

Mount Prospect School District 57

**FAIRVIEW ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
2019/2020**

**School Improvement Goals: 2019/2020**

<b>School Improvement Goals and Measurable Objectives</b>	<b>Aligned to District Goals</b>
<p><b>1. Achieve Optimal Student Growth and Achievement in Reading and Math as Measured by MAP.</b></p> <p>Based on recent data, Fairview students will meet or exceed a school wide median growth percentile between 55-60% for both reading and math. Similarly, Fairview students will meet or exceed a median status percentile between 70-80% for reading and math to measure student achievement.</p>	<p>Outstanding Student Performance (Key Success Factor #1)</p> <p>Coherent and Rigorous Programs and Services (Key Success Factor #2)</p> <p>Highly Qualified Staff (Key Success Factor #5)</p>
<p><b>2. Support Social/Emotional Growth of Fairview Students as measured by Student Survey.</b></p> <p>Upon analysis of our fall student survey, the percentage of students who report they always/often feel respected, safe, cared for and included at Fairview will increase by the spring of 2020.</p>	<p>Safe, Caring, Supportive Learning Environment (Key Success Factor #3)</p> <p>Climate and Communications (Key Success Factor #4)</p>

**Action Plans to Achieve Goals**

**School Improvement Goal 1: Achieve Optimal Student Growth in Reading and Math as Measured by MAP.**

Measurable Objectives: Based on recent data, Fairview students will meet or exceed a school wide median growth percentile between 55-60% for both reading and math. Similarly, Fairview students will meet or exceed a median status percentile between 70-80% for reading and math to measure student achievement.

Current Practices that Assist in Reaching this Goal: The action plans below have previously been part of School Improvement Plans. While they are not on our current plan, they are at a point of full implementation and continue to be part of our standard practice.

These practices include the following:

- Teachers continue to set goals with students for MAP achievement to help them focus their learning for the year.
- Teachers will continue to align their instruction to ensure that Common Core State Standards are met. Mathematical practice standards will continue to be utilized when delivering math instruction.
- Rocket Math or other fact fluency programming as appropriate will continue to be utilized with students to help them access math concepts more efficiently and effectively.
- Using data to implement MTSS and make decisions about instruction, particularly as it relates to developing interventions for students whose data show them as at-risk, will continue in an ongoing fashion.
- We continue to utilize literacy support and math support services to bolster student academics in both subject areas.
- Ongoing progress monitoring for all students in tier II and tier III interventions determines whether or not our interventions are successful. Progress monitoring data will be reviewed at regularly scheduled data days and interim data days to ensure effectiveness.
- Guided learning time will remain a part of the daily schedule for all classrooms. Students not receiving special education services, related services or pull out tier II or III interventions will be engaged with their classroom teacher in small group guided reading or math instruction that is differentiated to meet student needs.
- Ongoing discussions about best teaching practices through the evaluation process and staff meetings will continue.
- Teachers will continue to focus on teacher clarity as defined by John Hattie’s research by ensuring students can answer the questions “What am I learning?” “Why am I learning it?” and “How will I know I’ve learned it?” as part of their regular instruction.

Action Plan to Achieve Goal #1	Timeline	Staff Involved	Professional Development/Support Needed	Progress Monitoring	Parent Involvement
1. With the adoption of our new writing program, Lucy Calkins Units of Study, the Fairview staff will participate in the professional development plan designed by the district. In addition, staff will be given time during team meetings (grade level team, grade level problem solving, etc.) to collaborate about their progress with the program.	2019/2020 school year	All staff	Time for collaboration, training, observations.	Seek input from teachers and students through ongoing dialogue	Teachers will inform parents about the writing program through newsletters, Back-to-School night and parent conferences.

<p>2. To increase student motivation, ownership, and application of common core standards, personalized learning will continue at Fairview School. All classroom teachers implemented personalized learning with their students during the 2018/2019 school year. As we move this initiative forward, our goal for the 2019/2020 school year will be to create a scope and sequence across all four grade levels that documents how this experience progresses from 2nd through 5th grade. A committee of one teacher per grade level, a special education representative, the instructional technology coach, and the principal will meet to establish expectations for each grade level and streamline our process.</p>	<p>2019/2020 school year</p>	<p>All staff</p>	<p>Provide time for collaboration and planning for teams of teachers using personalized learning with their students as needed. Time will also be provided for the subcommittee to meet.</p>	<p>At the end of the school year, a document depicting the personalized learning expectations will be provided to all staff.</p>	<p>Participating teachers will communicate with the parents in their classroom about personalized learning.</p>
<p>3. Based on feedback from staff regarding the delivery of tier I curriculum, time will be devoted for vertical articulation across grade levels to develop a better understanding of where students have been and where they are headed academically. This will help staff when making decisions about their instruction while analyzing grade level data and developing plans based on that data at our data days. This vertical articulation will take place during building based institute days.</p>	<p>2019/2020 school year</p>	<p>All Staff</p>	<p>Staff will be provided with a structure to support these vertical articulation conversations.</p>	<p>As a result of this articulation, we hope to see an increase in student achievement data as measured by MAP and other district assessments.</p>	<p>None at this time</p>

**School Improvement Goal 2: Support Social/Emotional Growth of Fairview Students as measured by Student Survey.**

Measurable Objective: Upon analysis of our fall student survey, the percentage of students who report they always/often feel respected, safe, cared for and included at Fairview will increase by the spring of 2020.

Current Practices that Assist in Reaching this Goal: The action plans below have previously been part of School Improvement Plans. While they are not on our current plan, they are at a point of full implementation and continue to be part of our standard practice.

These practices include the following:

- Staff review of the Fairview School Expectations Matrix with students throughout the school in a variety of ways (school assemblies, morning announcements, expectations rotations, watching videos, classroom conversations, etc.). This information is shared with parents through the weekly newsletter.
- Teachers implement weekly classroom meetings to help build community and support social/emotional state standards, are provided with resources for using literature to teach SEL standards, and follow the district developed scope and sequence for use of the Olweus classroom meetings curriculum.
- Review with students the process for reporting bullying or other conflict situations that require help from adult. This includes reporting incidences to a staff member or completing a drop box report.
- Continued support of the social/emotional state standards through school wide programs and practices such as peer mediation, school-wide card change system, the Buddy Bench, Character Card recognition, Fairview Falcon Awards, positive behavior interventions, and various classroom level methods of reinforcing positive behavior.

Action Plan to Achieve Goal 2	Timeline	Staff Involved	Professional Development Needed	Progress Monitoring	Parent Involvement
<p>1. Two years ago, staff feedback and observations indicated that hallway behavior was an area of growth for Fairview school. Last school year, we clarified expectations for hallway voice levels at an assembly in August. Students were taught about expected voice levels using a 0-4 scale with descriptors for each voice level. Expectations were shared about which voice level is appropriate for before school, during the school day, during the lunch hour, and after school. All staff used visual cues to use with students as they traveled through the hallways. In an effort to maintain the improvement observed last school year in the hallway, this practice will continue for the 2019/2020 school year. At this year's assembly, we will address changes that were made to our original voice level schedule and focus on the importance of maintaining our expectations while students are traveling without a teacher in the hallway. In addition, staff will continue to have an increased presence in the hallway throughout the year to monitor students with an emphasis on reinforcing expected behaviors. Based on data gathered at the end of last school year, staff were</p>	<p>2019/2020 school year</p>	<p>All staff</p>	<p>The voice level system will be reviewed with staff during the August institute day. The Social Emotional Learning Team will continue to meet to discuss progress and identify changes that need to be made for greater success throughout the year.</p>	<p>Staff will be surveyed at the end of the year to see how perceptions of voice levels have changed since implementing this system.</p>	<p>Parents will be informed about this new system using through the newsletter.</p>

surveyed about current voice levels at Fairview. Data indicated that the staff perceive the voice level during arrival at 2.2, during learning time at 1.2, during the lunch hour at 1.6 and during dismissal at 2.6. Our goal is to see these numbers decrease to 1.0 at arrival, 0.5 during learning time, 1.0 during the lunch hour, and 2.0 during dismissal.					
2. Check-In, Check-Out will be piloted as a tier II intervention to support students with social, emotional, and/or behavioral needs. A small number of students at each grade level will be identified to participate in this intervention based on an established criteria set by the district. The purpose of this intervention is to provide eligible students with a caring adult with whom they will build a positive relationship to check in with them at the start of the day and review progress toward meeting school wide expectations at the end of the day.	2019/2020 school year	All staff are involved in the identification process. Select staff will be responsible for implementing the intervention itself.	Staff will be trained in the fall about the purpose of CICO. Staff implementing the intervention will receive more in depth training on how to provide this program for students.	Student point sheets will be analyzed to review success of the intervention.	Parents will be notified if their child qualifies for this intervention by phone and a follow up letter.
3. Last school year, a district level committee was trained on how to implement a Restorative Justice framework in a school setting. Restorative Justice is a mindset that values relationships at the center of community life. When harm happens, these relationships create space for multiple perspectives to be heard in order to repair the harm. Moving into this school year, our goal is to embed proactive Restorative Justice practices related to community building into our culture as a staff. By teaching and using these practices, staff will be positioned to implement them in their classrooms next year and beyond.	2019/2020 school year	All staff	Staff will be trained on proactive restorative practices related to community building	By embedding these practices into our school culture, we hope to see an increased sense of community as measured by our student survey in years to come	Parents will be provided with an overview of what Restorative Justice is and how we are implementing it as a school through the newsletter
4. Related to action plan #3 above, one way our staff looks to build a stronger community as a whole school is to give students increased opportunity to intentionally interact with other students outside of their homeroom class. We hope to accomplish this in a variety of ways including creating leadership opportunities for 4th and 5th grade students to teach our younger students through buddy classrooms and lunch leader days. We will provide students opportunities to share their work with other peers outside of their homeroom and create a system where classes can recognize another class for their efforts.	2019/2020 school year	All staff	Staff will be given an overview of how this process will work at our opening day institute in August	We will monitor how often classes are being recognized and have discussions with staff and students about their experiences interacting with others outside of their homeroom	This action plan activity will be shared with parents so they are informed about how we are working on building a stronger community.
5. In an effort to learn more about student perceptions of our school community and their experiences learning at Fairview, a survey will be created and then administered in the fall and spring. This data will be used to measure our overall success with the action plans above and to	Summer 2019- create survey  Fall 2019 & Spring 2020 -	Administration will create survey and get feedback from SEL team. Teachers will	Staff will be trained on how to administer the survey.	Our success will be measured by student completion of the survey.	None

establish future goals related to social/emotional learning and our school community.	administer survey	administer the survey.			
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**School Improvement Plan at a Glance 2019/2020**

Goal	Measurable Objectives	Action Plans to Achieve Goal
<p><b>1. Achieve Optimal Student Growth in Reading and Math as Measured by MAP.</b></p>	<p>Measurable Objectives: Based on recent data, Fairview students will meet or exceed a school wide median growth percentile between 55-60% for both reading and math. Similarly, Fairview students will meet or exceed a median status percentile between 70-80% for reading and math to measure student achievement.</p>	<ol style="list-style-type: none"> <li>1. With the adoption of our new writing program, Lucy Calkins Units of Study, the Fairview staff will participate in the professional development plan designed by the district. In addition, staff will be given time during team meetings (grade level team, grade level problem solving, etc.) to collaborate about their progress with the program.</li> <li>2. To increase student motivation, ownership, and application of common core standards, personalized learning will continue at Fairview School. All classroom teachers implemented personalized learning with their students during the 2018/2019 school year. As we move this initiative forward, our goal for the 2019/2020 school year will be to create a scope and sequence across all four grade levels that documents how this experience progresses from 2nd through 5th grade. A committee of one teacher per grade level, a special education representative, the instructional technology coach, and the principal will meet to establish expectations for each grade level and streamline our process.</li> <li>3. Based on feedback from staff regarding the delivery of tier I curriculum, time will be devoted for vertical articulation across grade levels to develop a better understanding of where students have been and where they are headed academically. This will help staff when making decisions about their instruction while analyzing grade level data and developing plans based on that data at our data days. This vertical articulation will take place during building based institute days.</li> </ol>
<p><b>2. Support Social/Emotional Growth of Fairview Students as measured by Student Survey.</b></p>	<p>Measurable Objective: Upon analysis of our fall student survey, the percentage of students who report they always/often feel respected, safe, cared for an included at Fairview will increase by the spring of 2020.</p>	<ol style="list-style-type: none"> <li>1. Two years ago, staff feedback and observations indicated that hallway behavior was an area of growth for Fairview school. Last school year, we clarified expectations for hallway voice levels at an assembly in August. Students were taught about expected voice levels using a 0-4 scale with descriptors for each voice level. Expectations were shared about which voice level is appropriate for before school, during the school day, during the lunch hour, and after school. All staff used visual cues to use with students as they traveled through the hallways. In an effort to maintain the improvement observed last school year in the hallway, this practice will continue for the 2019/2020 school year. At this year's assembly, we will address changes that were made to our original voice level schedule and focus on the importance of maintaining our expectations while students are traveling without a teacher in the hallway. In addition, staff will continue to have an increased presence in the hallway throughout the year to monitor students with an emphasis on reinforcing expected behaviors. Based on data gathered at the end of last school year, staff were surveyed about current voice levels at Fairview. Data indicated that the staff perceive the voice level during arrival at 2.2, during learning time at 1.2, during the lunch hour at 1.6 and during dismissal at 2.6. Our goal is to see these numbers decrease to 1.0 at arrival, 0.5 during learning time, 1.0 during the lunch hour, and 2.0 during dismissal.</li> <li>2. Check-In, Check-Out will be piloted as a tier II intervention to support students with social, emotional, and/or behavioral needs. A small number of students at each grade level will be identified to participate in this intervention based on an established criteria set by the district. The purpose of this intervention is to provide eligible students with a caring adult with whom they will build a positive relationship to check in with them at the start of the day and review progress toward meeting school wide expectations at the end of the day.</li> <li>3. Last school year, a district level committee was trained on how to implement a Restorative Justice framework in a school setting. Restorative Justice is a mindset that values relationships at the center of community life. When harm happens, these relationships create space for multiple perspectives to be heard in order to repair the harm. Moving into this school year, our goal is to embed proactive Restorative Justice practices related to community building into our culture as a staff. By teaching and using these practices, staff will be positioned to implement them in their classrooms next year and beyond.</li> <li>4. Related to action plan #3 above, one way our staff looks to build a stronger community as a whole school is to give students increased opportunity to intentionally interact with other students outside of their homeroom class. We hope to accomplish this in a variety of ways including creating leadership opportunities for 4th and 5th grade students to teach our younger students through buddy classrooms and lunch leader days. We will provide students opportunities to share their work with other peers outside of their homeroom and create a system where classes can recognize another class for their efforts.</li> </ol>

		<p>5. In an effort to learn more about student perceptions of our school community and their experiences learning at Fairview, a survey will be created and then administered in the fall and spring. This data will be used to measure our overall success with the action plans above and to establish future goals related to social/emotional learning and our school community.</p>
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