FAIRVIEW MIDDLE SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Leon County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Fairview Middle School is committed to critically-thinking young men and women who are engaged citizens in their school and in the community at large. In pursuing this mission, we dedicate ourselves to preparing our students to become confident, self-directed, life-long learners prepared to adapt effectively to the world of the future.

Provide the school's vision statement

Fairview Middle School will provide opportunities for our students to engage with technology, collaborative learning, and self-directed projects in order for them to achieve their full potential as twenty-first century global citizens.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Eileen Mayer

Position Title

Principal

Job Duties and Responsibilities

Provides instructional leadership; ensures that student learning is a priority; works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective practices, student learning needs and assessments; recruits, retains and develops an effective and diverse faculty and staff; employs and monitors a decision making process that is based on vision, mission and improvement priorities using facts and data; builds and maintains relationships with students, faculty, parents and community; creates school-wide goals and monitors outcomes, manages the fiscal resources of the school in a way that focuses on effective instruction, achievement of all students and optimal school operations; serves on school and district committees while participating in staff development opportunities.

Leadership Team Member #2

Employee's Name
Lyndsey Bell

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the mission and vision of the school leader by:
Overseeing curricular decisions and instructional material purchases; managing school based assessments and exams; performing teacher observations; generating master and student schedules; overseeing student progress and promotion; planning and implementing professional development; overseeing beginning teachers, interns and practicum students; reviewing lesson plans; other duties as assigned.

Leadership Team Member #3

Employee's Name
Antwan Cole

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the mission and vision of the school leader by:
Processing discipline referrals and handling minor and major offenses including SESIRS; Provide oversight for early warning systems; assisting with providing teachers with classroom management strategies (academic and behavioral); MTSS team member (behavioral); assisting with at risk students (academically and behavioral); managing the Crisis Response Plan; manage and adjust annual safety drills and documentation; tracking at risk student discipline; managing facilities; managing the Maintenance Department; leading manifestation meetings; Chair of school wide Treat Assessment Team; conduct Threat Assessment Team meetings; overseeing ISS and lunch detention interventions; assist with overseeing school Math Department; supervise technology coordinator; manage Attendance and CSAP process and letters; provide oversight for Athletics/ Clubs; Clinic management; faculty and staff duty assignments; Completing annual and quarterly evaluations; Assisting with tier III support in math behavior;

Leadership Team Member #4

Employee's Name
LaToya Montgomery

Position Title
Assistant Principal

Job Duties and Responsibilities

Supports the mission and vision of the school leader by:
Managing state-wide assessments and progress monitoring i.e. FAST, FSAA and EOC's along-side the Testing Coordinator; LEA for IEP meetings; LEA for 504 meetings; assisting with monitoring early warning systems; providing oversight for IEP services and accommodations for students with disabilities; leading multi-tier systems of support as it pertains to behavior and academics; writing, managing and coordinating parental engagement plan and events; completing teacher and support staff observations; assisting with bus coordination; completing quarterly and annual evaluations; managing Title I compliance; providing oversight, supporting and evaluating the ELA department; providing oversight, supporting, evaluating and leading the ESE department; providing oversight, supporting and evaluating the Guidance department; providing oversight, supporting and evaluating the Reading Coach; coordinating bi-weekly training for behavior support staff to ensure behavior intervention plan compliance and tracking data; providing oversight, supporting and evaluating the Program Specialist for Compliance, Program Specialist for Behavior, School Social Worker and School Psychologist; assisting with tier three interventions for both ELA and mathematics; assisting with processing referrals; ensuring that ELA and ESE teachers and staff are participating in required trainings; providing updates to teachers regarding progress on school improvement plan goals and assisting with remediation for students who are not making adequate progress; performing regular classroom walk-throughs to ensure that teachers are providing quality instruction; providing before and after school supervision; ensuring faculty and staff complete mandatory annual trainings.

Leadership Team Member #5

Employee's Name
Tiffanie Timmons

Position Title
Reading Coach

Job Duties and Responsibilities

Review student data; coordinates district and state assessments; plans and implements school-wide progress monitoring; monitors and tracks student data; serves on MTSS; other duties as assigned.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team met and reviewed the data for Fairview Middle School, as a team we made decisions about how to best move our students and our data forward. Individual departments met to review their data and give input on their goals and action steps. The School Advisory Council was used to develop the plan, by providing input and feedback on the plan from last year as well as suggestions on moving forward. Teacher leaders from the subject areas identified as areas of need were gathered and reviewed the data to help with the creation of the school goals for the 24-25 school year. The team met and discussed the goals they presented and came to consensus on those goals based on our school data.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP will be monitored quarterly by the School Advisory Council, monthly by the leadership team as well as department leaders. During these reviews, student data will be monitored as well as best practices for instruction shared. We will use our Math and ELA coaches to push into classrooms to support quality instruction and rigor of standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**89.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**93.2%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: B**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	86	90	88	264
One or more suspensions	0	0	0	0	0	0	55	84	67	206
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	12	4	16
Course failure in Math	0	0	0	0	0	0	0	14	6	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	66	63	57	186
Level 1 on statewide Math assessment	0	0	0	0	0	0	75	76	77	228
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0						0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	65	86	79	230

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	7	2	9
Students retained two or more times	0	0	0	0	0	0	4	9	2	15

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							84	81	103	268
One or more suspensions							91	65	63	219
Course failure in ELA							1	6	3	10
Course failure in Math							3	8	4	15
Level 1 on statewide ELA assessment							98	86	98	282
Level 1 on statewide Math assessment							82	70	71	223
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							36	28	32	96

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								8	2	10
Students retained two or more times								1		1

2. Grades 9-12 (optional)

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	45	54	53	43	52	49	48	53	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	55	56	56				50		
ELA Learning Gains Lowest 25%	52	52	50				27		
Math Achievement *	53	63	60	47	58	56	34		36
Math Learning Gains	69	69	62				64	64	
Math Learning Gains Lowest 25%	64	61	60				49		
Science Achievement *	43	52	51	35	51	49	49	55	53
Social Studies Achievement *	65	77	70	71	75	68	57	61	58
Graduation Rate							51		49
Middle School Acceleration	73	77	74	79	67	73	87	47	49
College and Career Readiness								76	70
ELP Progress	46		49	37	42	40	54	73	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	519
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	49%	54%	43%		54%	51%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	5	
English Language Learners	65%	No		
Asian Students	98%	No		
Black/African American Students	48%	No		
Hispanic Students	61%	No		
Multiracial Students	57%	No		
White Students	66%	No		
Economically Disadvantaged Students	47%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	4	4
English Language Learners	37%	Yes	1	
Asian Students	96%	No		
Black/African American Students	42%	No		
Hispanic Students	51%	No		
Multiracial Students	64%	No		
White Students	70%	No		
Economically Disadvantaged Students	40%	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	3	3
English Language Learners	49%	No		
Native American Students				
Asian Students	95%	No		
Black/African American Students	43%	No		
Hispanic Students	50%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	76%	No		
Economically Disadvantaged Students	40%	Yes	1	

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		55%	52%	53%	69%	64%	43%	65%	73%			
Students With Disabilities	16%		38%	38%	21%	58%	60%	21%	31%				
English Language Learners	56%		61%		67%	76%							
Asian Students	100%		87%	99%	99%		100%	100%	100%				
Black/African American Students	32%		49%	53%	42%	63%	65%	27%	56%	49%			
Hispanic Students	46%		53%	55%	63%	76%	67%	57%	71%				
Multiracial Students	49%		52%		63%	73%		50%	53%				
White Students	63%		66%		66%	67%	42%	62%	86%	78%			
Economically Disadvantaged Students	32%		49%	51%	39%	60%	59%	26%	56%	52%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	43%				47%			35%	71%	79%			37%
Students With Disabilities	20%				29%			13%	53%				
English Language Learners	38%				52%								20%
Asian Students	95%				99%			89%	100%	98%			
Black/African American Students	31%				33%			22%	63%	60%			
Hispanic Students	39%				54%			38%	74%				
Multiracial Students	54%				55%			60%	64%	85%			
White Students	63%				68%			50%	81%	87%			
Economically Disadvantaged Students	29%				33%			22%	59%	58%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	48%		50%	27%	50%	64%	49%	49%	57%	87%			54%
English Language Learners	58%		50%	0%	65%	67%							54%
Students With Disabilities	19%		35%	23%	22%	43%	31%	16%	27%				
Native American Students													
Asian Students	96%		84%		100%	95%		97%	95%	100%			
Black/African American Students	34%		41%	26%	34%	53%	48%	29%	46%	80%			
Hispanic Students	47%		45%	8%	55%	63%		64%	58%	60%			
Multiracial Students	49%		50%		51%	64%	30%	53%	67%	78%			
Pacific Islander Students													
White Students	69%		64%		70%	81%		78%	78%	92%			
Economically Disadvantaged Students	29%		37%	28%	30%	52%	42%	25%	43%	70%			

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| | | | 2023-24 SPRING | | | |
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	49%	55%	-6%	54%	-5%
Ela	7	40%	51%	-11%	50%	-10%
Ela	8	45%	50%	-5%	51%	-6%
Math	6	47%	54%	-7%	56%	-9%
Math	7	49%	55%	-6%	47%	2%
Math	8	38%	45%	-7%	54%	-16%
Science	8	17%	34%	-17%	45%	-28%
Civics		61%	75%	-14%	67%	-6%
Biology		99%	67%	32%	67%	32%
Algebra		100%	53%	47%	50%	50%
Geometry		98%	54%	44%	52%	46%
			2023-24 FALL			
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra			*data suppressed due to fewer than 10 students or all tested students scoring the same.			

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our science data showed growth of 7%. In the 22-23 school year, 37% of our students were proficient in Science. for the 23-24 school year, 44% of our students were proficient. To encourage this growth, we focused on our students taking Biology and Comp. Science 3. This was done through year long spiral review and boot camp.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our students with disabilities showed the lowest performance. 29% of our students with disabilities were proficient in ELA and Math. This performance is due to historic struggles with mastering state standards.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our Civics data showed the greatest decline. In the 22-23 school year 71% of our students were proficient, for the 23-24 school year 65% of our students were proficient. For the 23-24 school year we had several personnel shifts with our Civics teachers.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to state average was Science. Our school proficiency is 43% for he 23-24 school year. Our students struggle with vocabulary acquisition. Science is not assessed annually and encompasses multiple years of content.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Student attendance (those who had 10+ absences)
2. ELA Achievement below level 3

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Students with Disabilities

2. Science

3. English Language Arts Proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In 2022-2023 42% of our students earned a level 3 or above on the ELA State assessment, in 2023-2024 45% of our students earned a level 3 or above on the ELA Fast Reading Assessment. This data shows that 55% of our students are not on level or above.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024-2025 school year, 50% of our students will score a Level 3 or above on the ELA FAST Progress Monitoring 3 assessment. This goal is a 5% increase from our prior year data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student data from the previous school year FAST PM3, current school year data from FAST PM1, PM2, Edit and PM3 in conjunction with school benchmark checks will be used to drive instructional practices for teachers and data chats with the students. The ELA department, Reading Coach, Administration, and the leadership team will review data and track student progress.

Person responsible for monitoring outcome
Tiffanie Timmons

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Students who scored at or below the 10th percentile are taking Intensive reading courses to aid in their comprehension skills using the Language! Live program.

Rationale:
Students who are demonstrating scores below the 10th percentile need additional small group support that will be provided in Intensive Reading classes.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
The reading coach will be providing support with data monitoring and push-in and pull-out small group supports to students who are struggling based on their FAST and benchmark check data throughout the school year. ELA teachers will periodically pull benchmark small groups during HR for students who have failed text benchmark assessments. ELA department and Reading Coach will have consistent bi-weekly collaborative planning meetings to discuss student progress and any changes needed to instructional practice.

Rationale:
Small group instruction and remediation allows students additional support and opportunities to master the standards. Effective and consistent collaborative planning supports teachers with instruction delivery as well as improve learning experiences for students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Data Collection and review

Person Monitoring:	**By When/Frequency:**
Tiffanie Timmons	Three times a year after FAST Progress Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will take the ELA FAST Progress Monitoring 1, 2, and 3 in conjunction with school based benchmark checks. Data will be reviewed by the reading coach, department members, teachers, and administration.

Action Step #2
Instructional Changes and Adjustments

Person Monitoring:	**By When/Frequency:**
Tiffanie Timmons	May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on data review, modeling, co-teaching, and/or trainings provided by school/district will be implemented to support teachers instructional delivery thus support student achievement. The

reading coach and teachers will use the data to make instructional changes and adjustments throughout the year to improve students mastery of the standards.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our 8th grade Science Statewide Assessment data increased from the previous year from 14% proficiency in 22-23 to 17% proficiency in 23-24. This is still 17% lower than the District average of 34% and 28% lower than the State average of 45%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our data on the 8th grade Science Statewide Assessment will show 25% proficiency, an increase of 8%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Science teachers will utilize collaborative planning and assessment across each grade level of 6th, 7th, and 8th. Teachers will use student performance on classroom assessments and district progress monitoring assessments to identify strengths and weaknesses to influence planning.

Person responsible for monitoring outcome

Lyndsey Bell

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will use common lessons that are benchmark focused for instruction. At least 33% of science instruction will incorporate reading comprehension and vocabulary strategies. Eighth grade students in need of extra instruction will be invited to Science Boot Camp. District Science Rewind

assessments will be used to access previously taught content in 6th and 7th grade bridging the gap that is being assessed.

Rationale:
Common lessons will provide all students with quality instruction including content learning with reading and vocabulary skill building to enhance proficiency. Science Boot Camp will be offered to students who show a need for additional time with science content in a small group. This intervention allows the students to receive more intensive and individualized instruction during Science Boot Camp.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Data Collection & Review

Person Monitoring:	**By When/Frequency:**
Lyndsey Bell	After each District Progress Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Students will take the all the state F.A.S.T PM tests in Math and Reading; District Baseline, Midyear, Spring Diagnostic (8th grade) and End of Year assessments in science. 2. Grade level science teachers will review data and use to plan curriculum and make adjustments as needed. 3. Science teachers will receive district PD in Reading in the Content Area to incorporate strategies effectively.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the fourth consecutive year, our matched students with disabilities subgroup have underperformed, with students scoring below the required 41%. For the 23/24 school year, we had 35% of matched students, exceeding our school-wide goal of 32% for the year.

For the 22/23 school year we had 29% of matched students show proficiency. Although this was an increase of 6% from the previous year, we are six percentage points short of the required state goal

of 41%.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

42% of our matched students with disabilities will show proficiency. Both ELA and math will have a 7% increase in proficiency for matched students across all grade levels. Civics will have a 7% increase in proficiency for matched students.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor student progression during each session of the FAST for both ELA and math. PM 1 will be compared to PM3 so that interventions in both ELA and math can be implemented prior to PM2. We will use data from the district assessments to assess students prior to the Civics Bootcamp that will be conducted leading up to the EOC. Throughout the school year, data will be monitored monthly by Civics teachers and student data chats will be conducted to help students monitor their progress and growth on Civics standards.

Person responsible for monitoring outcome
LaToya Montgomery

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Students with disabilities in the bottom quartile will receive tier three interventions through small groups instruction through pull-outs and push-ins, when scheduled in ELA, math and reading courses. Students who do not master benchmarks assessments will be pulled into small groups during homeroom by the Reading Coach and ESE teachers. Small group instruction will be provided during Unique Skills, for those who are scheduled in the course by the ESE teacher and as needed by the Reading Coach. Students who are not mastering Civics standards will attend the Civics Bootcamp to assist with mastering Civics standards and participate in small group pull-outs by Civics teachers so that they can provide interventions based on student needs.

Rationale:
Students who are not mastering benchmark assessments may be in need of remediation with foundational skills for both reading and math mastery. Mastering these skills will assist with meeting grade level standards. Students who are not mastering Civics standards may need additional interventions based on individualized needs.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Data collection and review.

Person Monitoring:	**By When/Frequency:**
Tiffanie Timmons & LaToya Montgomery	Three times a year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will take the ELA FAST Progress Monitoring 1, 2, and 3 in conjunction with school-based benchmark checks. Data will be reviewed by the reading coach, department members, teachers, and administration. Based on data review, modeling, co-teaching, support facilitation and or trainings provided by the school and the district will be implemented to support the teacher's instructional delivery thus support student achievement.

Action Step #2
Instructional Changes and Adjustments

Person Monitoring:	**By When/Frequency:**
Nicholaus Dombek & LaToya Montgomery	Three times a year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Civics teachers will monitor student progression each month through progress monitoring and re-evaluate the instructional model to meet student needs. Small groups instruction will be provided to students based on standard mastery. Students who do not have an acceptable score on the assessment provided prior to the end of course exam will attend a mandatory Civics Bootcamp.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teacher retention through improved morale. When teacher morale is positive then they are more likely to continue to grow in their craft and become more effective teachers. They also are more likely to work collaboratively with their grade level and departments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

70% of teachers will rate themselves and satisfied or very satisfied on an end of the year climate survey,

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Twice a year open door meetings with administration, quarterly climate surveys, feedback from grade level and department leaders.

Person responsible for monitoring outcome

Eileen Mayer

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Anonymous climate surveys that allow teachers and staff to share things that are going well as well as things that may need to be improved. The climate survey will also include an area to share their overall satisfaction based on a rating scale.

Rationale:
Allowing teachers the opportunity to anonymously share feedback will give the leadership team the ability to know where areas of strength are, as well as areas that may need additional support and seek out ways to better support our teachers and staff.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Open Door Meetings with any member of the administrative staff allows for teachers and staff to meet with the administrator(s) that they feel most comfortable meeting with to share open and honest feedback, areas to celebrate, and concerns.

Rationale:
Allowing teachers and staff to meet with the administrator(s) that they are most comfortable meeting with will allow them to be honest about ways they may need to be supported or areas they would like to see strengthened.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Climate Survey & Open Door Meeting Review

Person Monitoring:
Eileen Mayer

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Anonymous climate survey and open door meeting feedback will be reviewed with the administrative team. The team will work collaboratively to identify areas that teachers and staff need additional support.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Feedback on the SIP will be available and shared at Open House, the first SAC/PTO meeting as well as virtually on the school website. All stakeholders can submit feedback via email or in person at Open House, SAC/ PTO. SIP Progress will be shared and reviewed quarterly at SAC meetings, faculty meetings and posted on our school website. The SIP will be shared with parents via email sent through the FOCUS system. The SIP can be accessed at www.leonschools.net/Fairview

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Opportunities for parent input will be provided throughout the school year. Parents provided input through anonymous surveys, after events and directly with administrator. We will continue to build our Parent Teacher Student Organization and use this group as portal to help understand the needs of our families and the community that we serve. We will continue to provide families with a tentative calendar of events with topics listed will be provided in advance. We will provide parents with an opportunity to be to increase families understanding of how to access technology used to support academic achievement, to monitor their child's academic progress, attendance, etc. We will host a annual Title I meeting to inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement. We will host a Lunch and Learn Review FAST scores, conduct data chats with parents and students,

discuss Saturday School. Our Transition Events will welcome in-coming 6th graders and familiarize them with middle school and its processes and prepare 8th graders for the transition to high school, graduation requirements, course offerings, CTE opportunities.

PFEP: https://www.leonschools.net/Domain/6032

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Student data will be collected each 9 weeks through benchmark assessments, classroom assessments, FAST testing, or district progress monitoring. This data will be analyzed by departments and administration to identify areas of strength and areas that need additional support. Grade level teams will collaborate to develop plans to enrich students who have demonstrated mastery and ways to support students who have not yet demonstrated mastery of the standard(s). We will schedule common planning times for our ELA, Math, Science and Social Studies twice a year to meet, review data. digest and break down progress monitoring data and collaborate on ways to increase student success. Fairview will be continuing to use an inclusion model with support facilitation to allow our ESE students additional support with classroom instruction in their classrooms.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Fairview offers many digital tools certification opportunities for our students, as well as adding new CTE programs this year through an Agriculture and Digital Photography class. This new opportunity will allow our students the option of working toward a technical certification in middle school. These certifications may transfer over to future career opportunities for these students. Fairview will be continuing to work with Disc Village to provide services for our students in multiple areas including academic study supports, time management, anxiety, etc.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Fairview's guidance department works closely with our social worker and Disc Village personnel to coordinate services for our students. Our school team works closely with our MTSS team, New Horizons through DISC Village, School counselors, families, and community stakeholders. These groups work together to coordinate services to meet the needs of our students.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Fairview offers many digital tools certifications for students in all grades that may translate into future career pathways or tools. For the 2024-2025 school year we are adding two opportunities for CTE certification in our Agriculture and Digital Photography courses. Students have the opportunity to begin taking High School Credit Courses (Algebra 1, Geometry, Biology, etc). Which will begin them on a path to take College level courses in high school. Our students have access and utilize the Xello program which allows them to begin thinking about and planning for possible future careers and paths.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).
No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Teachers are highly encouraged to seek out and attend district and outside professional development

trainings. District professional development opportunities will be shared with teachers and staff so they are aware of the trainings that would be of benefit to them. Teachers who are new to Fairview are part of a program at out school that partners them with a veteran teacher who can support the new teacher. Our new teachers also participate in the district beginning teacher program.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

District created and supported plan.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00