Fairview Middle School

2018-19 School Improvement Plan

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Fairview Middle School

3415 ZILLAH ST, Tallahassee, FL 32305

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	A*

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Fairview Middle School is committed to working with our community to provide a nurturing, safe, and caring environment where all students are safe and have the tools to learn. In pursing 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 believes student safety and highly effective learning are tandem for students to actively engage in their education. With teachers in each classroom meeting students at their respective level of instruction. Teachers who are aware that students learn in a modality of styles who provide access to each learning style. Students need not only demonstrate mastery, but also problem solve and learning in a variety of methods. All stakeholders are aware that management, safety and direction are imperative for learning to take place. Finally, Students, Parents, Teachers and the entire Fairview family share in the responsibility for the school's mission.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hansen, Scott	Principal
Stallworth, Stacy	Assistant Principal
Weismantel, Mark	Instructional Technology
Battle, Laura	Teacher, K-12
Mayer, Eileen	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The role of the MTSS team is to review records, data, and documentation, while providing expertise and guidance in developing strategies and interventions. The team meets two times a month to address referrals, academic and behavioral.

The administrative team is responsible for making sure the laws, processes, and procedures are followed through. Administrators ensure adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding MTSS. The Assistant Principal for Administration brings referrals of students with on-going behavioral referrals. These students are then placed for consideration in the Positive Alternative To Suspension (PATS) Program. These students will be offered the opportunity to receive PATS in lieu of an Out of School Suspension.

The Referral Coordinator (our 7th/8th Guidance Counselor) drafts the agenda for meetings, invites the
necessary participants, maintains a record of follow-up responsibilities, and coordinates the paperwork involved in referrals to student services.

General Education Teachers provide information about core instruction, participates in student data

collection and collaborates with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support.

ESE Teachers provide information about intervention in student data collection and collaborate with the general education teachers.

Our Reading Coach participates in student data collection and evaluation of data, collaborates with district

personnel to identify appropriate evidence-based intervention strategies, and assists with design and delivery of professional development relative to implementation of effective reading strategies.

The School Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.

The Social Worker conducts social assessments, follows up on attendance referrals and assists in locating difficult to reach parents/guardians.

The ESE Program Specialist is a resource for interventions and strategies in working with all students and a programming resources for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	35	43	28	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	1	5	1	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	2	19	18	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	0	101	75	99	0	0	0	275

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	19	29	22	0	0	0	0	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Thursday 9/20/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	18	17	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	10	6	6	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	0	22	6	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	66	71	56	0	0	0	0	193
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	5	6	6	0	0	0	0	17

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	5	18	17	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	10	6	6	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	0	22	6	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	66	71	56	0	0	0	0	193
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	5	6	6	0	0	0	0	17

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the "lowest 25%" for ELA. This has been a trend. Fairview has a broad range of students meaning that our lowest 25% encompasses a broad range of scaled scores. We have historically concentrated on our Level 1 students more than on our Level 2 students. Our Level 2 students however are also in the lowest 25%.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from 2017 to 2018 was the Science component. It went from a 54% to a 47% from one year to the next. Previous years Science achievement levels were also higher at 55% and 51% for the years 2015 and 2016 respectively.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was the "lowest 25%" for Math. This was a gap of 15%. As Fairview has a broad range of students, our lowest 25% encompasses a broad range of scaled scores. We have spent a lot of resources working with our Level 1 students, however the lowest 25% of students includes Level 2 students.

Which data component showed the most improvement? Is this a trend?

MS Accel showed the most improvement from 71% to 73%. This is not necessarily a trend, but it is a bright point among our academic programs.

Describe the actions or changes that led to the improvement in this area

Teachers have training and much experience teaching these accelerated classes. The school leadership fosters a school culture of high achievement among students providing them with the opportunity to participate in a wide range of academic extracurricular activities.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	51%	56%	53%	52%	53%	52%
ELA Learning Gains	52%	54%	54%	55%	53%	54%
ELA Lowest 25th Percentile	35%	48%	47%	35%	44%	44%
Math Achievement	53%	59%	58%	56%	58%	56%
Math Learning Gains	55%	59%	57%	57%	57%	57%
Math Lowest 25th Percentile	36%	52%	51%	39%	51%	50%
Science Achievement	47%	53%	52%	54%	53%	50%
Social Studies Achievement	58%	72%	72%	59%	71%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
Attendance below 90 percent	35 (5)	43 (18)	28 (17)	106 (40)
One or more suspensions	1 (10)	5 (6)	1 (6)	7 (22)
Course failure in ELA or Math	2 (0)	19 (22)	18 (6)	39 (28)
Level 1 on statewide assessment	0 (66)	101 (71)	75 (56)	176 (193)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	48%	57%	-9%	52%	-4%
	2017	50%	54%	-4%	52%	-2%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	50%	54%	-4%	51%	-1%
	2017	48%	53%	-5%	52%	-4%
Same Grade Comparison		2%				
Cohort Comparison		0%				
08	2018	56%	62%	-6%	58%	-2%
	2017	59%	59%	0%	55%	4%
Same Grade Comparison		-3%				
Cohort Comparison		8%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	56%	59%	-3%	52%	4%
	2017	50%	53%	-3%	51%	-1%
Same Grade Comparison		6%				
Cohort Comparison						
07	2018	37%	55%	-18%	54%	-17%
	2017	49%	56%	-7%	53%	-4%
Same Grade Comparison		-12%				
Cohort Comparison		-13%				
08	2018	42%	44%	-2%	45%	-3%
	2017	48%	48%	0%	46%	2%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	97%	69%	28%	65%	32%
2017	100%	69%	31%	63%	37%
Compare		-3%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	59%	73%	-14%	71%	-12%
2017	60%	71%	-11%	69%	-9%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	98%	71%	27%	62%	36%
2017	100%	78%	22%	60%	40%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	60%	40%	56%	44%
2017	100%	60%	40%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	79	71	27	80	72	33	85	90	89		
BLK	37	41	36	39	44	36	30	45	51		
HSP	51	61	27	54	58		40	70	38		
ASN	94	88		98	95		91	100	100		
MUL	61	71		69	77						
SWD	16	41	47	19	32	23	9	19			
FRL	35	42	35	38	45	33	25	47	32		
ELL	56	53		68	78						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	84	77		87	77		87	76	80		
BLK	38	45	34	43	47	39	40	47	46		
HSP	43	53		56	52		58	56			
ASN	100	88		98	91		100	94	100		
MUL	48	58		48	67						
SWD	12	30	26	12	27	29	12	16			
FRL	34	42	32	39	47	37	32	47	25		
ELL	58	33		50	42						

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Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

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Areas of Focus:

Activity #1

Title	Math Lowest 25%
Rationale	Our Math lowest 25% was the largest gap from the state average (15% difference). This achievement gap is broader than in previous years and so it is a priority to halt the rift and span the divide.
Intended Outcome	Fairview will show an increase of 5% to our lowest 25% Math students as measured by FSA Spring 2019.
Point Person	Eileen Mayer (mayere@leonschools.net)

Action Step

Description	Fairview is participating in the Leon County supported professional development (Learning Walks), as well as data chats with our teachers and students; allowing all interested parties to know areas needed for improvement. Students will have conferences with their classroom Math teachers to chart and understand their performance on the previous year's assessment by graphing their correct answers by subskill. This will allow them to understand their strengths and areas for improvement. The teachers will also differentiate classwork based on the information gleaned from these "data chats."
Person Responsible	Eileen Mayer (mayere@leonschools.net)

Plan to Monitor Effectiveness

Description	The Administrative Team will walk through the classrooms weekly to ensure the teachers are staying on pace, review assessment data in the Unify system and use this data to target sub-skills that need to be retaught. Students will also take district progress monitoring assessments quarterly and teachers will do data analysis on this data with guidance from the Instructional Coach.
Person Responsible	Laura Battle (battlel@leonschools.net)

Activity #2	
Title	Technology Proficiency for Teachers
Rationale	Fairview is a 1:1 school that uses digital portfolios and encourages 21st Century skills for our students. As such our faculty needs to maintain technology proficiency.
Intended Outcome	Grow students' 21st Century technology skills.
Point Person	Mark Weismantel (weismantelm@leonschools.net)

Action Step	
Description	Teachers will attend professional development conferences for ongoing technology trainings. These trainings will take place monthly at faculty meetings and be based on teacher feedback and requests.
Person Responsible	Mark Weismantel (weismantelm@leonschools.net)

Plan to Monitor Effectiveness	
Description	Administrative team will walk through teacher classrooms weekly to ensure teachers and students are developing technological student products.
Person Responsible	Scott Hansen (hansens@leonschools.net)

Activity #3	
Title	Science Achievement
Rationale	Our data component that showed the greatest decline from the previous year was Science achievement.
Intended Outcome	50% of the students will score at or above proficiency on the Spring 2019 FCAT 2.0 Science by increasing the points earned in the content areas of Science.
Point Person	Eileen Mayer (mayere@leonschools.net)

Action Step	
Description	Work vertically and horizontally with 6-8 grades teachers in Science. Teachers are increasing their lab assignments to better show the link between academic and real world applications for Science.
Person Responsible	Eileen Mayer (mayere@leonschools.net)

Plan to Monitor Effectiveness	
Description	The Administrative Team is conducting weekly walk throughs of teachers to ensure teachers are staying on pace. In addition, members of our administrative team are following up with department meeting notes when unable to attend the department meetings. Science completed baseline assessments at the beginning of the first quarter and compares these results against unit tests to monitor progress.
Person Responsible	Eileen Mayer (mayere@leonschools.net)

Activity #4	
Title	Civics
Rationale	Our Civics gap from the State average was 14%.
Intended Outcome	Fairview will show an increase of 5% in our overall Civics scores as measured by the Civics EOC, in an effort to begin closing the gap in the State average.
Point Person	Eileen Mayer (mayere@leonschools.net)
Action Step	
Description	We are incorporating Civics questions into our Language Arts class, providing test preparation and Saturday school opportunities.
Person Responsible	Eileen Mayer (mayere@leonschools.net)
Plan to Monitor Effectiveness	
Description	The Administrative Team is conducting weekly walk throughs of teachers to ensure teachers are staying on pace. In addition, members of our administrative team are following up with department meeting notes when unable to attend the department meetings. In addition, the Civics classes will participate in the district quarterly assessments in order to look for indications of progress.
Person Responsible	Eileen Mayer (mayere@leonschools.net)

Activity #5	
Title	ELA Lowest 25%
Rationale	Reading comprehension and language are a cornerstone of all academic work. With an increase of achievement level in the English Language Arts we can expect to see growth in other subjects as well, such as Civics and Science that rely heavily on reading comprehension of academic texts.
Intended Outcome	Fairview will show an increase of 5% to our lowest 25% ELA students as measured by FSA Spring 2019.
Point Person	Eileen Mayer (mayere@leonschools.net)
Action Step	
Description	Students will have "data chats" with their ELA teachers to understand where they are with their scaled score and what sort of improvement they need to show in order to move up an achievement level or sublevel. Students will also work with their ELA teachers to fill out a graph showing how they did on their 2018 ELA assessment broken down by subskill so they can be aware of what areas they are strongest in and in which areas they need to focus on in order to show improvement.
Person Responsible	Eileen Mayer (mayere@leonschools.net)
Plan to Monitor Effectiveness	
Description	Students will be progress monitored quarterly by the district with data analyzed by teachers after each assessment.
Person Responsible	Laura Battle (battlel@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Previous School Climate Surveys have shown parents to be overwhelming pleased with the home-school connection, but there is always room for growth. During the 2014-2015 school year Fairview moved to Edmodo as a form of communication with parents. Students and parents have access to the information taught in class each day along with power points, notes, worksheets, and even teacher talking points. Students and parents are able to get another view of the course taught that day. Students are also able to extend the classroom by working with other students in Edmodo. If a student is not able to complete an assignment or understand an assignment they are able to communicate with teachers and the students in Edmodo. Teachers are able to even differentiate their instruction in order to give students other options in finding solutions.
Fairview a 1:1 electronic device School. In the 2015-2016 school year Fairview Middle School classrooms were equipped with teacher ipads and tablets, Promethian Boards, voice (microphone) magnifiers, and wireless keyboards. There are over 40 classrooms with classroom sets of tablets and laptops. The Language Arts use the on-line version of the HMH text in the classrooms, and CANVAS is offered an a supplement in all other core areas. This provides an opportunity for all students to have access to all course materials at all times.

Falcon Families who do not have access to a home computer or the internet are referred to our guidance counselor for access information.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Fairview has always had strong relations with the entire Leon County community. Strong out-reach programs with the Universities, private organizations, fraternities and sororities, and even FMS based programs have added another layer to meeting the social and emotional needs of our students. FMS has long worked with community agencies to provide assistance for our students. Turn About, CCYS, Big Bend Hospice, and Tallahassee Memorial Regional Medical Center are just a few of the groups working with Fairview students. This has manifested itself in many ways: some students have mentors assigned to them through the University Mentor Programs, DREAM TEENS: is a program started over 6 years ago by one of our Fairview staff members. They meet twice a month to speak about character, building/ maintaining high self esteem, and academics. Boule' began 14 years ago with a group of professional men in Leon County wanting to make a difference in the lives of young men. Boule' manifested itself into the 100 Black Men organization working with students starting in 6th grade providing tutoring, field trips, academic extension and support, attendance at school events, grooming tips and the steps to get ready for college. The men are College Professors, Lawyers, Psychologist, teachers, Doctors, Pharmacist, and even a Pilot. Since it's origination, it has taken many names but the message has stayed the same. FAMU Trio program: a group of students working with FAMU personnel to get in the mindset of a future, college, preparing/taking the steps for being a productive adult. The group meets twice a month and

there are FAMU students from each college to speak. Students are also provided academic tutors and mentors.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 6th graders are welcome to Fairview through a variety of ways. Incoming 6th graders come and take a tour of the school, listen to information about curriculum and activities, and then enjoy lunch at Fairview. Many families visit our Showcase Days through the School Choice Program. This snapshot of the school gives parents the opportunity to learn about Fairview and the Magnet program. Students and parents meet Magnet Faculty members and are able to sign up for activities leading to the School Choice Deadline. Incoming Falcons interested in applying to the IB Prep program are given the opportunity to shadow at Fairview. Students spend the entire day at Fairview with a student in the rising grade. They attend class and participate just as a Fairview student. Incoming Falcons receiving exceptional services meet with a member of the Fairview Faculty during transition IEP meetings. This allows the parent and the student to meet a member of the faculty and develop a relationship before the school year begins. Our 8th graders moving on to high school have the opportunity to meet faculty from the high school on our rising 9th grade articulation day.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The role of the MTSS Team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on FSA. Once specific strategies are identified and success is measured MTSS determines next best steps for student success.

Our school and district funds are used to support the goals of the School Improvement Plan to meet the needs all students as well as professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

The logistics behind the coordination is addressed in the weekly Administrative Team Meetings.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our students and parents are given a course request form with course descriptions to assist with selecting courses for the upcoming school year. The school Guidance Counselor and Assistant Principal for Curriculum visit feeder elementary schools to explain and promote course selections and school involvement. The Assistant Principal for Curriculum also organizes visits with all district elementary schools to promote the International Bacculaurate Preparatory curriculum and course choices.

Part V: Budget

Total:	**$8,000.00**