Fairview Middle School

2021-22 Schoolwide Improvement Plan

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Fairview Middle School

3415 ZILLAH ST, Tallahassee, FL 32305

https://www.leonschools.net/fairview

Demographics

Principal: Rusty Edwards

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (54%) 2017-18: C (51%) 2016-17: C (53%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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 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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Edwards, Rusty	Principal	Leads the staff Sets school goals Manages school budget and grants Oversees general management of school Oversees all beginning teachers
Powell, Jennifer	Assistant Principal	Oversees curricular decisions and instructional material purchases Oversees progress monitoring Oversees student progress, quality points and retentions Plans and implements professional development Oversees Social Studies and Guidance Departments Manages Title I Compliance and Programming Generates master schedule and student schedules Oversees front office staff Plans and implements for teacher/admin data chats MTSS Team member
Kerrison, Beverly	Assistant Principal	Processes minor referrals and handles dress code Works with teachers on classroom management strategies Oversees ESE department Manages attendance and health protocols MTSS Team member
Zapata, Alejandro	Assistant Principal	Process referrals and handles major offenses Works with teachers on classroom management strategies Oversees Science department MTSS Team member
Brown, Sheree	Instructional Coach	Reading Coach/Recovery Coach Testing coordinator Plans and implements school-wide progress monitoring, district and state assessments. Monitors and tracks student data, serves on MTSS team.

Name	Title	Job Duties and Responsibilities
Cameron, Lee	Magnet Coordinator	Language Arts Department Head and Magnet Coordinator Responsibilities include review records and documentation, while providing expertise and guidance in developing strategies and interventions for Language Arts students, planning and organizing student events. Plans and assists with teacher/student data chats. Plan and implement department wide approach to progress monitoring. As magnet coordinator, leads recruitment efforts, parent communication, student scheduling requests and student discipline.
Weathersbee, Carl	Teacher, K-12	Mathematics Department Chair Responsibilities include review records and documentation, while providing expertise and guidance in developing strategies and interventions for math students, planning and organizing student events. Plans and assists with teacher/student data chats. Plan and implement department wide approach to progress monitoring. Manages school calendar of events.
Wright, Harry	Teacher, ESE	ESE Department Chair Responsibilities include review records and documentation, while providing expertise and guidance in developing strategies and interventions for ESE students organizing student events. Plans and assists with teacher/student data chats. Supports team members with data management, IEP caseload management, and facilities training as necessary.
Cameron, Jennifer	Teacher, K-12	Science Department Chair Responsibilities include review records and documentation, while providing expertise and guidance in developing strategies and interventions for Science students, planning and organizing student events. Plans and assists with teacher/student

Name	Title	Job Duties and Responsibilities
		data chats. Plan and implement department wide approach to progress monitoring.
Thompson, Cameron	Teacher, K-12	Social Studies Department Head Responsibilities include review records and documentation, while providing expertise and guidance in developing strategies and interventions for social studies grade students, planning and organizing student events. Plan and implement department wide approach to progress monitoring. Plans and assists with teacher/student data chats.

Demographic Information

Principal start date
Monday 7/1/2019, Rusty Edwards

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
764

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
9

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	281	232	761	0	0	0	0	1274
Attendance below 90 percent	0	0	0	0	0	0	103	116	72	0	0	0	0	291
One or more suspensions	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	19	42	12	0	0	0	0	73
Course failure in Math	0	0	0	0	0	0	19	47	30	0	0	0	0	96
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	88	77	0	0	0	0	216
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	93	104	74	0	0	0	0	271
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	94	61	0	0	0	0	207

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	19	29	1	0	0	0	0	49
Students retained two or more times	0	0	0	0	0	0	6	13	3	0	0	0	0	22

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	21	25	0	0	0	0	0	46
Course failure in Math	0	0	0	0	0	0	19	19	6	0	0	0	0	44
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	93	47	58	0	0	0	0	198
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	90	50	64	0	0	0	0	204

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	83	51	48	0	0	0	0	182

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	21	0	4	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	9	0	1	0	0	0	0	10

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	21	25	0	0	0	0	0	46
Course failure in Math	0	0	0	0	0	0	19	19	6	0	0	0	0	44
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	93	47	58	0	0	0	0	198
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	90	50	64	0	0	0	0	204

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	83	51	48	0	0	0	0	182

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	21	0	4	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	9	0	1	0	0	0	0	10

Part II: Needs Assessment/Analysis

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

Grade Level Data Review - State Assessments
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	2021					
	2019	49%	54%	-5%	54%	-5%
Cohort Comparison						
07	2021					
	2019	51%	56%	-5%	52%	-1%
Cohort Comparison		-49%				
08	2021					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	51%	53%	-2%	55%	-4%
Cohort Comparison						
07	2021					
	2019	52%	60%	-8%	54%	-2%
Cohort Comparison		-51%				
08	2021					
	2019	40%	45%	-5%	46%	-6%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	19%	44%	-25%	48%	-29%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	70%	28%	67%	31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	75%	-12%	71%	-8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	69%	30%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	67%	33%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA - Star Assessment; District Assessments
Math - Star Assessment; District Assessments
Civics - District Assessments
Science - District Assessments

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	26%	29%
	Economically Disadvantaged			
	Students With Disabilities	14%	12%	15%
	English Language Learners	22%	16%	30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7%	32%	31%
	Economically Disadvantaged			
	Students With Disabilities	0%	10%	5%
	English Language Learners	NA	NA	NA

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	19%	20%
	Economically Disadvantaged			
	Students With Disabilities	4%	4%	5%
	English Language Learners	33%	44%	40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	22%	26%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	40%	55%
	Economically Disadvantaged			
	Students With Disabilities	15%	4%	26%
	English Language Learners	9%	40%	66%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	20%	21%
	Economically Disadvantaged Students With Disabilities	14%	9%	5%
	English Language Learners	25%	33%	50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2%	9%	14%
	Economically Disadvantaged Students With Disabilities	0%	0%	0%
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	37%	24%
	Economically Disadvantaged Students With Disabilities	25%	23%	20%
	English Language Learners	27%	0%	0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
2019 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 2017-18	C & C Accel 2017-18
SWD	23	39	25	28	44	35	18	27			
ELL	30										
ASN	95	84		99	92		100	96	100		
BLK	39	46	35	44	51	37	28	52	56		
HSP	61	70		50	55				50		
MUL	48	57		48	59						
WHT	86	72		86	76		82	90	86		

2019 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 2017-18	C & C Accel 2017-18
FRL	39	46	35	42	51	35	29	50	56		

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
SWD	16	41	47	19	32	23	9	19			
ELL	56	53		68	78						
ASN	94	88		98	95		91	100	100		
BLK	37	41	36	39	44	36	30	45	51		
HSP	51	61	27	54	58		40	70	38		
MUL	61	71		69	77						
WHT	79	71	27	80	72	33	85	90	89		
FRL	35	42	35	38	45	33	25	47	32		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

Asian Students	
Federal Index - Asian Students	95
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students	
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The pandemic presents unusual circumstances for tracking school data and identifying trends. However, based on our school data from the past three years, science and learning gains for our bottom quartile students in both math and ELA were our lowest performing areas. Additionally, we see that our ESE and ELL students are further below proficiency compared to their typical and/or native English speaking peers.

Our school demonstrated 45% proficiency for science compared to the district average of 49% and the state average of 51%. While 98% of our students who took the Biology EOC demonstrated proficiency, only 19% of our 8th graders demonstrated proficiency on the NGSSS Science Assessment compared to the district average of 49% and the state average of 51%. In examining Fairview's Middle School's data for the past three years, we see that there has been a consistent decline in our science scores.
Further, when we examine the performance of our bottom quartile students, Fairview students are scoring behind the district and the state for both math and ELA. Students increased from 35% to 37% in ELA from 2018 to 2019 but dropped significantly in 2020 to 26%. Students increased from 36% to 39% in Mathematics from 2018 to 2019 but dropped significantly in 2020 to 16%.

Most of Fairview's ESSA subgroups showed adequate progress but there are two groups of concern. Our students with disabilities (SWD) and our English Language Learners (ELL) are performing below state and federal expectations. Our Students with disabilities and English Language Learners were all significantly under performing based on the FPPI for 18-19 and subsequently, 19-20. The FPPI indicates that subgroups performing below 41% on the federal index should be targeted for improvement. The aforementioned groups scored 11% below the 41% threshold (30% for both groups).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

As stated above, our science performance, performance of our bottom quartile learners for ELA and math and the proficiency/gains of our ESE and ELL students demonstrate the greatest need for the achievement.

In addition, Civics scores declined from 63% to 53%, dropping Fairview's scores below the district average.

Undoubtedly, the pandemic played a huge role in the dips seen in our school's data and due to the fact that the majority of our students learned digitally last year, tracking and monitoring academic progress was a challenge.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for these areas for improvement are as follows:
1. Led the district for number of students that selected to learn in our digital academy for the 20-21 school year.
2. Limited number of students on campus led to irregular progress monitoring and ability to predict student progress/gains.
3. New teachers in our 8th grade science classes and one Civics class.
4. Many of our ELL/ESE students fall in to our bottom quartile.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the last data set and progress monitoring data available, Fairview's overall proficiency in mathematics increased by 3%. ESE and African American student subgroups showed an overall increase in proficiency in mathematics. Geometry EOC students were demonstrated 100% proficiency.
8th Grade ELA proficiency was at 50%.
SWD grew from 19% to 27% based on Civics progress monitoring throughout the year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Veteran teachers and attention to progress monitoring data played an integral role in the improvement of these specific data components. Teachers helped to identify trends, notice gaps in teaching/learning and helped teachers to target specific students for interventions. Teachers adjusted pacing guides and curricular resources to meet the needs of their students. Targeted progress monitoring and intentional remediation for students top our list. We have also offered standards recovery and remediation in our homeroom courses and for targeted students, a standards recovery elective to address learning loss and gaps.

What strategies will need to be implemented in order to accelerate learning?

Admin-Teacher-Student data chats
Consistent progress monitoring and data review
Appropriate Tier II interventions
Reading in the Content Area Strategies
Curricular Supports in the ESE Classrooms
Instructional walkthroughs and feedback
Common planning/collaborative planning

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Tier II Interventions in the Secondary Classroom (training provided by district developers)
Learning Walks and Instructional Feedback (district developers)
Utilizing UNIFY for Data Management and Analysis (district developers)
Data Chats (Assistant Principal)
Reading in the Content Area Strategies (encourage teachers to take the district reading endorsement; department chairs)
Curricular Supports in the ESE Classrooms (department chairs/ESE teachers)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Quarterly data chats between administration and teachers will ensure the sustainability for the improvement strategies that we've listed for this year and beyond. A greater emphasis on Tier II, standards-based interventions will improve students' ability to demonstrate proficiency. Frequent visits to classrooms and explicit feedback to teachers from department chairs, developers and administration will add a layer of accountability for all.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and 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. As well, we would expect to see an increase in the gains of our focus subgroups, SWD and ELL. Reviewing 2019 and 2021 data, 6th grade performed at the lowest percentile of proficiency within ELA. 8th grade has consistently had the highest percentage of students testing at proficiency. Within subgroups, SWD and ELL perform well below the school-wide proficiency percentile, as do our lowest 25th percentile students. In 2020-2021 many of our students were at home enrolled as DA students, and there was a lack of stability, which is reflected in the significant drop between 2019 and 2021 (FSA proficiency). Students are now back in class and teachers need to be tackling fundamental benchmarks, to close the learning gap. Steady progress monitoring will be implement to address student achievement concerns/learning losses attributed to time away from traditional instruction.
Measureable Outcome:	Fairview will increase the learning gains of the bottom quartile students in ELA from 26% to 30%, an overall increase of 4%.
Monitoring:	STAR Progress Monitoring Language! Live Assessment Data District Progress Monitoring Student Data Chats Teacher Data Chats
Person responsible for monitoring outcome:	Jennifer Powell (powellj@leonschools.net)
Evidence-based Strategy:	Class size reduction and teacher professional development on standards based alignment and Tier II standards based interventions. Our reading coach, department chair and district developers will visit classrooms and provide non-evaluative feedback on lesson planning and instructional practice. The reading coach will push in to classrooms and offer small group pull out sessions. Data chats with the ELA department and APC will help hone efforts to help build skills in deficient areas that will carry over to the ELA classrooms. 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. Data will be tracked monthly through STAR progress monitoring and through Language! Live in our Intensive Reading classes. Level 1 students will receive evidence based interventions through the Language! Live curriculum provided in their intensive reading class. ELL students will utilize Imagine Learning for language acquisition and reading skills support in their ELA and Intensive Reading courses.

Rationale for Evidence-based Strategy:

Ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps. Intensive reading classes will be capped far below class size restrictions to accommodate student learning and provide for more specialized, one on one instruction.

Teachers will receive professional development throughout the year to enhance their understanding of the standards, appropriate interventions, rigor and relevance and test preparation.

Action Steps to Implement

1. Perform current data analysis, set goals and begin tracking.
2. School-wide STAR Progress Monitoring scheduled and communicated with staff, led by reading coach/testing coordinator.
3. Intensive Reading Language! Live Assessments and data tracking with reading teachers, reading coach, ese teachers and others.
4. Participate in District Progress Monitoring - track data and share outcomes. Identify instructional areas of weakness and formulate a plan for Tier II interventions.
5. Participate in department based learning walks and professional development on Tier II interventions.
6. Student Data Chats and Teacher Data Chats
7. Department chair meet with ESE teachers to provide detailed list of vocabulary/topics/standards that can be supported in Learning Strategies classes.
8. Administrative walkthroughs and feedback.

Person Responsible   Lee Cameron (cameronl@leonschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The students in our bottom quartile for mathematics showed the greatest discrepancies and largest gap from the state average coming in at 16% for the latest assessment, which is a decrease of 23% from the 2019-2020 school year. This achievement gap is broader than in previous years and so it is a priority to halt the rift and span the divide. Additionally, each grade level is below the state average, while 6th & 7th grade are also below the district average. Algebra & Geometry are well above the district & state averages. Students w/ disabilities have the lowest percentage of achievement gains of all subgroups. 7th grade math has the lowest percentage of scoring a 3 or higher at 29%. Our SWD population is also scoring lower than other subgroups.
Measureable Outcome:	Fairview will increase the learning gains of the bottom quartile students in mathematics from 16% to 30%, an overall increase of 14%. Overall math achievement will increase by 3% in each grade level (6th grade goal 35%, 7th grade goal 33%, 8th grade goal is 37%)
Monitoring:	STAR Progress Monitoring MobyMax Assessment Data District Progress Monitoring Student Data Chats Teacher Data Chats Developer Support/Walkthrough/Feedback
Person responsible for monitoring outcome:	Jennifer Powell (powellj@leonschools.net)
Evidence-based Strategy:	In addition to class size reduction and intentional scheduling (grade level teams), teachers will scaffold and model for students how to obtain mastery of math skills concepts and word problem decoding/comprehension through the gradual release model and implement spiral review on a daily basis.
Rationale for Evidence-based Strategy:	Some students lack basic math skills, especially SWD/ELL students, so it is our goal to ensure the remediation of math skills concepts and provide interventions so that students can perform at the appropriate academic level for success. Students also lack vocabulary decoding skills which inhibits their understanding of math word problems. It is also our goal to ensure the vocabulary of decoding skills and provide guidance so that students will become more independent. For the gradual release method, teachers will engage students by modeling for them what to do (I DO), practice with the class how to do with teacher guided practice (WE DO), and allow the students to work collaboratively in their groups (YOU DO IT TOGETHER) and finally allowing students to move towards independence (YOU DO IT ALONE).

Action Steps to Implement

1. Perform current data analysis, set goals and begin tracking.
2. School-wide STAR Progress Monitoring scheduled and communicated with staff, led by reading coach/testing coordinator.

3. UNIFY training provided by the district.
4. Participate in District Progress Monitoring - track data and share outcomes. Identify instructional areas of weakness and formulate a plan for Tier II interventions.
5. Participate in department based learning walks and professional development on Tier II interventions.
6. Student Data Chats and Teacher Data Chats
7. Department chair meet with ESE teachers to provide detailed list of vocabulary/topics/standards that can be supported in Learning Strategies classes.
8. Administrative walkthroughs and feedback.

Person Responsible   Carl Weathersbee (weathersbeec@leonschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	In reviewing the state and school progress monitoring data, our students with disabilities continue to need support in the areas of math, civics and science. While we've seen an increase over the years in the overall achievement of our students with disabilities in reading, as a whole, Fairview is still below district and state averages for this subgroup.
Measureable Outcome:	Increase the achievement of our SWD population by 5% in the following achievement areas: 1. Reading 2. Math 3. Civics 4. Science
Monitoring:	IEP meetings Student Data Chats Teacher Data Chats STAR Progress Monitoring MobyMax Assessment Data District Progress Monitoring Teacher support/Walkthrough/Feedback
Person responsible for monitoring outcome:	Beverly Kerrison (kerrisonb@leonschools.net)
Evidence-based Strategy:	Reduction in class size Building academic/content specific vocabulary increases student achievement in core classes
Rationale for Evidence-based Strategy:	Reduction in class size support student IEPs and increase student performance. Learning strategies classes are largely homogenous by grade level to support the action items below.

Action Steps to Implement

Learning Strategies classes will dedicate two days a week to help in the lowest areas school wide with a grade level focus for each class. In 8th grade learning strategies classes, we will work on Science Vocabulary. In 7th grade learning strategies we will work on Civics Vocabulary. And, in 6th grade, we will work on Reading comprehension. For the future we will flex to the data, adding support in the lowest areas.

Person Responsible Harry Wright (wrighth@leonschools.net)

#4. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	In reviewing the state and school progress monitoring data, our English Language Learners continue to need support in the areas of reading and science. Fairview is still below district and state averages for this subgroup.
Measureable Outcome:	Our ELL population will increase overall achievement by 3% in these areas: 1. Reading 2. Science
Monitoring:	ELL meetings Student Data Chats Teacher Data Chats STAR Progress Monitoring MobyMax Assessment Data District Progress Monitoring Teacher support/Walkthrough/Feedback Increased teacher compliance with ESOL training/endorsement
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers will be trained bi-annually on "best practices" for addressing classroom literacy with ELL students.
Rationale for Evidence-based Strategy:	Teachers that have the necessary tools in their toolbox to teach ELL students are better equipped to address their learning needs and language acquisition simultaneously. Our resident ELL expert provides access to materials, bilingual dictionaries, and trains our teacher biannually to ensure that they are utilizing best practices for teaching ELL students.

Action Steps to Implement

1. Inform teachers that are required to complete additional ESOL coursework for compliance
2. ESOL Coordinator communicates with teachers about new/returning ELL students.
3. ESOL Coordinator holds annual meetings to set goals and review progress on students.
4. Teachers/students participate in data chats to review progress and adjust instruction accordingly.
5. ESOL coordinator provides best practices training biannually.

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	18% of 8th grade students were proficient in the NGSSS/FCAT 2.0 Science Assessment.
Measureable Outcome:	28% of 8th Grade students will demonstrate proficiency on the NGSSS/FCAT 2.0 Science Assessment.
Monitoring:	Student performance on class assessments (when assessments have reading and vocabulary components) on progress monitoring assessments, and in Reading Classes.
Person responsible for monitoring outcome:	Jennifer Powell (powellj@leonschools.net)
Evidence-based Strategy:	Science teachers will utilize reading comprehension strategies like note-taking, identifying claim, evidence, & reasoning (CER), and outlines; vocabulary building activities with Frayer models. Science vocabulary will be taught, reviewed and interacted with in the ESE support classes.
Rationale for Evidence-based Strategy:	These are strategies that can increase vocabulary and reading comprehension which will lead to a deeper understanding of science content and improve FCAT scores. This strategy will ensure that students receive support from teachers so they: (1) have an understanding of the meaning and root of key vocabulary terms; (2) can make connections between labs and/or hands on experiences and the content (3) are mastering the annually assessed benchmarks (4) are provided with test taking skills strategies so they can accurately answer FSSA type questions (5) remember the learned content from 6th -8th grade; (6) can effectively take notes (guided notes and independent notes) 7)complete homework, review, and study independently outside of class. Evidence that supports the need for this strategy is that the NGSSS reveals the two weakest clusters are Nature of Science and Life Science and the number of students that were a few questions away from achieving proficiency if their confidence and competence had been built at a higher.

Action Steps to Implement

1. Developer led training on reading in the content area.
2. Department chair classroom visits, lesson plan reviews, department meeting, etc.
3. Monitoring teacher lesson plans and Canvas for evidence of reading the in the content area strategies.
4. District developer for science support 8th grade teachers with learning walks and non-evaluative feedback.
5. Student Data Chats, Teacher Data Chats
6. Department chair meet with ESE teachers to provide detailed list of vocabulary/topics/ standards that can be supported in Learning Strategies classes.
7. Administrative walkthroughs and feedback.

Person Responsible Jennifer Cameron (cameronj@leonschools.net)

#6. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Civics scores at Fairview have continued to decrease over the past three years and have fallen below the state and district average.
Measureable Outcome:	65% of Civics students will demonstrate proficiency on the End of Course Assessment.
Monitoring:	Fairview Middle School civics teachers will be required to utilize the LCS Civics curriculum with fidelity. Teachers will attend professional development with other teachers across the district and will meet monthly with the assistant principal to review data, plan for instruction, and create hands-on, experiential learning activities.
Person responsible for monitoring outcome:	Jennifer Powell (powellj@leonschools.net)
Evidence-based Strategy:	Fairview Middle School will utilized the LCS district curriculum and pacing guide. Modeling, learning walks and peer coaching will be provided to support our overall school improvement in this achievement area.
Rationale for Evidence-based Strategy:	All other schools in the district that utilize this curriculum out-perform those that do not use the curriculum. This proven curriculum sufficiently prepares students to perform on the Civics EOC and adequately prepares them for future social studies classes as it incorporates stimulus based questions, reading in the content area, vocabulary enhancement and test taking strategies.

Action Steps to Implement

1. All 7th graders participating in ESE Learning Strategies classes will be utilizing civics based articles and comprehension strategies starting in the second semester to increase civics awareness in preparation for the Civics EOC.
2. The school will follow the district developed curriculum map for civics throughout the year and utilize materials to build background knowledge and concepts in Civics.
3. Teachers will attend LCS Civics curriculum professional development trainings.
4. Teachers will meet monthly with assistant principal to plan for instruction and review data.
5. Teachers will create classroom assessments that model the Civics EOC per the test items specification. By using the test item specification, teachers will create tests with questions that will mirror complexity, test structure, stimulus based approach so that students are familiar with the structure of the questions that they will see on the EOC. Quarterly professional development is provided to Civics teachers regarding the EOC, assessment development and standards alignment to support this action step.
6. Student Data Chats, Teacher Data Chats with APC
7. Department chair meet with ESE teachers to provide detailed list of vocabulary/topics/standards that can be supported in Learning Strategies classes.
8. Administrative walkthroughs and feedback.

Person Responsible	Cameron Thompson (thompsonc1@leonschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Fairview ranked #2 locally and #64 in the state. All of the categories were low or very low in violent incidences, property incidences and drug/public order incidences. Our rate of out of school suspensions has continued to decline. Fairview places an emphasis on Non-Violent Communication training for both staff and students. This nontraditional approach to communication encourages our Fairview stakeholders to lead with empathy first and identify needs before placing judgment and consequences. We intend to continue to utilize this training school-wide and anticipate a further reduction in our discipline numbers as a result of this communication training. We utilize the MTSS process for identification and intervention purposes as well as PBIS supports to reward positive behaviors/interactions.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

A positive school climate exists when all stakeholders feel valued and respected. It can significantly increase and contribute to an effective teaching and learning environment by improving communication with ALL stakeholders, supporting ALL students academically, and encouraging respectful and caring relationships throughout the school.

Positive School Culture Focus Items:
PBIS
Restorative Practices
Nonviolent Communication Training for faculty, staff and students
Culturize Book Study with Administration, Department Chairs and Guidance

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Fairview Middle School will utilize SAC to involve ALL Stakeholders in matters regarding to our school climate. We will also implement school wide PBIS and Restorative Practices/Nonviolent Communication and follow up on the progress via school wide meetings. Parents and students will be surveyed at the end of the year to determine the impact of these positive school culture focus items impacted their overall experience at Fairview Middle School.

		Part V: Budget	
1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
6	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
		Total:	$0.00