

**FAIRVIEW ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2021/2022**

School Improvement Goals: 2021/2022

School Improvement Goals and Measurable Objectives	Aligned to District Goals
<p>1. Achieve Optimal Student Growth and Achievement in Reading and Math as Measured by MAP.</p> <p>Currently, as measured from winter to spring on the MAP assessment, 48% of Fairview students met or exceeded their MAP growth target for math and 36% met or exceeded their MAP growth target for reading. For the 2021/2022 school year, our goal is to increase these numbers to 58% for math and 51% for reading as measured from fall to spring.</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>2. Support Social/Emotional Growth of Fairview Students as measured by Student Survey.</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 2022.</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: Currently, as measured from winter to spring on the MAP assessment, 48% of Fairview students met or exceeded their MAP growth target for math and 36% met or exceeded their MAP growth target for reading. For the 2021/2022 school year, our goal is to increase these numbers to 58% for math and 51% for reading as measured from fall to spring.

Action Plan to Achieve Goal #1	Timeline	Staff Involved	Professional Development/Support Needed	Progress Monitoring	Parent Involvement
<p>1. Based on analysis of grade level math data across all four grade levels during data day discussions, it became evident that we have not been devoting enough time to particular math standards due to over prioritizing other standards within a calendar year. In light of this, we will develop a scope & sequence document across all four grade levels for math to ensure we are covering all grade level standards sufficiently.</p>	<p>2021/2022 school year</p>	<p>All staff</p>	<p>Provide time for collaboration during an institute day for teams of teachers to develop a scope and sequence document.</p>	<p>Having a developed scope and sequence document will be evidence of completion. This document will be shared at the start of each subsequent school year. We will continue to analyze grade level data and make adjustments to the scope and sequence as needed based on the results of our assessments.</p>	<p>None</p>
<p>2. To increase student motivation, ownership, and application of common core standards, personalized learning has been a priority at Fairview up until the start of the pandemic. As we move this initiative forward, our goal for the 2021/2022 school year will be to create a guidance document across all four grade levels that shows 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, LRC director, and the principal will meet to establish goals for each grade level to streamline our process. While personalized learning will be encouraged during the 2021/2022 school year, we intend for it to continue school-wide for 2022/2023 once this document is in place and the school adjusts to learning post-pandemic.</p>	<p>2021/2022 school year 2022/2023 school-wide participation</p>	<p>2021/2022: committee members 2022/2023: All staff</p>	<p>Time will be provided for the personalized learning committee to meet. Professional development will be provided for all staff at the start of the 2022/2023 school year to review and/or introduce personalized learning.</p>	<p>At the start of the 2022/2023 school year, a document depicting the personalized learning goals by grade level will be provided to all staff.</p>	<p>2022/2023: Teachers will communicate with the parents in their classroom about personalized learning.</p>
<p>3. Likely as a result of both time lost for learning due to the pandemic and restrictions related to implementation of instructional best practice, our school</p>	<p>2021/2022 school year</p>	<p>All staff</p>	<p>Expectations related to frequency of guided instruction for both reading and math will be shared with staff.</p>	<p>Data will be reviewed at each of our three annual benchmark periods to monitor progress and adjust</p>	<p>An overview of plans related to intervention time will be provided to</p>

<p>wide MAP data showed a decrease in student performance in both reading and math. To make instructional gains, in addition to tier one instruction across all subjects, we will provide guided instruction for both reading and math during intervention time for all students. Students will receive this instruction from their general education teacher, math or reading support teacher, or special education teacher depending on their level of need.</p>			<p>Time will be provided during data day for staff to analyze current data, adjust plans as needed, and share how they are providing guided instruction.</p>	<p>plans as needed. Students receiving tier two or tier three interventions or receiving special education support will have their progress monitored more frequently using fastbridge assessments.</p>	<p>parents via the Fairview newsletter.</p>
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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 during intervention time.
- 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.

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 2022.

Action Plan to Achieve Goal 2	Timeline	Staff Involved	Professional Development Needed	Progress Monitoring	Parent Involvement
1. Based on recent district SEL training, we will change our current practices related to working with students who exhibit unexpected behaviors to follow a restorative approach using the following 4 questions to help students reflect and learn. 1. What happened? 2. What were you feeling or thinking at the time? 3. Who or what was impacted by this action? 4. What do you need to do to make things right?	Starting August 2021	All Staff	Development of Fair Form and training on how to implement it.	Analyze behavior office/social work referral form data and check in with staff.	This plan will be shared in the school newsletter. Parents will receive a notification if their child fills out a Fair Form and will be required to sign it.
2. In an effort to build stronger classroom communities, staff will implement community building circles as a proactive restorative justice practice. These will take place minimally 5 times throughout the year across all settings.	Starting August 2021	All Staff	Staff have been trained during institute days on the structure and format of community building circles. Resources will be provided to provide staff with ideas. Staff who are comfortable leading circles can support staff who need help implementing this practice.	We will get feedback from staff during SEL Team Meetings. Student survey data would be reviewed to see the impact of this proactive community building measure.	This practice will be shared with parents so they are aware of its purpose via the school newsletter.

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- 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.
- Staff will specifically review and reinforce our hallway [voice level expectations](#).

- 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 an adult. This includes reporting incidents 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, the Buddy Bench, Character Card recognition, Fairview Falcon Awards, positive behavior interventions, and various classroom level methods of reinforcing positive behavior.
- Check-In, Check-Out will continue to be utilized as a tier two intervention to support students with social, emotional and/or behavioral needs.

School Improvement Plan at a Glance 2021/2022

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