

Reynolds School District 7
Fairview Elementary
2022-2023 Campus Improvement Plan



Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Core Beliefs

1. We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.
2. We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.
3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.
4. We believe that the heart of a high performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fairview Elementary School now occupies a new state-of-the-art building in the heart of “Old Fairview”. Our school serves a diverse community of learners comprised of 310 students with a make-up of 40% Latino students, 39% white students, 9% multi-racial, 5% Asian, 5% black students, 1% American Indian/Alaska Native, and 2% Native Hawaiian/Pacific Islander students (percentages taken from 2020-21 state report card).

Fairview is a Title I school where all students receive free meal services. Our average class size is 22 students and we have 74% of our students meeting the regular attenders requirement (based on 20-21 regular attenders state report). Our teaching staff is comprised of 1 administrator, 19 licensed classroom teachers, 9 certified specialists and 16 classified staff.

We have one “Flexible” structured-behavior classroom that supports all tier three students, who attend class in the general education setting and are offered support when needed. We maintain a goal for our flexible classroom students to maintain 80% of each of their time spent in their general education classes. We have also added a STEP (Structured Therapeutic Educational Program) opportunity at Fairview for the 2021-22 school year. This program offers two self-contained therapeutic classrooms K/3 and 4/5 supported by a classroom teacher, educational assistants, skills trainers, and a QMHP (qualified mental health practitioner). The goal of the STEP program is to support students as they gain the skills needed for a transition into a general education setting in their home school.

Fairview also has several strong partnerships with community businesses, and agencies included, but not limited to: Metropolitan Family Services, PlayEast, Columbia River water shed initiative, Champions, and Smith Memorial Church. Already we have offered a collaborative summer school in collaboration with MFS. We housed the district Champions summer program serving all elementary schools. Columbia River water shed began implement class lessons last spring and Smith Memorial Church is hosting a school carnival Oct 15th and continue to offer drive-thru food distribution each Saturday. We are grateful to have such thriving partnerships.

Demographics Strengths

Our community is diverse. We have multiple cultural perspectives available to us; perspectives that enrich our school with the potential for expanding understanding of our local, state, and national societies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Academic Achievement is not at the state average **Root Cause:** The core curricula are not being accessed by all students equitably. Excellent, differentiated first-time instruction for all students has not yet become a reality.

Student Learning

Student Learning Summary

ODE Report Card from 2018-2019 (19-20 unavailable):

<https://www.ode.state.or.us/data/reportcard/reports.aspx?id=949>

Star data from Spring 2022:

Early Literacy

Kindergarten: 55% scored at or above the 40th percentile- on track; 45% below the 40th percentile

First grade: 44% scored at or above the 40th percentile- on track; 56% below the 40th percentile

Star Reading

Second grade: 33% scored at or above the 40th percentile - on track; 67% below the 40th percentile

Third grade: 20% scored at or above the 40th percentile - on track; 80% below the 40th percentile

Fourth grade: 36% scored at or above the 40th percentile- on track; 64% below the 40th percentile

Fifth grade: % scored at levels 3 and 4 - on track; % below the 40th percentile

Star Math

Second grade: 36% scored at or above the 40th percentile - on track; 64% below the 40th percentile

Third grade: 12% scored at or above the 40th percentile - on track; 88% below the 40th percentile

Fourth grade: 35% scored at or above the 40th percentile - on track; 65% below the 40th percentile

Fifth grade: 38% scored at or above the 40th percentile - on track; 62% below the 40th percentile

Student Learning Strengths

97% and 95% participation in spring of March 2020 during hybrid learning due to pandemic

Increase shown from Fall scores (Fall 2019) to spring scores (Spring 2019) in most areas

Star data from March 2020:

Early Literacy

Kindergarten: 47% of students scored at or above the 40th percentile (12% increase from the fall of 2019); 22% scored "on watch" (16% increase from fall 2019) - 69% on track (28% increase overall)

First grade: 55% of students scored at or above the 40th percentile (32% increase from fall 2019); 16% scored "on watch" (10% decrease from fall 2019 - 71% on track (22% increase

overall)

Star Reading

Second grade: 39% of students at or above the 40th percentile (6% increase from fall 2019); 13% scored "on watch" (8% increase from fall 2019) - 52% on track (14% increase overall)

Third grade: 32% scored at levels 3 and 4 - on track (5% increase from fall 2019).

Fourth grade - NOT ALL DATA ENTERED WITHIN THE WINDOW - insufficient data

Fifth grade - 36% scored at levels 3 and 4 - on track (6% increase from fall 2019)

Star Math

Second grade: 61% scored at levels 3 and 4 - on track (14% increase from fall 2019)

Third and fourth grades - NOT ALL DATA ENTERED WITHIN THE WINDOW - insufficient data

Fifth grade - 19% scored at levels 3 and 4 - on track (9% increase from fall 2019)

Early Literacy

Kindergarten: 47% of students scored at or above the 40th percentile (12% increase from the fall of 2019); 22% scored "on watch" (16% increase from fall 2019) - 69% on track (28% increase overall)

First grade: 55% of students scored at or above the 40th percentile (32% increase from fall 2019); 16% scored "on watch" (10% decrease from fall 2019 - 71% on track (22% increase overall)

Star Reading

Second grade: 39% of students at or above the 40th percentile (6% increase from fall 2019); 13% scored "on watch" (8% increase from fall 2019) - 52% on track (14% increase overall)

Third grade: 32% scored at levels 3 and 4 - on track (5% increase from fall 2019).

Fourth grade - NOT ALL DATA ENTERED WITHIN THE WINDOW - insufficient data

Fifth grade - 36% scored at levels 3 and 4 - on track (6% increase from fall 2019)

Star Math

Second grade: 61% scored at levels 3 and 4 - on track (14% increase from fall 2019)

Third and fourth grades - NOT ALL DATA ENTERED WITHIN THE WINDOW - insufficient data

Fifth grade - 19% scored at levels 3 and 4 - on track (9% increase from fall 2019)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Academic Achievement is not at state average. **Root Cause:** Core Curriculum needs enhancement of culturally reflective texts and review of math curriculum components and models are necessary.

School Processes & Programs

School Processes & Programs Summary

Programs and Processes for Return to School (Anticipated 21-22 School Year)

RSD CORE Instructional Program: Benchmark Reading, Bridges, Great Body Shop

Culturally Relevant Texts contributed to classroom libraries

75 minutes of math- to include calendar, and independent learning on Dreambox software program

160 minutes of ELA- to include reading, writing instruction and application, and independent learning on Lexia software program

Push in support for English language and multi-lingual learners, with co-teaching and small group instruction as needed

Resource room support within the classroom and small group as needed

Principal observation and feedback

Universal Design for Learning templates used to design instruction for ALL within the core (Teacher-Facilitated Learning)

Weekly 60 minute PLCs for all grade levels

Focus on social and emotional learning

Additional recess to support care and connect throughout the year

All classes attend library and PE twice weekly and music once a week

Programs and Processes for Comprehensive Distance Learning (20-21 School Year)

RSD CORE Instructional Program: Benchmark Reading, Bridges, Great Body Shop

60-minute ELA teacher-facilitated learning block - K-2; 70 minutes ELA teacher-facilitated learning block - 3-5

60-minute math teacher-facilitated learning block - K-2; 70 minutes math teacher-facilitated learning block - 3-5

120-minute Applied Learning time for all students. (Intervention groups meet online during this time).

Push in support for ELD and small groups as needed

Resource room support within the classroom and small group as needed

Principal observation and feedback

Universal Design for Learning templates used to design instruction for ALL within the core (Teacher-Facilitated Learning)

Weekly 90 minute PLCs for grade levels with 30 min reserved at the end for UDL collaboration with specialists

Focus on social and emotional learning through Second Step curriculum

Music and PE lessons posted for students weekly.

School Processes & Programs Strengths

2022-23 Program Strengths

LETRS training to support universal literacy instruction K-5

New HMH ELA Core Curriculum

New National Geographic ELD Curriculum

committed 60 minutes of PLC weekly

Library instruction enhanced to include reading objectives

Full time instructional coach

Part-time MTSS Coach

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School Processes and Programs have been frequently adjusted in the past few 2 years. **Root Cause:** COVID 19 guideline adjustments and change in staff have led to changes in processes and programs.

Perceptions

Perceptions Summary

As a Fairview Community, our mission is to:

Build **Perseverance**

Nurture **Relationships**

Demonstrate **Integrity**

Dare to take scholarly risks, and

Strive for **Excellence** always.

And that's how we show our **Eagle PRIDE**

We are committed to a common message. Our school community uses our mission to support our planning for and reflection of our school engagement.

Perceptions Strengths

All community members know our pledge statement. We live by our words and challenge ourselves daily to live up to these high ideals. Teachers and students alike are challenged to live up to this mission by maintaining a growth mindset in the face of adversity.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Fairview Community has been isolated away from the school. **Root Cause:** COVID 19 safety measures over the last two years limited opportunities to bring families into the building for community building.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Male/Female
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data



- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices






Goals

Goal 1: Marginalized Students- Reading

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 33% to 40% by June 2023.



Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Fairview staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. Strategy's Expected Result/Impact: New curriculum will strengthen Tier 1 instruction Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Building Administration Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development Funding Sources: - 201 Title I - TCP 110206 - \$2,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Fairview staff will be offered dedicated time to engage in LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction--phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. All staff will engage in asynchronies learning for 13 Late Start sessions. Additional trainings are also provided based on which strand a teachers is participating in. Strategy's Expected Result/Impact: LETRS will calibrate and train all staff on fundamentals of reading instruction. Implementation of this information will strengthen instruction and student outcomes. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Building Administrator. Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development Funding Sources: - 201 Title I - TCP 110206 - \$2,000	Formative			Summative
	Nov	Mar	Mar	June
				






Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Fairview staff will collaborate frequently to review and plan for student instruction- weekly PLCS and data teams every 6 weeks. Collaboration meetings will be focused on reviewing student outcomes, planning instructional models and instruction. Strategy's Expected Result/Impact: Students will be provided strong Tier 1 instruction. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, MTSS Coach, Building Administration Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching Funding Sources: - 201 Title I - TCP 110254 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Marginalized Students- Reading

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 2: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 0% to 14% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Fairview ELD staff will implement National Geographic to lead small group instruction for our multilingual learners. Strategy's Expected Result/Impact: Strengthen instruction and outcomes for multilingual learners. Staff Responsible for Monitoring: ELD staff, Building Administrator Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Fairview will ensure ELD instructors are included in collaboration of instructional planning and support through weekly PLCs and 6 week data team cycles. Time within these meetings will be designated to discussion pertaining to this group. Strategy's Expected Result/Impact: Strengthen multilingual learner student outcomes. Staff Responsible for Monitoring: Classroom Teachers, ELD Teachers, Instructional Coach, MTSS Coach, Building Administrator Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching Funding Sources: - 201 Title I - TCP 110254 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				







Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Fairview ELD staff and general education staff will engage in sheltered instruction professional development to maximize impact of instruction throughout the day for all learners. Strategy's Expected Result/Impact: Allow more students to access instruction throughout the day. Strengthen student engagement and outcomes. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, MTSS Coach, ELD staff, Building Administration Characteristics: Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment Funding Sources: - 201 Title I - 20122100316011000101 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
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Goal 1: Marginalized Students- Reading

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 3: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 33% to 38% by August 2023

Evaluation Data Sources: STAR Fall to Spring 2022-23- due to low enrollment this category this goal will not be publicly addressed , but will internally monitored







Strategy/Action 1 Details		Reviews			
Strategy/Action 1: We are recommitting to inclusive practices. Ensuring that instruction throughout the day is planned to support students served in special education. Staff must know student accommodations and goals and must work with case managers and support staff to design instruction to best support student needs. Collaboration time with case manager will be necessary. Administrator evaluation will also focus on inclusion. Strategy's Expected Result/Impact: Strengthen student engagement and success in general education Staff Responsible for Monitoring: Classroom Teachers, Case Managers, Building Administration Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment Funding Sources: - 201 Title I - 20122100316011000101 - \$1,000		Formative			Summative
		Nov	Mar	Mar	June
					
Strategy/Action 2 Details		Reviews			
Strategy/Action 2: Students on IEPs with academic goals will be served in small group environment to address primary academic goals. Strategy's Expected Result/Impact: Strengthen student outcomes Staff Responsible for Monitoring: Case Manager Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment		Formative			Summative
		Nov	Mar	Mar	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: Marginalized Students- Reading

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 4: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 0% to 50% by August 2023.


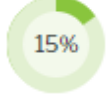




Evaluation Data Sources: STAR Fall to Spring 2022-23- due to low enrollment this category this goal will not be publicly addressed , but will internally monitored

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. Strategy's Expected Result/Impact: Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment Funding Sources: - 201 Title I - TCP 110254 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Increase focus on Heritage Month Celebrations to Ensure representation of focus group in displays and teaching practices. Strategy's Expected Result/Impact: Students see themselves represented in instruction and environment. Staff Responsible for Monitoring: Counselor, Social Worker, Climate and Culture Committee, Building Administrator Characteristics: Supportive Learning Environment Funding Sources: - 201 Title I - 20112720310011000101 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
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Goal 1: Marginalized Students- Reading

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.







Performance Objective 5: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 26% to 35% by August 2023.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. Strategy's Expected Result/Impact: Strengthen student engagement and outcomes Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator Characteristics: High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching Funding Sources: - 201 Title I - TCP 110254 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Increase focus on Heritage Month Celebrations to Ensure representation of focus group in displays and teaching practices. Strategy's Expected Result/Impact: Students see themselves represented in instruction and environment. Staff Responsible for Monitoring: Counselor, Social Worker, Climate and Culture Committee, Building Administrator Characteristics: Supportive Learning Environment Funding Sources: - 201 Title I - 20112720310011000101 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Marginalized Students-Math

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 1: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 35% to 41% by August 2023.



Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Fairview staff will implement adopted core curriculum. We are in our final year of implementing Bridges and Number Corner. Time is dedicated in the schedule for both number corner and math instruction/practice. A review of math expectations and major elements of program will be reviewed and implemented. Strategy's Expected Result/Impact: New curriculum will strengthen Tier 1 instruction Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Building Administration Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development Funding Sources: - 201 Title I - TCP 110254 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Fairview staff will collaborate frequently to review and plan for student instruction- weekly PLCS and data teams every 6 weeks. Collaboration meetings will be focused on reviewing student outcomes, planning instructional models and instruction. Strategy's Expected Result/Impact: Students will be provided strong Tier 1 instruction. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, MTSS Coach, Building Administration Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching Funding Sources: - 201 Title I - TCP 110254 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: Marginalized Students-Math

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 2: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 8.6% to 14% by August 2023.

Evaluation Data Sources: STAR Fall to Spring 2022-23- due to low enrollment this category this goal will not be publicly addressed , but will internally monitored

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Fairview ELD staff will implement National Geographic to lead small group instruction for our multilingual learners. Strategy's Expected Result/Impact: Strengthen instruction and outcomes for multilingual learners. Staff Responsible for Monitoring: ELD staff, Building Administrator Characteristics: High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Fairview will ensure ELD instructors are included in collaboration of instructional planning and support through weekly PLCs and 6 week data team cycles. Time within these meetings will be designated to discussion pertaining to this group. Strategy's Expected Result/Impact: Strengthen multilingual learner student outcomes. Staff Responsible for Monitoring: Classroom Teachers, ELD Teachers, Instructional Coach, MTSS Coach, Building Administrator Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching Funding Sources: - 201 Title I - 20122100316011000101 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				







Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Fairview ELD staff and general education staff will engage in sheltered instruction professional development to maximize impact of instruction throughout the day for all learners Strategy's Expected Result/Impact: Allow more students to access instruction throughout the day. Strengthen student engagement and outcomes. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, MTSS Coach, ELD staff, Building Administration Characteristics: Clear and Shared Focus, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment Funding Sources: - 201 Title I - 20122100316011000101 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Marginalized Students-Math

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 3: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 0% to 14% by August 2023.






Evaluation Data Sources: STAR spring 2022 to Spring 2023 Data

Strategy/Action 1 Details		Reviews			
Strategy/Action 1: We are recommitting to inclusive practices. Ensuring that instruction throughout the day is planned to support students served in special education. Staff must know student accommodations and goals and must work with case managers and support staff to design instruction to best support student needs. Collaboration time with case manager will be necessary. Administrator evaluation will also focus on inclusion. Strategy's Expected Result/Impact: Strengthen student engagement and success in general education Staff Responsible for Monitoring: Classroom Teachers, Case Managers, Building Administration Characteristics: Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment Funding Sources: - 201 Title I - 20122100316011000101 - \$1,000		Formative			Summative
		Nov	Mar	Mar	June
					
Strategy/Action 2 Details		Reviews			
Strategy/Action 2: Students on IEPs with academic goals will be served in small group environment to address primary academic goals. Strategy's Expected Result/Impact: Strengthen student outcomes Staff Responsible for Monitoring: Case Manager Characteristics: Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment		Formative			Summative
		Nov	Mar	Mar	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: Marginalized Students-Math

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 4: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 20% to 42% by August 2023.






Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. Funding Sources: - 201 Title I - TCP 110254 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Marginalized Students-Math

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 5: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 10% to 37% by August 2023.

Evaluation Data Sources: Spring 2022-23 STAR Data







Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. Funding Sources: - 201 Title I - TCP 110254 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
<div><div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>				

Goal 3: Culturally Responsive Teaching

We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: Evidence of warm demander strategies will be seen in classroom observations.

Evaluation Data Sources: observation notes






Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Fairview Staff will study and implement teaching as a warm demander as presented in Zaretta Hammonds Book, "Culturally Relevant Teaching and the Brain" Strategy's Expected Result/Impact: Students will be more engaged and outcomes will be strengthened. Staff Responsible for Monitoring: Administrator, classroom teachers, instructional coach, MTSS coach Characteristics: Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment Funding Sources: - 201 Title I - 20112720310011000101 - \$1,000	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Students will be given the opportunity to provide feedback on ways of learning, content, and style of showing what they know. Strategy's Expected Result/Impact: student engagement will increase impacting student outcomes Staff Responsible for Monitoring: classroom teachers, instructional coach, MTSS coach, administrator Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: Culturally Responsive Teaching

We will interrupt bias and microaggression in instructional practices.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Student feedback






Strategy/Action 1 Details		Reviews			
Strategy/Action 1: Frequently as for student input and feedback on school experience through surveys, small group, and whole group discussions. Strategy's Expected Result/Impact: Students should feel empowered and valued Staff Responsible for Monitoring: Counselor, Social Worker, Administrator Characteristics: Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication		Formative			Summative
		Nov	Mar	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 4: Student and Staff Wellness

We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Performance Objective 1: Fairview will continue to promote "Eagle Expectations" as agreements to how we are engaging in our learning environment. Expectation flipbooks have been provided to staff, students, and families. Expectation fairs will be scheduled 3 times a year- fall, after winter break, after spring break.

Evaluation Data Sources: Schedule of events. Evidence of distribution of expectation flipbook.

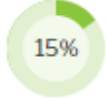





Strategy/Action 1 Details		Reviews			
Strategy/Action 1: Fairs will be scheduled 3 times a year and staff feedback will be solicited to maximize the experience. Strategy's Expected Result/Impact: Clear expectations result in greater student success Staff Responsible for Monitoring: Counselor, Social Worker, Administrator Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment Funding Sources: - 201 Title I - TCP 110252 - \$500		Formative			Summative
		Nov	Mar	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Student and Staff Wellness

We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Performance Objective 2: Fairview elementary will offer a safe learning environment.






Evaluation Data Sources: Purchases will match needs presented by staff and students

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: staff and students will be offered opportunities to share what they need to feel safe generally and specifically as a result of any exposure to unsafe behaviors. Strategy's Expected Result/Impact: students can learn more when they feel safe and are at baseline. Staff Responsible for Monitoring: classroom teachers, administrator, specialists Characteristics: High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment Funding Sources: - 201 Title I - 20121150460011000101 - \$2,125	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Fairview Community will be provided information through community handbooks and weekly communications that share information about ways our school stays safe. Strategy's Expected Result/Impact: Strengthen community knowledge and perception of safety Staff Responsible for Monitoring: Administrator Characteristics: Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	Formative			Summative
	Nov	Mar	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Student and Staff Wellness

We will promote a healthy learning and working environment that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Performance Objective 3: Increase events to invite community to school building.







Strategy/Action 1 Details		Reviews			
Strategy/Action 1: 22-23 Event List September 6,7,8,9:20-10:00am welcome back, coffee with Principal 20- Return to School Event @5:30pm October 15- Carnival w/ church partner Nov 21-22- Parent Conferences (hybrid model) Dec 9- Game Night/Craft Night Feb 24- Movie Night March 22-23- Parent Conferences April 20- Student Performances May 5- Cinco De Mayo Event June varied- End of year celebrations Funding Sources: - 201 Title I - 20133900410011000101 - \$4,000		Formative			Summative
		Nov	Mar	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 5: Professional Development

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 1: In order to better to ensure all students are given high-quality first-time instruction in Reading Fairview will dedicate 41% of our late start Monday building Professional Development in 2022-23 to LETRS and tools to better offer foundational reading skill instruction in all grades K-5 as needed .

Evaluation Data Sources: Schedule of training dates, evidence of learning in observations, data on staff progress in course.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Provide time each month to complete LETRS training Strategy's Expected Result/Impact: Strengthen reading instruction, student engagement, and student outcomes Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, Administrator Characteristics: Focused Professional Development	Formative			Summative
	Nov	Mar	Mar	June
				
Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Feedback on HMH and LETRS implementation will be provided in teacher observations. Strategy's Expected Result/Impact: Strengthen reading instruction, student engagement and student outcomes Staff Responsible for Monitoring: Classroom Teachers, administrator Characteristics: High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	Formative			Summative
	Nov	Mar	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Components (ORIS Domains)

Question 1. COMPREHENSIVE NEEDS ASSESSMENT

1.1: Comprehensive Needs Assessment

Fairview will continue our work to reduce exclusionary practices, increase student engagement in academic endeavors, improve attendance, and increase parent engagement.

We reviewed CEE data (staff, students, and families), STAR assessment data, and our district strategic plan to cross-analyze needs and strengths.

Our leadership committees met at the end of the 21-22 year to review data and establish focus areas for the coming year. Our entire staff met again this fall to discuss these areas and a survey was provided to capture ideas for performance objectives, actions, and strategies.

Leadership Teams created and refined systems for the 2022-23 school year in the areas of marginalized students, culturally responsive teaching, staff and students wellness, and professional development.

Question 2. Based on the school's needs assessment, what are the identified priorities/goals that the school will focus on this year.

Question 3. Please respond to the following:

3.1: Leadership

The district offers guidance through our strategic plan and they offer feedback/review of our plans.

Reynolds SD uses Plan4Learning, a software system to create, monitor and evaluate school improvement plans. Plan4Learning offers a comprehensive needs assessment process, that includes deep dives into Demographics, Student Learning, Perceptions, and Processes and Programs. It also allows for Real-Time Improvement Plan Monitoring (that can be done by either the Principal, Site Council or District Directors) as well as an Automated Formative & Summative Review Process.

To support schools in implementation of their plans, the district has developed the following systems:

- The Chief Academic Officer and Executive Director of Schools ensure that all School Improvement Plans include goals focused on the four Strategic Plan Goals: Marginalized Students, Culturally Responsive Teaching, Student and Staff Wellness and Professional Development. They read each plan and give suggestions for improvement, following the guidance of what is tight and what is loose.
- Learning Walks happen monthly in each building with district leaders visiting classrooms with principals and coaching them on how to have coaching conversations with teachers to create intentionality in teacher feedback. Building principals will increase capacity to recognize and inform best practices within each classroom to strengthen first time instruction. Teachers will be better supported to know how to improve their practice. Similarly, the district has added managerial supports to buildings to ensure that principals have more time to spend in classrooms, observing and offering feedback.
- We focus our principal meetings on "Excellence in First Time Instruction." We are creating a shared understanding of what good first time (Tier 1) instruction should look like when a principal is observing in a classroom, and what type of feedback principals need to be giving teachers.

- Formative Reviews in Plan 4 Learning occur in November and March with a summative Review in June.
- Building leaders check meet monthly with Departments of Schools and Academics to review updated data and determine if adjustments need to be made in Plan 4 Learning.

Annually, the Director of Federal Programs reviews the plans through the Title I lens and ensures compliance with Title I requirements, providing feedback on both narrative and budget.

3.2: Talent Development

Monday morning Professional Development from 8:30-9:30. Focus topics: Inclusive Practices, Technology, and LETRS training.

PLC time every Thursday. Teams meet to review and respond to student academic needs. Specialists join all PLCs to collaborate with teachers to ensure that all students have access to grade level core instruction and the supports to succeed.

We have several leadership teams to move forward ideas and actions to ensure a positive experience for staff, students and families at Fairview

- Safety Leadership Team
- Academic Leadership Team
- Equity Leadership Team
- Climate and Culture Leadership Team
- Staff and Student Wellness Leadership Team

all of these leadership teams meet twice monthly for meetings and to complete team actions.

3.3: Stakeholder Engagement

Monthly Newsletters

Community Handbook

Annual Meeting- Sept 21st

Follow-up parent compact and parent involvement plan in November

3.4: Well-Rounded Learning System

Weekly Late Start Professional Development to support LETRS, Technology and Inclusion/instructional design

Weekly PLC to review and respond to weekly data

Setting individual student goals for growth in academic and social/emotional learning

3.5: Instructional Strategies

One full-time counselor and one full-time social worker will support students

Students all receive access and support to succeed in grade level core instruction. Specialists (Sped. and ELD), general education teachers, and assistants collaborate to carefully differentiate instruction.

MTSS system will be developed and implemented.

Student Study Teams will be reviewed and redesigned to best support student growth.

3.6: Inclusive Policy and Practice

Grade level core instruction and access for all students.

Breakout groups used to support and prepare students for rigorous grade level core instruction.

Data examined in grade level teams (in program assessments, Lexia, Dreambox) weekly and instructional adjustments made accordingly.

School level data team to review performance every 6 weeks.

Tiered system of support for those students who are not performing within their grade level band (Small group support, parent coaching, SST2 and SST3).

Campus Funding Summary

201 Title I					
Goal	Objective	Strategy/Action	Resources Needed	Account Code	Amount
1	1	1		TCP 110206	\$2,000.00
1	1	2		TCP 110206	\$2,000.00
1	1	3		TCP 110254	\$1,000.00
1	2	2		TCP 110254	\$1,000.00
1	2	3		20122100316011000101	\$1,000.00
1	3	1		20122100316011000101	\$1,000.00
1	4	1		TCP 110254	\$1,000.00
1	4	2		20112720310011000101	\$1,000.00
1	5	1		TCP 110254	\$1,000.00
1	5	2		20112720310011000101	\$1,000.00
2	1	1		TCP 110254	\$1,000.00
2	1	2		TCP 110254	\$1,000.00
2	2	2		20122100316011000101	\$1,000.00
2	2	3		20122100316011000101	\$1,000.00
2	3	1		20122100316011000101	\$1,000.00
2	4	1		TCP 110254	\$1,000.00
2	5	1		TCP 110254	\$1,000.00
3	1	1		20112720310011000101	\$1,000.00
4	1	1		TCP 110252	\$500.00
4	2	1		20121150460011000101	\$2,125.00
4	3	1		20133900410011000101	\$4,000.00
Sub-Total					\$26,625.00