

Broward County Public Schools

# Fairway Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Fairway Elementary School

7850 FAIRWAY BLVD, M IR Amar, FL 33023

[ no web address on file ]

## School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

## SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

## Purpose and Outline of the SIP

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

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation 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.
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.
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.
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. Mrs. Mobley also oversees our ELL status and compliance.
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

Name	Position Title	Job Duties and Responsibilities
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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.

**Stakeholder Involvement and SIP Development**

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

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

Our SAC Committee along with parents, teachers and stakeholders review the School Improvement Plan at least 3 times a year. In the month of April we begin to review to make suggestions for the upcoming school year. We also send out draft versions of the SIP plan to all stakeholders and ask for input. In May we create a draft version of the plan to be voted on for the upcoming school year.

**SIP Monitoring**

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

SIP Monitoring is conducted on a quarterly basis as well as after data benchmarks. It is documented based on data what is working well and what improvements need to be made according to data. Instructional decisions are made based on data.

**Demographic Data**  
 Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No



<p><b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)</p>
<p><b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: C 2019-20: D 2018-19: D 2017-18: B</p>
<p><b>School Improvement Rating History</b></p>	
<p><b>DJJ Accountability Rating History</b></p>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	25	36	28	30	19	28	0	0	0	166
One or more suspensions	0	0	1	5	5	4	0	0	0	15
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	7	9	24	35	22	23	0	0	0	120
Level 1 on statewide Math assessment	0	12	23	21	14	40	0	0	0	110
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	19	24	20	22	0	0	0	100

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	13	29	31	22	37	0	0	0	135

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	4	25	0	0	0	0	0	36
Students retained two or more times	0	0	3	0	0	0	0	0	0	3

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	33	30	31	25	29	0	0	0	182
One or more suspensions	0	1	5	4	13	9	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	30	30	28	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	25	29	37	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	11	26	14	5	0	0	0	62

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	6	33	41	29	0	0	0	112

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	13	0	1	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	34	33	30	31	25	29	0	0	0	182
One or more suspensions	0	1	5	4	13	9	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	30	30	28	0	0	0	88
Level 1 on statewide Math assessment	0	0	0	25	29	37	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	11	26	14	5	0	0	0	62

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	6	33	41	29	0	0	0	112

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	13	0	1	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

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

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	56	53	37	58	56	31		
ELA Learning Gains				56			31		
ELA Lowest 25th Percentile				38			24		
Math Achievement*	47	62	59	47	54	50	20		
Math Learning Gains				65			12		
Math Lowest 25th Percentile				54			10		
Science Achievement*	19	48	54	16	59	59	16		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	62	59	59	59			40		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	197
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	13	Yes	3	3
ELL	38	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	47			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	2	2
ELL	56			
AMI				
ASN				
BLK	45			
HSP	57			
MUL				
PAC				
WHT				
FRL	48			

**Accountability Components by Subgroup**  
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			47			19					62
SWD	9			20			8				4	
ELL	18			71							4	62
AMI												
ASN												
BLK	33			46			21				5	64
HSP	38			55							4	58

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	31			47			19				5	62

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	56	38	47	65	54	16					59
SWD	12	26	17	22	43		14					
ELL	39	64		44	73							59
AMI												
ASN												
BLK	39	56	39	46	64	58	16					
HSP	29	67		55	73							60
MUL												
PAC												
WHT												
FRL	35	57	41	44	66	57	17					64

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	31	31	24	20	12	10	16					40
SWD	18	0		13	7		13					
ELL	25			17								40
AMI												
ASN												
BLK	32	31	22	19	11	11	15					
HSP	30			26								
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	26	25	29	15	9	11	13					33

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	56%	-16%	54%	-14%
04	2023 - Spring	46%	61%	-15%	58%	-12%
03	2023 - Spring	35%	53%	-18%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	62%	2%	59%	5%
04	2023 - Spring	65%	65%	0%	61%	4%
05	2023 - Spring	27%	58%	-31%	55%	-28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	18%	46%	-28%	51%	-33%

**III. Planning for Improvement**

**Data Analysis/Reflection**

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

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

Science showed the lowest performance according to the NGSS FCAT 2.0 test. We showed an increase of 16% proficiency to 18% proficiency. We feel that the contributing factors to low science scores is not enough school wide instruction of science.

We made increased from FAST PM1 to FAST PM3. We are beginning to make upward trends in ELA and Math proficiency. We are making great learning gains in ELA and Math. Each year we have shown an increase of about 4% in ELA and Math.

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

Students scoring at a level 3 or above on our state assessments in Reading on FAST PM3. There needs to be more rigor in the ELA block during tier 1 instruction. We also do not have enough teachers that are reading endorsed, so we are limited to who can give tier 3 support for interventions.

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

Based on on FAST PM 3 and FCAT Science Assessment, students scoring at a level 3 or above on our state assessments in Science, Reading, and Math need to show less of an achievement gap to the state average. Tier 1 instruction needs to be more rigorous and teachers need to be able to be more intentional with small groups and be more data driven.

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

Our Math Proficiency showed the most improvement from FAST PM1 to FAST PM#3. As a school we were more intentional with our intervention groups, ELO Camo and professional development.

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

Based on FAST FAST PM 3, the level of proficiency from 2nd to 3rd grade needs to be monitored. That will set baseline date for incoming 3rd graders. This will also give us data for 2nd graders that need to identified as Tier 2 and Tier 3 as third graders.

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

- Science proficiency
- ELA proficiency
- Writing proficiency
- Math proficiency

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Only 18% of our 5th grade students scored a level 3 or higher on the 2023 FCAT. 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 2024 our fifth grade students will increase their Science Proficiency from 18% 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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:**

Explain the rationale for selecting this specific 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,

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken 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)

**By When:** This will be monitored quarterly.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Fairway Elementary has not consistently shown increases in ELA proficiency with our students with disabilities. There has been increases in learning gains, and increase in lowest quartile learning gains. We did show an increase from FAST PM #1 to FAST PM#3. The 2021-22 data showed that SWD had an ELA proficiency of 12%. We need to be at minimum of 41% proficiency.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, Students with disabilities will increase their ELA proficiency from 12% to 22% as per the F.A.S.T ELA 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 and for our students with disabilities.

**Person responsible for monitoring outcome:**

Cynthia Burfield (cindy.burfield@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use progress monitoring of student data of our students with disabilities 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 with disabilities. We will utilize our coaches to help and support students and teachers with teaching strategies that will close the achievement gap. We will be using Reading Horizons, Ellevote and SIPPS.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific 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 Benchmark Advance.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement**

List the action steps that will be taken 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)

**By When:** Quarterly

**#3. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on FSA data in 2023 , we showed an increase in proficiency. 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 2024 students in grades 3-5 will show an increase in proficiency scores from 51% 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:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken 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)

**By When:** Quarterly

#### #4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Positive Culture and environment was identified because we need to see increases with teacher retention. We have made sure that we are supporting teachers through EQUIP, TIER, and Coaching and induction.

##### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to retain 95% our teachers that are new to Fairway Elementary by June 2024.

##### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will ensure that new teachers and new hires are supported by teachers on a weekly, bi-weekly or monthly basis.

##### Person responsible for monitoring outcome:

Walna Milfort (walna.milfort@browardschools.com)

##### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will continue to ask for feedback at our monthly TIER meetings for any feedback and topics they would like to include for monthly meetings. We will use coaching and induction strategies with our new teachers. We are using a culturally responsive meetings during our TIER meetings as well.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

##### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

##### Will this evidence-based intervention be funded with UniSIG?

No

##### Action Steps to Implement

List the action steps that will be taken 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)

**By When:** Monthly basis.

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

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

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

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As an ATSI school, with our students with disabilities subgroup identified as an area of improvement we will focus on all tested areas. School Improvement funding allocations will be monitored through our School Advisory Council. We will share our SIP outcomes from FAST data and show areas of need. We will conduct a needs assessment and ensure that any products that come up through SAC are evidence based programs that have a history of showing improvement. There will be an inquiry if other schools have used product and shown favorable outcomes.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)**



### 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

By May 2024, students in grade 2 will increase in ELA proficiency from 41% to 53% as per the Early Literacy or STAR Reading Assessment.

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

By May 2024, students in grade 3 will increase in ELA proficiency from 35% to 53% as per the F.A.S.T. assessment.

By May 2024, students in grade 4 will increase in ELA proficiency from 44% to 53% as per the F.A.S.T. assessment.

By May 2024, students in grade 5 will increase in ELA proficiency from 40% to 53% as per the F.A.S.T. assessment.

### 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 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 Measurable Outcomes

By May 2024 we would like to have at least 53% of our students scoring at a proficient level on the Star Early Literacy assessment.

#### Grades 3-5 Measurable Outcomes

By May 2023, we would like to have at least 55% of our students scoring at a proficient level on the FAST assessment PM#3.

### Monitoring

**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 impact student achievement outcomes.

Data from the ELA FAST PM1 and PM2 will be monitored and plans will be put into place to make sure that we are reaching our measurable outcomes. Data chats will be conducted to progress monitor what children are learning and where the achievement gaps are. Data driven instruction will need to be aligned continuously.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Good, Katherine, kathy.good@browardschools.com

## Evidence-based Practices/Programs

**Description:**

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. §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. We will also be using the MTSS decision tree resources to meet the needs of students that are Tier 2 and Tier 3.

**Rationale:**

Explain the rationale for selecting 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 evidence-based 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  Literacy coach will build in time to wok with teachers and model teaching literacy strategies.	Good, Katherine, kathy.good@browardschools.com
Professional Learning  We will be working with Elementary Learning-ELA to conduct Professional Learning opportunities with our teachers on small group instruction strategies.  We will also be implementing learning from SOR trainings into the classroom.	Good, Katherine, kathy.good@browardschools.com

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
 List the school's webpage\* where the SIP is made publicly available.

We disseminate Schoolwide Program Plans to community about our SIP through monthly newsletters, SAC meetings, parent nights, and website. SIP goals and information will also be shared at our Title 1 Parent Nights.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will continue to build positive relationships with our stakeholders through SAC, PTO and Parent Nights. We will share our SIP plans. We will continue to invite parents to participate in school wide events that circle around academics.

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

We plan to strengthen our academic plans through informing parents of what we are doing in all subject areas and our plan to increase proficiency.

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

Not applicable

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Our school implements mindfulness breathing and social skills strategies in our morning announcements to assist children with life skills and wellness.

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

not applicable.

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

We implement our schoolwide positive behavior plan throughout the day and we also incorporate CHAMPS behavior strategies.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

We are implementing inclusive teaching strategies for our entire staff to assist with students with disabilities.

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

We include all of our PRE K programs in all of school wide events to show inclusivity.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
<b>Total:</b>			<b>\$0.00</b>

### Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

Yes