacy in her monthly coaches meetings.	Good, Katherine, kathy.good@browardschools.com
Literacy coaching will be in place based on the criteria given to Literacy coach by Administration. Expectations will be monitored by Administration.	Good, Katherine, kathy.good@browardschools.com
Assessment will be done through the District FAST PM #1 through Fast #3	Good, Katherine, kathy.good@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.