

**FAIRVIEW ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN
2023/2024**

School Improvement Goals

School Improvement Goals and Measurable Objectives	Aligned to District Goals
<p>1. Achieve Optimal Student Growth in Reading and Math as Measured by MAP.</p> <p>Currently, as measured from fall to spring on the MAP assessment, 55% of Fairview students met or exceeded their MAP growth target for math and 53% met or exceeded their MAP growth target for reading. For the 2023/2024 school year, our goal is to increase the percentage of students meeting or exceeding their growth target to 58% for math and 55% for reading as measured from fall to spring.</p>	<p>Goal #1: Outstanding Student Experiences</p> <p>Goal #2: Staff Growth and Support</p>
<p>2. Support Social/Emotional Growth of Fairview Students as measured by Student Survey.</p> <p>Based on our student survey data from fall to spring, the percentage of students who reported they always/often feel safe (question #4), cared for (question #5), and belong (question #9) at Fairview increased, which was our goal for last school year. The one area in our survey data that decreased from fall to spring was students feeling always/often respected by their classmates. This decreased from 60.5% to 53.4%. Our goal for this school year is to increase the percentage of students who always/often feel respected by their classmates to 65% by the spring of 2024.</p>	<p>Goal #1: Outstanding Student Experiences</p> <p>Goal #2: Staff Growth and Support</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 fall to spring on the MAP assessment, 55% of Fairview students met or exceeded their MAP growth target for math and 53% met or exceeded their MAP growth target for reading. For the 2023/2024 school year, our goal is to increase the percentage of students meeting or exceeding their growth target to 58% for math and 55% 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
1. To increase student ownership and involvement in their own achievement, students will set both math and reading MAP goals.	September 2023 & January 2024	All Staff	Staff will be given resources to use with students to lead them through the goal-setting process. Training will be provided on how to use these materials.	We will analyze the effectiveness of this strategy at our winter and spring data days using MAP data.	Parents will be encouraged in the newsletter to ask their students about their goals.
2. To increase student fact fluency, students will participate in a school-wide multiplication math facts challenge.	2023/2024 school year and beyond if successful	All staff will encourage students to participate. Teachers will provide time for math fact practice. Select staff will help assess students.	Staff and students will be given an overview of how this program will work at the start of the school year.	We will analyze the effectiveness of this strategy during our winter and spring data days using MAP data.	Parents will receive an overview of the program at Back-to-School Night and through school newsletters.
3. To support our goals related to reading instruction, Fairview School will continue "Falcons Read" this school year. This initiative will include a kickoff family literacy event on September 13th and various reading activities throughout the year to motivate students and provide opportunities for them to be engaged in and enjoy reading.	2023/2024 school year	All staff	Staff will be given an update on what Falcon's Read will entail this school year in August.	Through our data day meetings, we will continue to monitor our literacy data and make adjustments or additions to our plans as needed.	Parents will be invited with their families to attend the fall kick-off event. They will be encouraged to have their children read at home.
4. To support student participation, investment, and ownership across the school day, students will learn how to assess their level of engagement.	Starting Winter 2024	All staff	Students will be taught how to use the Levels of Engagement tool to increase their participation, investment, and ownership of their learning. As a follow-up to professional development from last school year, staff will receive a refresher on how to use this tool.	We will analyze the effectiveness of this strategy at our spring data day using overall achievement and growth data. We will also seek feedback from staff at this data meeting.	We will share the Levels of Engagement tool with parents in the newsletter and encourage them to talk about how being engaged positively impacts their learning.

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 will continue to align their instruction to ensure that Common Core State Standards are met. They will utilize district-adopted curricular materials and research-based instructional strategies (guided reading strategies, writer's workshop, math practice standards, etc.) to achieve content standards.
- Teachers will continue to utilize the math scope and sequence and refine it as needed.
- Fact fluency programs (Reflex, Karate Math, etc.) will continue to be utilized with students to help them access math concepts more efficiently and effectively.
- Staff will continue to use data to make decisions about instruction, particularly as it relates to developing interventions for students whose data show them as at-risk or in need of challenging extension activities in the classroom and through pull-out intervention groups.
- 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.
- Intervention/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.
- Teachers will continue to focus on teacher clarity as defined by 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: Based on our student survey data from fall to spring, the percentage of students who reported they always/often feel safe (question #4), cared for (question #5), and belong (question #9) at Fairview increased, which was our goal for last school year. The one area in our survey data that decreased from fall to spring was students feeling always/often respected by their classmates. This decreased from 60.5% to 53.4%. Our goal for this school year is to increase the percentage of students who always/often feel respected by their classmates to 65% by the spring of 2024.

Action Plan to Achieve Goal 2	Timeline	Staff Involved	Professional Development Needed	Progress Monitoring	Parent Involvement
1. 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 implement a system using the STEP language to help students respectfully and independently resolve their conflicts with one another.	2023/2024 School Year	All Staff	Staff will receive information and training on how this will be implemented at the start of the school year.	We will monitor our fall, winter, and spring student survey data related to peer-to-peer relationships.	We will share the STEP language with parents in the newsletter and encourage them to talk about their peer relationships.
2. Our 5th-grade Fairview Leaders will lead structured games during lunch recess. The purpose of these opportunities is to ensure all students have a welcoming and structured place to play under the leadership of the Fairview Leaders..	2023/2024 School Year	Principal, Assistant Principal, Peer Mediator Sponsors	Staff will be made aware of this program during institute day. Students will initially learn about this opportunity from the mediators at lunch and then the schedule will be shared in morning announcements.	We will monitor our fall, winter, and spring student survey data related to peer-to-peer relationships.	Parents will be made aware of this initiative in the newsletter.
3. To help build connections related to students' common interests, we will explore the idea of forming indoor recess connection clubs where each indoor recess room will have a different theme.	Form a committee in the fall for possible implementation in the winter	Recess supervisors & indoor recess committee	Once the committee has recommended plans, staff will be informed.	We will monitor our fall, winter, and spring student survey data related to peer-to-peer relationships.	Parents will be made aware of this initiative in the newsletter.
4. In alignment with district initiatives, we will form a Principal's Advisory Council. This group will be comprised of administration and students to increase student ownership of school-related matters. Peer-to-peer relationships will be among the topics discussed.	2023/2024 School Year	Principal, Assistant Principal	Guidance from central office administration on goals for these groups.	We will monitor our fall, winter, and spring student survey data related to peer-to-peer relationships.	Parents of participants will be given an overview and give permission for their children to participate.

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 will review the [Fairview School Expectations Matrix](#) with students throughout the school in a variety of ways (school assemblies, morning announcements, watching videos, classroom conversations, etc.). This information is shared with parents through the weekly school newsletter.
- Fairview administration will hold bi-annual grade-level assemblies to teach and reinforce school-wide expectations.
- Staff will review and reinforce our hallway [voice level expectations](#) throughout the year.
- Teachers implement weekly classroom meetings to help build community and teach social/emotional learning standards. They are provided with [resources for using literature](#) to teach SEL standards in addition to implementing Second Step Curriculum.
- As a proactive community-building practice, staff will continue to utilize circles as a strategy to build connections and community in their classrooms.
- Staff will 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, completing a drop box report, using the online reporting system, or contacting Safe2Help.
- Continued acknowledgment of expected behaviors 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.
- Staff will utilize [Stop & Think](#) cards and [Fair Forms](#) with students to address unexpected behaviors when appropriate.
- 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 2023/2024

Goal	Measurable Objectives	Action Plans to Achieve Goal
1. Achieve optimal student growth in reading and math as measured by MAP.	Measurable Objective: Currently, as measured from fall to spring on the MAP assessment, 55% of Fairview students met or exceeded their MAP growth target for math and 53% met or exceeded their MAP growth target for reading. For the 2023/2024 school year, our goal is to increase the percentage of students meeting or exceeding their growth target to 58% for math and 55% for reading as measured from fall to spring.	<p>1. To increase student ownership and involvement in their own achievement, students will set both math and reading MAP goals.</p> <p>2. To increase student fact fluency, students will participate in a school-wide multiplication math facts challenge.</p> <p>3. To support our goals related to reading instruction, Fairview School will continue “Falcons Read” this school year. This initiative will include a kickoff family literacy event on September 13th and various reading activities throughout the year to motivate students and provide opportunities for them to be engaged in and enjoy reading.</p> <p>4. To support student participation, investment, and ownership across the school day, students will learn how to assess their level of engagement.</p>
2. Support social & emotional growth of Fairview students as measured by the student survey.	Measurable Objective: Based on our student survey data from fall to spring, the percentage of students who reported they always/often feel safe (question #4), cared for (question #5), and belong (question #9) at Fairview increased, which was our goal for last school year. The one area in our survey data that decreased from fall to spring was students feeling always/often respected by their classmates. This decreased from 60.5% to 53.4%. Our goal for this school year is to increase the percentage of students who always/often feel respected by their classmates to 65% by the spring of 2024.	<p>1. 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 implement a system using the STEP language to help students respectfully and independently resolve their conflicts with one another.</p> <p>2. Our 5th-grade Peer Mediators will lead structured games during lunch recess. The purpose of these opportunities is to ensure all students have a welcoming and structured place to play under the leadership of the Peer Mediators.</p> <p>3. To help build connections related to students’ common interests, we will explore the idea of forming indoor recess connection clubs where each indoor recess room will have a different theme.</p> <p>4. In alignment with district initiatives, we will form a Principal’s Advisory Council. This group will be comprised of administration and students to increase student ownership of school-related matters. Peer-to-peer relationships will be among the topics discussed.</p>