

Fairway Elementary School



2014-15 School Improvement Plan

Fairway Elementary School

7850 FAIRWAY BLVD, Miramar, FL 33023

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

89%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	C

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To ensure all students receive a quality education within a safe, stimulating, and secure learning environment.

Provide the school's vision statement

Our vision is to provide a safe, secure and stimulating learning environment based on each students specific needs, allowing all students at Fairway to receive and learn the necessary skills and academics to leave being college and career ready.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

This school year each teacher was responsible to come up with an individual plan to build relationships with students. Some of the ideas that teachers are using are to have students share their cultures, background, and likes/dislikes with the teacher and the classroom. The teacher will also be sharing with the students about their culture and experiences. Each grade level also came up with a plan to build student teacher relationships. One example that a grade level has come up with was to greet each and every student at the door every morning and welcome each student with a specific praise and good morning. Events will also be held at the school to spotlight various cultures of students that attend the school and live in the area.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Fairway has anti-bullying posters / policy posted around the school (Safe Zone, Listeners, Zipper Face). Students are to view the anti-bullying video from the district during school hours, teachers are also required to view and take an online test for the anti-bullying policy from the district. The guidance counselor visits classrooms and discusses with the students expectations and provides the names of school contact personnel that are trained to assist students with bullying concerns. The school School Resource Officer also teaches lessons to our students in their classrooms and on the morning announcements. Fairway also has a reward system for those students who are acting appropriately around the school. Character education is also taught in the classrooms.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Staff has been trained in Conversation Help Activity Movement Participation (CHAMPS) for classroom discipline support. Students also receive a Code of Conduct from the district which is reviewed in the classroom also at home. A signed copy is then returned to the school and held for our records. Fairway also has a school-wide behavior plan that was created by the teachers that is explained to the students at the beginning of the school year along with a copy that is sent home for parents to review and sign and return. All referrals that are written on Virtual Counselor have consequences that follow the district discipline matrix.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Fairway offers students and families counseling at the school site utilizing the school counselor and/or social worker. Outside agencies are offered based on the needs of the families and students that attend the school. Guidance counselor offers counseling for students who have lost a family member, social skills, character education, mentoring, and anti-bullying lessons to name a few.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parental Involvement funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. The school's mission and vision statements are shared with our parents during open houses, family nights and on the school website. Parents are kept abreast of their students progress/grades through the use of multiple means such as: Interims, Agendas, Grade Sheets, Conferences, Phone Calls, Informal Discussions at dismissal. This allows the school to build long lasting relationships with our parents and future parents of the school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Fairway Elementary builds and sustains partnerships with the local community and businesses by holding family nights at locations in close proximity to the school allowing parents to come out and attend. The Assistant Principal is responsible also for visiting and contacting businesses that are interested in becoming partners with the school and acquiring new partners. We understand that partnerships are not a one way street so we show appreciation for our partners by sending Thank You letters from students and having career days and night events that allow for the companies to share with our faculty, students, and families what they can offer.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Nordstrom, Thomas	Assistant Principal
Brown-Curry, Tranya	Instructional Coach
Clarke, Suzanne	Instructional Coach
Caffrey, Janice	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles and responsibilities of the members of the School Leadership Team are to monitor the pacing and instruction that occurs in the classroom. To create Professional Development calendars assist teachers in analyzing and reflecting on their practice. Instructional coaches review student work/data to inform instruction and to enhance student performance to meet the targeted differentiated needs of all students. Support teachers in implementing explicit, rigorous mathematical and literacy instruction through collaboration with teachers. Serve on the school's professional development team to ensure professional learning aligned to standards, initiatives and facilitators of research-based professional learning through professional learning communities. Help teachers in selecting appropriate supplemental resources for remediation and enrichment instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I coordinator, Ms. Ashley Saba, will compile resources and artifacts needed to document the usage of Title I funds for materials and education programs.

School Advisory Committee will vote to allocate funds for specific purchase of materials / educational programs

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michelle Engram-Mcknight	Principal
Kay Samuels	Teacher
Ms. Jaquelyn Box	Business/Community
Mrs. Monica Burrows	Education Support Employee
Ms. Valerie Smith	Parent
Ms. Shannieka Smellie	Parent
Mr. Juan Perez	Parent
Camille Adderley	Teacher
Nashuwanda Francois	Parent
Latonya Gardner	Parent
Brenda Paschal	Parent
Madelin Roman	Parent
Osha Sewell	Parent
Alisha Jackson	Teacher
Anastasia Haxton	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The members of the School Advisory Committee (SAC) will receive a copy of last years SAC plan along with the Florida Comprehensive Assessment Test (FCAT) results and the new SIP template for the 2014-2015 school year. A meeting will take place where a discussion will be held to review last years processes and what worked and what needs to be changed or added to this years plan. We will review the successes and barriers that were listed last year under the Early Childhood Readiness Objectives. The committee will also review the Positive Behavior Plan, Title 1 budget and results of the program, along with data and the parent student survey to make sure we met our goals.

Development of this school improvement plan

The committee will meet several times to discuss and create the SIP for the 2014-2015 school year. Using last years data and SIP the committee will make changes were needed to meet the specific needs of our students. Decisions will be made based on last year FCAT data, survey results and parent, faculty and student input. The SIP will also be reviewed during the meetings held during the school year to monitor and make changes if need to meet the needs of our students and faculty.

Preparation of the school's annual budget and plan

SAC will convene to discuss the money allocated to the school for the 2014-2015 school year. At that time it will be discussed how monies should be spent to meet the needs of the majority of our students and voted upon.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

I-Ready for grade 3-5
 Amount budgeted \$3020.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Nordstrom, Thomas	Assistant Principal
Brown-Curry, Tranya	Instructional Coach
Clarke, Suzanne	Instructional Coach
Caffrey, Janice	

Duties

Describe how the LLT promotes literacy within the school

AR - top readers and top class participation (Morning Announcements, student parties)
Reading Logs- top class participation (Morning announcements)
2 Literacy Coaches diving the support of classes/teachers - providing resources, mentoring, modeling lessons, monitoring effective strategies and student achievement

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At Fairway Elementary School, staff development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Funds are also used for Temporary Duty Assignments (TDA) for teachers to have in house staff development and district staff development opportunities. Teachers are also allotted an additional 70 minutes extended planning every 7 school days to allow for Professional Learning Communities (PLC) and also staff development to occur.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The district's Human Resources and Staff Development departments, as well as a district level Teacher Recruitment Committee work collaboratively to retain and recruit highly qualified , certified-in-field, effective teachers. The district also has a website used to attract teachers to Broward County based upon regional perks, and opportunities to receive benefits beyond a paycheck. Fairway Elementary School's collaboration with the district is evidenced by participation in Broward Teacher Recruitment Fairs, New Educator Support System, and ongoing professional development.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school uses the New Educator Support System (NESS) where new teachers are paired with a veteran teacher (on the same grade level) that has been identified as an effective educator and is

knowledgeable of the school procedures and classroom best practices. NESS Educators and their mentors will meet once a week to discuss any concerns and offer guidance and support. Instructional Coaches at the school site provide ongoing mentoring support for Kindergarten through fifth grade teachers in all content areas. District support is provided for all new educators (1st year teachers only) for two years through their Induction Coach program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional Coaches monitor implementation of instructional programs and materials making sure Florida Standards are aligned to grade level instruction. Administration periodically checks lesson plans performs classroom walkthroughs and conducts formal and informal observations to ensure fidelity of instruction. Our core curriculum is aligned to Florida State Standards (Go Math!, Journeys-Reading, Science Fusion, McGraw-Hill Social Studies).

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data from the Florida Assessment In Reading-Florida Standards (FAIR), Florida Comprehensive Assessment Test (FCAT up to 2014), Benchmark Assessment Tests (BATS), Informal Reading Inventory (IRI), core weekly and unit assessments, and more. Teachers use data to create flexible ability groups to drive instruction and double dose students as data directs. English Language Learners (ELL) are provided with strategies and technology in the classroom to meet their individual needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Students will receive an additional 60 minutes of rigorous individualized instruction in reading daily.

Strategy Rationale

Research indicates that Reading Skills will improve when students are given explicit instruction in their identified areas of need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nordstrom, Thomas, thomas.nordstrom@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assessments will be given to the students on a weekly basis to monitor students growth in their identified area or need in the 5 areas of reading they based on the data found above. Students will be given remediation or enrichment based on proficiency.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

- 5th grade students visit the feeder middle schools that they may attend, assemblies for Magnet Middle Schools are held at the school to discuss students options.
- K-4th Grade students in the final quarter of the school year use Get Ready for the next grade level to better prepare the students for the expectations that will be put on them the following school year
- Fairway Elementary also holds a Kindergarten Round Up to orientate them to Elementary School Setting

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will analyze student data to determine students needs and utilize grade level standards to differentiate instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will analyze student data to determine students needs and utilize grade level standards to differentiate instruction. 1a

G042455

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	58.0

Resources Available to Support the Goal 2

- Instructional coaches, Core Curriculum Material, Extended Hour, Digital Five, Journeys Tool Box, Phonics for Reading, Intermediate Words, District Support, State Support, Administrative Support

Targeted Barriers to Achieving the Goal 3

- Limited Time for Planning and Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Utilize iObservation data points based on specific domains and domain questions.

Person Responsible

Thomas Nordstrom

Schedule

Monthly, from 6/4/2015 to 6/4/2015

Evidence of Completion

Student performance data

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will analyze student data to determine students needs and utilize grade level standards to differentiate instruction. **1**

 G042455

G1.B1 Limited Time for Planning and Professional Learning Communities **2**

 B103588

G1.B1.S1 Create and implement a master schedule with a 70 minute extended block to address planning and Professional Learning Communities. **4**

 S114730

Strategy Rationale

To address effective teaching strategies and increase student performance.

Action Step 1 **5**

Create and implement a 70 minute block (every 7 days per grade level).

Person Responsible

Thomas Nordstrom

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, agendas, powerpoint presentations, surveys, and/or team leader feedback.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walkthroughs and observations.

Person Responsible

Thomas Nordstrom

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Student artifacts, classroom walkthroughs data and coaches logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze student performance data for growth and mastery.

Person Responsible

Suzanne Clarke

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Student assessment scores, artifacts, and rubrics

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Create and implement a 70 minute block (every 7 days per grade level).	Nordstrom, Thomas	8/25/2014	Sign in sheets, agendas, powerpoint presentations, surveys, and/or team leader feedback.	6/4/2015 daily
G1.MA1	Utilize iObservation data points based on specific domains and domain questions.	Nordstrom, Thomas	6/4/2015	Student performance data	6/4/2015 monthly
G1.B1.S1.MA1	Analyze student performance data for growth and mastery.	Clarke, Suzanne	8/25/2014	Student assessment scores, artifacts, and rubrics	6/4/2015 weekly
G1.B1.S1.MA1	Conduct classroom walkthroughs and observations.	Nordstrom, Thomas	8/25/2014	Student artifacts, classroom walkthroughs data and coaches logs	6/4/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will analyze student data to determine students needs and utilize grade level standards to differentiate instruction.

G1.B1 Limited Time for Planning and Professional Learning Communities

G1.B1.S1 Create and implement a master schedule with a 70 minute extended block to address planning and Professional Learning Communities.

PD Opportunity 1

Create and implement a 70 minute block (every 7 days per grade level).

Facilitator

Myrna Gardner / Literacy Coach Moraima del Sol / Literacy Coach Ashley Saba / Math Coach

Participants

All teachers

Schedule

Daily, from 8/25/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.