



# MOUNT PROSPECT SCHOOL DISTRICT 57

Westbrook - Fairview - Lions Park - Lincoln



*"Inspiring every student, every day to reach their full potential"*

## Fairview School Improvement Plan - 2024-2025

<p><b>Board of Education Mission</b></p>	<ul style="list-style-type: none"> <li>• Encouraging curiosity and critical thinking</li> <li>• Ensuring robust academics</li> <li>• Providing innovative and safe learning spaces</li> <li>• Fostering healthy relationships and a sense of belonging</li> </ul>
<p><b>District Goals</b></p>	<p><b>Outstanding Student Experiences</b> District 57 strives to provide outstanding student experiences that promote academic excellence, social-emotional growth, and lifelong learning.</p> <p><b>Staff Growth and Support</b> District 57 prioritizes staff growth and support, offering professional development, mentorship programs, and resources for staff wellness. Investing in staff is crucial for providing high-quality education and experiences for students.</p> <p><b>Family and Community Partnerships</b> District 57 values partnerships with families and the community. We invest in resources and programs to promote communication, collaboration, and engagement. This helps create a positive learning environment for students, ensuring their success.</p> <p><b>Fiscal Stewardship and Facility Planning</b> District 57 prioritizes fiscal stewardship and facility planning to ensure that resources are utilized efficiently and effectively. By investing in these areas, the district can continue to provide a safe and nurturing learning environment for its students.</p>
<p><b>Portrait of a Graduate</b></p>	<p><b>Adaptable</b> Adaptable means being able to change and adjust to new ideas, situations, or environments. We can be flexible and are able to “go with the flow” when things don’t go as planned.</p> <p><b>Collaborative</b> Collaborative means working with others to achieve a common goal. When we collaborate, we share ideas, listen to each other, and work as a team to get things done.</p> <p><b>Critical Thinker</b> Critical thinkers ask questions and find answers. We look at multiple ways to solve problems. Critical thinkers are always curious and ready to learn something new.</p> <p><b>Empathetic</b> Being empathetic means understanding and feeling how someone else is feeling. We can put ourselves in their shoes and show them kindness and support.</p> <p><b>Resilient</b> Resilient means being able to bounce back and learn from tough times and mistakes. We become even stronger because of the experience!</p>

**GOAL 1:**

**School Goal & Objective**

What specifically do you hope to achieve?

- For the 2024/2025 school year, our goal is that 57% of students will meet or exceed their growth target for reading and 64% of students will meet or exceed their growth target for math as measured on MAP from fall to spring.

**Rationale**

Why did you choose this goal and why does reaching it matter to you?

- An outstanding student experience involves promoting academic excellence and lifelong learning. This goal highlights the importance of measuring student growth to ensure our students are making strong academic progress.
- Our goal as a school is to ensure that all students make growth that is based on their individual learning profile.

How will reaching this goal benefit others and the school?

- When teachers and students are focused on achieving their individualized learning goals, the entire school community benefits. Students are learning to become productive members of the community who are ready to learn at the next level while the school is fulfilling its mission to help each individual reach their full potential.

**Key Results/Success Criteria**

What will growth toward this goal look like?

- By analyzing winter MAP data, we will be able to monitor student progress toward meeting their spring growth target.

What quantitative metrics will be used to measure progress toward this goal?

- We will use the Student Growth Summary report in NWEA to monitor growth data at the school level. Teachers will use individual student reports to monitor growth and use this information for further student goal setting (see action step #2 below).

**Alignment to Board of Education's Mission**

How does this goal align with the mission of the BoE?

- The overall goal and action steps align with ensuring robust academics by focusing on individual student growth and effective instructional practices. Action step #4 encourages curiosity and critical thinking. When students invest in and drive their learning, it requires them to ask questions, determine relevance, set goals, seek feedback, and assess their own learning.

**Alignment to District Goal(s)**

How does this goal align with the goals of our District?

- Outstanding Student Experiences: By having our students set individualized goals (see action step #2 below), learn to invest in and drive their learning (see action step #4 below) and become responsible for learning their math facts (see action step #3 below), we are promoting academic excellence and life long learning.
- Staff Growth and Support: By providing time for staff to collaborate and learn together about our new reading curriculum (see action step #1 below), they will grow in their knowledge and become more confident in their instruction. Having protected time for this collaboration shows the staff that we support their efforts in learning together and from one another.

**Alignment to our Portrait of a Graduate**

How does this goal align with our Portrait of a Graduate?

- Action step #1 (support with new reading curriculum) promotes collaboration among teaching teams. It requires staff to be adaptable as they are changing instructional practices and resilient when faced with the challenge of learning and implementing something new. Staff will be thinking critically as they meet together to solve problems or explore curiosities they are facing with implementation throughout the year. Providing this time shows empathy, as it acknowledges the difficulty that can come with a major change and allows the time and space to work together to help staff grow in confidence learning something new.
- Action step #2 (goal setting) promotes collaboration as students and staff work together to analyze data, establish goals, and create action plans for student learning. It requires adaptability in how the action plans change as students make progress or need additional help. It requires student resilience to stick with the plans developed even when

**Student Voice**

How will student voice be included?

- Student voice is central to this plan. They are encouraged to go beyond participating in class

**Family Engagement**

What will family engagement look/sound like?

- Families will be made aware of this plan as a whole. They can support students by asking

<p>to investing in and driving their learning. They are co-creating MAP goals and learning plans with teachers as part of the goal setting process. They determine when they are ready to sign up for the math facts challenge. 3 out of 4 of the action steps below require their active involvement and ownership.</p>	<p>them about their MAP goals, practicing with them for the math facts challenge, and discussing how their student is participating, investing in, and driving their learning referring to the levels of engagement.</p>	<p>they are challenging to accomplish. The plans developed will lead students to think critically in a variety of ways.</p> <ul style="list-style-type: none"> <li>● Action step #3 (math facts challenge) promotes student resilience as they work to memorize their facts and persevere if they did not meet the goal on their first attempt. It requires collaboration for the staff as we work together to teach, and motivate students, and assess and document results.</li> <li>● Action step #4 (levels of engagement) requires students to be adaptable when they apply strategies that promote engagement. As students start to invest in and drive their learning, this requires critical thinking in order to engage in their learning most meaningfully.</li> </ul>
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Action Plan				
Goal #1 What actions will you take to achieve this goal?	What is your timeline for this action item?	Who will be involved in and/or responsible for this specific action item?	What professional learning or support is needed?	How and how often will progress be monitored?
<p>1. In order to support the implementation of our new reading/language arts instructional materials, grade level teams will partake in monthly curriculum days where each team will have an hour and fifteen minutes to collaborate and plan together under the leadership of content area specialists.</p>	<p>This process will start in September and continue monthly through May.</p>	<p>Admin will set up the time and space for these meetings and will secure sub coverage. Content area specialists will create the agenda for each meeting and facilitate the meetings. Grade level teams and support staff representatives will participate in these meetings.</p>	<p>The purpose of this action plan is to provide the professional development needed for staff to implement the new reading curriculum. Content area specialists will continue to be supported in leading these meetings by district administration.</p>	<p>By looking at monthly agendas and notes and listening to teacher feedback, the productivity and value of this practice will be monitored on a monthly basis.</p>
<p>2. To increase student ownership and involvement in their own academic growth, students will set both math and reading MAP goals after their fall and winter MAP assessments.</p>	<p>Goals are set after the fall MAP assessments and winter MAP assessments.  Students will work on their individual goal plans throughout the school year.</p>	<p>All staff and students will be involved.</p>	<p>Continued support by administration and the instruction and technology coach will be provided. Sample goal setting templates will be available to all staff.</p>	<p>Whole school progress will be monitored formally twice annually after the winter and spring MAP assessment.  Individual progress will be monitored by the teachers and students in an ongoing fashion through observations, reviewing goal plans, and ongoing student conferencing.</p>
<p>3. To increase student fact fluency, students will participate</p>	<p>The math facts challenge will begin during September and</p>	<p>All staff and students will be involved. Special area teachers</p>	<p>Special area teachers will be trained on how to give the</p>	<p>As students are ready, they will sign up to take the assessment.</p>

<p>in a school-wide multiplication math facts challenge. For those who have completed multiplication, a new division version will be assessed. With the success of the first year of the math facts challenge, the Building Leadership Team will explore implementing a similar plan for reading.</p>	<p>continue through the end of May.  Exploration of a reading challenge will take place throughout the year at Building Leadership Team Meetings.</p>	<p>will assist with assessment and documentation. Admin will introduce and explain the process to students. Teachers will promote in the classroom and provide time for practice.</p>	<p>assessment and document the results.  The process of how to sign up and what is expected will be explained to students.</p>	<p>Admin will monitor participation and encourage students to sign up during morning announcements. An emphasis will be placed on 5th grade students as it is our hope all students will complete the math facts challenge by the time they leave Fairview. Admin will meet with 5th grade students who haven't completed the challenge by the spring to encourage participation.</p>
<p>4. To support student participation, investment, and ownership across the school day, students will continue to learn how to assess and manage their level of engagement.</p>	<p>This will be reviewed at grade level expectations assemblies in August and then implemented across the building throughout the school year.</p>	<p>Admin will teach/review this during grade level expectations assemblies. All staff will reinforce the levels of engagement in their settings. Instruction and technology coach will provide resources to assist staff in implementation and ongoing instruction. Admin and social work will provide re-teaching for students who are regularly disengaged.</p>	<p>The levels of engagement will be taught/reviewed with staff at the opening day staff meeting. Ongoing support will be provided by admin and instruction and technology coach.</p>	<p>We will continue to monitor school-wide data three times annually at our data days to see how this practice is impacting student learning. At these meetings, discussions will occur to share classroom observations and ideas for enhancement.</p>

<b>GOAL 2:</b>		
<p><b>School Goal &amp; Objective</b> What specifically do you hope to achieve?</p> <ul style="list-style-type: none"> <li>Based on our student survey data from fall to spring, the percentage of students who reported they always/often feel that they belong at school and are part of the Fairview community decreased by 2% (85% to 83%). Our goal is to increase this percentage from fall 2024 to spring 2025. Our second goal is to increase the percentage of students who always/often feel respected by their classmates to 73% (3% increase from spring 2024) by the spring of 2025.</li> </ul>	<p><b>Rationale</b> Why did you choose this goal and why does reaching it matter to you?</p> <ul style="list-style-type: none"> <li>We chose to focus on the percentage of students who always/often feel respected by their classmates because our student survey data shows this to be our area of greatest need. We chose to focus on the percentage of students who always/often feel a sense of belonging because this area showed a decrease from fall to spring last school year.</li> <li>We want all students to feel that they belong here at Fairview. We also want to continue to teach them how to be respectful to each other to enhance our school community environment.</li> </ul> <p>How will reaching this goal benefit others and the school?</p> <ul style="list-style-type: none"> <li>When students feel respected and have a sense of belonging they are available to learn and be</li> </ul>	<p><b>Key Results/Success Criteria</b> What will growth toward this goal look like?</p> <ul style="list-style-type: none"> <li>By analyzing student survey data in the winter and spring we will be able to monitor how students are feeling about their experience at Fairview compared to the fall and previous school years with emphasis on the questions related to belonging and feeling respected by peers.</li> </ul> <p>What quantitative metrics will be used to measure progress toward this goal?</p> <ul style="list-style-type: none"> <li>We will use the results from the student survey taken in the fall, winter, and spring, and analyze the data with the Social Emotional Learning Team to monitor progress and identify areas of need.</li> </ul>

	proactive and invested community members.	
<p><b>Alignment to Board of Education’s Mission</b> How does this goal align with the mission of the BoE?</p> <ul style="list-style-type: none"> <li>This goal clearly aligns with the board’s goal of fostering healthy relationships and a sense of belonging because we are measuring student perceptions of both their peer relationships and sense of belonging at Fairview. The activities in this goal area promote positive peer interactions and celebrate the diversity within our school.</li> </ul>	<p><b>Alignment to District Goal(s)</b> How does this goal align with the goals of our District?</p> <ul style="list-style-type: none"> <li><b>Outstanding Student Experiences:</b> This goal promotes social and emotional learning in how it teaches students to solve problems they may have with their peers (see action step #2 below) and helps them have a sense of belonging (see action steps #3 &amp; 4). It also enriches students’ learning experiences by helping them to learn more about the many cultures that make up our Fairview community (see action step #1 below).</li> <li><b>Family and Community Partnerships:</b> This goal partners the staff, families, and members of the local community by bringing us all together to plan and implement Fairview’s Global Gathering (see action step #1 below) to increase a sense of belonging for all of our students and families.</li> </ul>	<p><b>Alignment to our Portrait of a Graduate</b> How does this goal align with our Portrait of a Graduate?</p> <ul style="list-style-type: none"> <li>Action step #1 promotes collaboration among staff, families, and the local community as we plan and implement Fairview’s Global Gathering.</li> <li>Action step #2 (STEP problem solving) promotes empathy by helping students understand how their peers feel during a conflict situation. It also fosters adaptability when picking a solution to a problem, as it may require students to compromise. Finally, the STEP problem solving process involves students collaborating with each other to find a solution that works for everyone involved.</li> <li>Action steps #3 &amp; #4 (Fairview Leader-led games, indoor recess connection clubs) promote collaboration as students are working together to achieve the common goal of including others at recess. It also promotes empathy in how it sends the message to our school that no one should ever have to be alone at recess.</li> </ul>
<p><b>Student Voice</b> How will student voice be included?</p> <ul style="list-style-type: none"> <li>Student voice is central to this plan. Along with their families, students will have the opportunity to teach and celebrate their culture. They will give input on the types of activities they are interested in for indoor recess connection clubs. Fairview Leaders take ownership of deciding which games to play and organizing them at recess. The STEP problem solving process allows students to use their voice to solve problems with their peers.</li> </ul>	<p><b>Family Engagement</b> What will family engagement look/sound like?</p> <ul style="list-style-type: none"> <li>Families will be invited and encouraged to teach and celebrate their own culture and/or learn about other cultures at Fairview’s Global Gathering. Parents are encouraged to use the STEP problem solving process at home.</li> </ul>	

Action Plan				
Goal #2 What actions will you take to achieve this goal?	What is your timeline for this action item?	Who will be involved in and/or responsible for this specific action item?	What professional learning or support is needed?	How and how often will progress be monitored?
1. To support our goal related to belonging, we will host Fairview’s Global Gathering. This is an event where staff, students, and families come together to celebrate many of the different cultures that make	Fairview’s Global Gathering is scheduled for Thursday, April 10, 2025. Planning for the event started in the spring of 2024.	A committee was formed in the spring of 2024 to start planning for this event. They will continue to meet during the fall and winter to be ready for the event on April 10, 2025. Families will be involved as we get closer to the event. They will help lead	Admin is meeting with the leaders of the Global Gathering committee to provide planning time and logistical and financial support for the project.	Team agendas will show the progress of the planning. The success of the event itself will be monitored by looking at participation numbers and seeking feedback from students, families, and staff. We will

up our great school.		stations during the evening as a way of teaching more about their culture. Community partners are being solicited to assist with the project by donating food, entertainment, or providing other help with the event.		analyze our student survey data to measure the percentage of students who feel a sense of belonging at Fairview as a way of measuring the success of this initiative.
2. In an effort to improve peer-to-peer relationships, staff will adjust the 2nd Step scope and sequence to teach the unit on problem-solving at the start of the school year. After this unit is taught, we will teach/review the STEP problem solving process as a whole school to help students respectfully and independently resolve their conflicts with one another.	This is year two of implementation of the STEP problem solving process and will resume in August of 2024 and continue indefinitely.	This is year two of implementation of the STEP problem solving process. In this second year, admin will teach/review the process with students at our grade-level expectations assemblies. Teachers will also teach/review the process using the 2nd Step curriculum. Students will utilize the STEP problem solving process to help find solutions when they have a problem with a peer.	Based on staff feedback from our first year of implementation, we will provide more scenarios to use with students in an ongoing way. Staff will also be given additional resources to support the use of this process in their setting. Staff will be given the option to use more time for social emotional learning instruction at the start of the school year to ensure they can teach this process in a cohesive and efficient manner.	We will analyze our student survey data to measure if students are able to solve a problem without an adult's help. We will talk to the Social Emotional Learning Team and Building Leadership Team about how this initiative is progressing and what changes might need to be made.
3. Our 5th-grade Fairview Leaders will lead structured games during lunch recess to ensure all students have a welcoming and structured place to play under the leadership of the Fairview Leaders.	This is year two of the implementation of the Fairview Leader-led structured lunch recess games and this will continue in August of 2024 and throughout the school year.	Fairview Leader sponsors will explain the process to the leaders and provide coaching on how to effectively lead recess games. The Fairview Leaders will generate ideas for what games will be played, lead those games during lunch recess, and manage their schedules to ensure every lunch recess has Fairview Leaders present. Admin will communicate with all students about when and where games will take place using morning announcements and lunchroom TV screens.	Fairview Leader sponsors will explain the process to the leaders and provide coaching on how to effectively lead recess games. All students will be informed when and where these games will take place.	We will analyze our student survey data to measure the percentage of students who feel they have someone to play with at recess. We will talk to the Fairview Leaders, recess supervisors and Fairview Leader sponsors about how this initiative is progressing and what changes might need to be made.
4. To help build connections related to students' common interests, we will continue indoor recess connection clubs in 4th and 5th grade and look to expand it to 2nd and 3rd grade. Each indoor recess connection club will have a different theme based on students' interests.	We will continue indoor recess connection clubs for 4th and 5th grade at the start of the school year. A committee will be formed to determine how to start this with 2nd and 3rd grade in the fall of 2024.	Students will provide input through a survey as to what themes most interest them for each indoor recess connection club. Recess supervisors will supervise each room and provide the necessary materials needed based on the theme. The Indoor Recess Connection Committee will meet to determine how to start this for 2nd and 3rd grade with the goal of implementing it in January 2025.	Admin will explain the procedures for indoor recess connection clubs to students at grade level expectations assemblies in the fall (4th/5th grades) and winter (2nd/3rd grades). Procedures will be communicated to staff in the weekly staff newsletter or at a staff meeting.	We will analyze our student survey data to measure the percentage of students who feel a sense of belonging at Fairview as a way of measuring the success of this initiative. We will talk to the recess supervisors and the Indoor Recess Connection Committee about how this initiative is progressing and what changes might need to be made.