2017-18 School Improvement Plan
Fairview Middle School

3415 ZILLAH ST, Tallahassee, FL 32305

[ no web address on file ]

School Demographics

<table>
<thead>
<tr>
<th>School Type and Grades Served (per MSID File)</th>
<th>2016-17 Title I School</th>
<th>2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School 6-8</td>
<td>Yes</td>
<td>86%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Service Type (per MSID File)</th>
<th>Charter School</th>
<th>2016-17 Minority Rate (Reported as Non-white on Survey 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 General Education</td>
<td>No</td>
<td>87%</td>
</tr>
</tbody>
</table>

School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>C</td>
<td>B</td>
<td>A*</td>
<td>B</td>
</tr>
</tbody>
</table>

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.
# Table of Contents

**Purpose and Outline of the SIP**  
4

**Differentiated Accountability**  
5

**Current School Status**  
6

- **Supportive Environment**  
6

- **Family and Community Engagement**  
9

- **Effective Leadership**  
9

- **Public and Collaborative Teaching**  
13

- **Ambitious Instruction and Learning**  
13

**8-Step Planning and Problem Solving Implementation**  
18

- **Goals Summary**  
18

- **Goals Detail**  
18

- **Action Plan for Improvement**  
23

**Appendix 1: Implementation Timeline**  
31

**Appendix 2: Professional Development and Technical Assistance Outlines**  
33

- **Professional Development Opportunities**  
33

- **Technical Assistance Items**  
36

**Appendix 3: Budget to Support Goals**  
36
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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design high-priority barriers they want to address initially (Step 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies
Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **Implementing** - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and_statuses for Fairview Middle School

<table>
<thead>
<tr>
<th>DA Region and RED</th>
<th>DA Category and Turnaround Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest - Wallace Selph</td>
<td>Not In DA - N/A</td>
</tr>
</tbody>
</table>
I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

   a. 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.

   b. 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.

2. School Environment

   a. Describe the process by which the school learns about students’ cultures and builds relationships between teachers and students

   Fairview Faculty and Staff members are involved in many activities beyond the school day; serving as coaches, and club sponsors students are able to see us beyond the classroom to our talents and interests. This allows all of us to appreciate each other beyond academics. Fairview teachers are also active in the Leon County/Tallahassee community where our students are able to see their teachers in another aspect. Articulation is an on-going process beginning with communication in the early elementary grades. Administrators meet with feeder school administrators to discuss parent involvement, student matriculation, academic successes. Fairview students mentor, volunteer, and visit at their elementary schools extending and maintaining relationships. Communication is sent to all Kindergarten through fifth graders zoned for Fairview Middle School from the Principal and parents and students are invited and welcomed at all activities. High school administrators begin communication with our sixth graders through academic, social, and athletic events. Students are invited and welcomed when visiting the feeder high schools.

   b. Describe how the school creates an environment where students feel safe and respected before, during and after school

   With articulation at an early age many future Falcons have visited the site and are aware of many of procedures and expectations before their 6th grade year. When students are ready to matriculate students are invited to spend the summer before their sixth grade school year at Fairview. During the summer before sixth grade incoming students are invited to attend summer camp. The opportunity to meet new friends, meet your teachers, and learn a bit about what is expected in middle school is the focus. Fairview non magnet and magnet students work with curriculum they will be exposed during the school year. Students are weaned into the "Fairview" way of learning without the pressure of homework or grades. Students practice math facts, read and complete their summer reading assignments, and even complete art projects representing and learning from and about one another. We also provide enrichment field trips to strengthen newly created friendships. This gives all incoming
students an opportunity to learn middle school and to learn how to work, study, and make good
decisions. Students are exposed to English/Language Arts, Reading, Math, Science, and Social
Studies "classes" to get a taste of middle school.
During the school year Fairview offers a fee based Extended Day school enrichment program.
Starting at 7:00 each morning parents drop students off in a safe, well organize environment.
Students play sports, educational games on the computers, and even assistance with and completion
of homework. At the end of the day is fee based Extended Day specifically for our I.B. students. This
program is geared toward extending the actual classroom beyond the 3:50 bell. Students are lead by
their actual classroom teachers giving assistance in work from the school day. Student organization
and responsibility is also the focus as students are responsible for keeping a list of their assignments
and completed assignments. As students exit each day parents are given follow-up, by the student, of
the school day, work completed, and work yet to be completed. Parents may also ask questions to
clarify information. Fairview also offers the 21st Century Afterschool program. Students are given
opportunity to complete assignments. Students are also exposed to cultural, physical, and problem
solving workshops.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to
keep students engaged during instructional time. This may include, but is not limited to,
established protocols for disciplinary incidents, clear behavioral expectations, and training for
school personnel to ensure the system is fairly and consistently enforced

Fairview has a school wide discipline policy based on the Leon County Discipline policy. Students are
first expected to respect themselves and each other at all times. Students are also expected to come
to school dressed and prepared for learning. When students struggle maintaining expectations there
is a prescriptive ladder used to redirect student behaviors. The discipline policy includes input from
the students, parents, teachers, and administration and is flexible enough for every student. Teachers
are trained on the policy, and MTSS process during pre planning with follow up throughout the school
year. The Safety committee (made up of teachers/non instructional staff from each grade level and
department) looks at issues and creates solutions specific to Fairview. As society and technology
lends themselves to more issues and concerns; professional development takes place throughout the
school year to ensure faculty and staff remain aware of student and faculty safety.

d. 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 Fairview
based programs have added another layer to meeting the social and emotional needs of our
students. Fairview has long worked with community agencies to provide assistance for our students.
TurnAbout, 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: Fairview
students have mentors assigned through the University Mentor Programs assigned to specific
students, DREAM TEENS: is a Fairview based program started over 6 years ago by one of our
Falcon Family staff members. With another set of adult eyes watching you; the aim of this group,
holding girls accountable for their actions. They meet twice a month to speak about character,
building/maintaining high self esteem, and even academics. There are guest speakers and the girls
are given the opportunity to share their experiences with one another. BOULE' began about 12 years
ago with a group of professional men in Tallahassee/Leon County wanting to make a difference in the
lives of young men. "Only a man can teach you how to be a man." Boule' has 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. FAMU Trio program: a group of Fairview 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. Fairview students also have the opportunity to meet with mentors at FAMU, attend college courses, and travel to college recruitment weekends. Students are also provided academic tutors and mentors.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

EWS indicators begin in transition from Elementary school. students are identified with FSA scores, attendance and behavior. Once identified students, parents, and teachers work together throughout the school year to provide opportunities and guidance for student success. The EWS implementation process is aligned with the academic calendar and is implemented during the course of the school year. Specific steps are taken during defined periods, many recurring or continuously. The process of reviewing early warning data and identifying appropriate support strategies and interventions is timely and responsive to individual student needs.

Early Warning Indicators: • Attendance below 90%
• One or more suspensions, in school or out of school
• Course failure in ELA or Math
• Level 1 on statewide, standardized assessments in ELA or Math
• Behavior

b. Provide the following data related to the school's early warning system

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance below 90 percent</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>40</td>
</tr>
<tr>
<td>One or more suspensions</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>22</td>
</tr>
<tr>
<td>Course failure in ELA or Math</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>28</td>
</tr>
<tr>
<td>Level 1 on statewide assessment</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>193</td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>17</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td>17</td>
</tr>
</tbody>
</table>

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Articulation allows for Fairview administration to hear from the Elementary schools their best practices for working with incoming 6th graders. Students also get a chance to meet us and view the school. Once they begin Fairview teachers maintain communication with home and even extended family members. Teachers provide before and afterschool tutoring to support the academic success of each student. Students are also provided academic and technical (in need of computers) in the Extended Day Programs Before School, Afterschool, and 21st Century Programs.
B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

   a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
   
   Yes

   1. PFEP Link
   The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/453027.

   2. Description
   A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Fairview has a Partner Coordinator working with business in the Leon County Area to promote Fairview Middle School. Many of our partners provide much needed school supplies throughout the school year. Partners also provide incentive giftcards and merchandise cards to students who excel academically and behaviorally. New this school year students are also provided an opportunity to complete their CAS (Community Action Service) hours or Civics Service Hours at one of our newest partners. Thrifting for Animals and Children (a consignment store) provides weekend hours for students to give back to the community by working in the store. Partners also include Apples, Awards 4 U, WHARF, Mainline, Pepsi, JRA, Sunshine Savings and Loan, NuBerri Yogurt, and Walmart.

C. Effective Leadership

1. School Leadership Team

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hansen, Scott</td>
<td>Principal</td>
</tr>
<tr>
<td>Pickett, Althoria</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Stallworth, Stacy</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Shelton-Martin, Areia</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Weismantel, Mark</td>
<td>Instructional Technology</td>
</tr>
<tr>
<td>Mayer, Eileen</td>
<td>Instructional Coach</td>
</tr>
<tr>
<td>Battle, Laura</td>
<td>Instructional Coach</td>
</tr>
</tbody>
</table>

   b. Duties

   1. 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 only 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 instruction participates in student data collection, collaborates with the general education teachers.

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.

2. 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 provicency on FCAT. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC:
<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Hansen</td>
<td>Principal</td>
</tr>
<tr>
<td>Connie Jenkins-Pye</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Cheryl Collier Brown</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Gloria Marion Smith</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Alphonzo Dorsey</td>
<td>Education Support Employee</td>
</tr>
<tr>
<td>Areecia Shelton-Marti</td>
<td>Teacher</td>
</tr>
<tr>
<td>Stephanie Wilson</td>
<td>Parent</td>
</tr>
<tr>
<td>Jaleesa Myers</td>
<td>Parent</td>
</tr>
<tr>
<td>Slavonia Woods</td>
<td>Parent</td>
</tr>
<tr>
<td>Anita Acre</td>
<td>Parent</td>
</tr>
<tr>
<td>Rebecca Salter</td>
<td>Parent</td>
</tr>
<tr>
<td>David Brickler</td>
<td>Parent</td>
</tr>
<tr>
<td>Kamille Thomas</td>
<td>Parent</td>
</tr>
<tr>
<td>Kamille Thomas</td>
<td>Parent</td>
</tr>
<tr>
<td>Cindy Ryan</td>
<td>Parent</td>
</tr>
<tr>
<td>Kataklye Osei</td>
<td>Parent</td>
</tr>
<tr>
<td>Talethia O. Edwards</td>
<td>Parent</td>
</tr>
<tr>
<td>James Cohen</td>
<td>Parent</td>
</tr>
<tr>
<td>Torris Osborne</td>
<td>Parent</td>
</tr>
<tr>
<td>Johnny Grace III</td>
<td>Student</td>
</tr>
</tbody>
</table>

**b. Duties**

1. **Provide a description of the SAC’s involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. **Evaluation of last year's school improvement plan**

The SAC works with the administrative team and department chairs to review school data as it comes in throughout the school year. At the end of each year, school data is reviewed by the leadership team to determine if the established goals were met. The team evaluates the SIP to determine what worked and what needs to be adjusted for next year. The SAC then meets with parents and community members in a public hearing to present identified goals and strategies to support the school's continuous improvement model. The SAC has a review and approval process in September for the final draft to be submitted for district approval. Development of this school improvement plan

b. **Development of this school improvement plan**

The purpose of Fairview Middle SAC is to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services, and approves all school improvement fund expenditures. Preparation of the school's annual budget and plan Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

c. Preparation of the school’s annual budget and plan

SAC Meetings are held monthly to discuss school needs to determine where School Improvement funds will go.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Budget will be allocated as follows:
1. FSA/EOC Student prep- ELA Teachers/ Math Teachers/Science Teachers
2. Professional Development for FSA, Technology
3. Substitutes and Trainers for Professional Development
2. Articulation with feeder schools and ESE
3. Summer PLATO Recovery

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hansen, Scott</td>
<td>Principal</td>
</tr>
<tr>
<td>Pickett, Althoria</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Shelton-Martin, Areccia</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Stallworth, Stacy</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Battle, Laura</td>
<td>Instructional Coach</td>
</tr>
</tbody>
</table>

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional /student resources, materials, and other initiatives. This will result in a decreased percentage of students not reaching the proficiency level in all subgroups. The team provides opportunities for additional instructional practice and remediation. Students performing at the
proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative learning affords students enormous advantages not available from more traditional instruction because a group--whether it be the whole class or a learning group within the class--can accomplish meaningful learning and solve problems better than any individual can alone. (Tinzemann, Jones, and Fennimore, 1990)

One strategy the school uses is to allow opportunities each month for teachers to meet with their department members for support and team building. Teachers meet to discuss the needs of all students. Using learning progressions/pacing guides, teachers collaboratively plan their lessons to meet state and district assessment recommendations. In addition, teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and do daily learning goals. Students are given intensive small group instruction with our Instructional coach and data chats with their ELA and Math teachers.

Across grade level (vertical) planning is another strategy the school uses through monthly grade level team meetings. This opportunity allows teachers to meet and discuss grade level events and activities to address the curriculum areas. Examples include educational field trips, celebration assemblies and field day activities. All ideas and concerns are addressed to the grade level team leader for review during the meetings. Vertical planning extends to the elementary and high schools as well in order to plan for smooth transitions.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administrative team uses the student course request forms, FCAT/FSA scores, and other test data to determine staffing needs. The staffing plan provides a guide for needs, and Fairview advertises based on these needs collectively. Once advertisements are completed teams of teachers work to determine who will be interviewed. Interview teams include Department Chair, grade level leader, grade level members, and an administrator. Interview teams give recommendations to the administrative team. Mr. Hansen makes final hiring decisions.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

As the Fairview Family grows with new educators it is imperative to provide structure in order to retain our staff. New teachers to Fairview Middle are teamed with a mentor and a buddy. The mentor works with 2-3 new teachers on the district requirements for certification. New teachers meet weekly with their mentor and 1 time a month in the larger group setting. New teachers to Fairview may not have a mentor as they have previously taught or have a COE degree.

Each teacher is observed by the Principal within the first 45 days of school using the Florida Performance Measurement System Screening/Summative Instrument (LEADS).

E. Ambitious Instruction and Learning
1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Thursday Curriculum/FSA meetings
Department Meetings
iObservations
Observations and meetings with Curriculum Developer
Collegeal Conversations
Teacher/Teacher observations

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Starting with the provided Data (state assessment, progress monitoring, accommodations for ESE/504/EP/ELL students Fairview teachers work together to plan their annual roadmap. Teachers are well versed in the district and state pacing guides for their subject areas, but teachers need to create a progression at each grade level "what does a 6th, 7th, or 8th grader look like at Fairview?" Wanting all students to be aware of the expectations and ready for the next grade level. Teachers are then able to differentiate their instruction based on the progression, and needs of the individual students. Student Course Request forms are differentiated by Statewide Assessment Levels. Students are then placed in Reading Block and Intensive math classes as needed. Intensive instruction is differentiated according to data on progress monitoring.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:
**Strategy:** Extended School Day  
**Minutes added to school year:** 35,000

Instruction in core academic subjects,  
Enrichment activities that contribute to a well-rounded education  
Students are able to "recover" previously failed courses.  
I.B. Extended Day Program has an enrollment of 77 students on a 5 day week. Students are given instruction specific to our magnet courses.  
21st Century Afterschool has 65-75 students

**Strategy Rationale**

Students need opportunities to re-instruct for promotion purposes

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Hansen, Scott, hansens@leonschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Benchmark/District Assessments, classroom assessments, iObservation, classroom assessments

---

**Strategy:** Extended School Day  
**Minutes added to school year:** 21,600

Instruction in core academic subjects. Student in the International Baccalaureate are given the opportunity to remain on campus after the 3:50 dismissal bell. This fee based extended day program provides time for the International Baccalaureate students and teachers to work on assignments, projects, concerns from the daily assignments. The extended program is managed by an International Baccalaureate teacher who is the EDEP Coordinator, and beginning the first day of school; runs Monday through Friday (absent holidays and planning days). Two to four I.B. teachers are staffed daily.

**Strategy Rationale**

```
```

**Strategy Purpose(s)**

```
```

**Person(s) responsible for monitoring implementation of the strategy**

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Mrs. Davis, International Baccalaureate Coordinator, along with the I.B. Parent Partnership membership complete surveys and have monthly meetings to discuss concerns of the I.B. Program. As needs arise the Parent Partnership begins to look for solutions to the concerns that best fits everyone.

---

2. Student Transition and Readiness
a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 making application to the Pre I. B. 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 Fairview Faculty and develop a relationship before the school year begins. This person can serve as a contact or advocate for this new Falcon Family. 8th graders moving on to high school have the opportunity to meet faculty from the high school on our rising 9th grade articulation day. Students are able to ask questions as they learn about their new high school.

b. College and Career Readiness

1. 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 International Baccalaureate/Curriculum Coordinator visit feeder elementary schools to explain and promote course selections and school involvement. The International Baccalaureate Coordinator also organizes visits with all district elementary schools to promote the International Baccalaureate curriculum and course choices.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our students have an opportunity to select elective courses in computer education that will develop concrete competencies relating to the world outside of school. Some of the instructional activities are applied and integrated in the curriculum framework used by each classroom teacher to help students use their knowledge and skills to complete real world tasks.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Prepares students for college, careers and life
Commitment to life-long learning, personal growth and career preparation
Offers rigorous and relevant curriculum
Identification of career interests and personal strengths
Encourages commitment to school attendance, academic achievement and community service
Promotes participation in student organizations and leadership development

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes
II. Needs Assessment

The school’s completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

   b. Data Uploads
   Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
   The following documents were submitted as evidence for this section:

   *No files were uploaded*

2. Problem Identification Summary
   This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
   This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals
School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

**Problem Solving Key**

- **G** = Goal
- **B** = Barrier
- **S** = Strategy
- **1** = Problem Solving Step
- **S123456** = Quick Key

---

**Strategic Goals Summary**

**G1.** 55% of the students will score at or above proficiency on the 2018 FCAT 2.0 Science by increasing the points earned in the content areas of science.

**G2.** 2017-2018 Increase students' comprehension of rigorous complex text through the use of reading for meaning strategies, then 55% of students will score at proficiency on the FSA ELA Assessment according to guidelines defined by the state for proficiency.

**G3.** Increase students' critical thinking skills thought the use of problem solving strategies. 50% of students will score at proficiency on the 2017-2018 FSA Math Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction.

**G4.** Continuous School Wide Implementation of One to One Initiative.

---

**Strategic Goals Detail**

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.
G1. 55% of the students will score at or above proficiency on the 2018 FCAT 2.0 Science by increasing the points earned in the content areas of science.

<table>
<thead>
<tr>
<th>Targets Supported</th>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statewide Science Assessment Achievement</td>
<td>55.0</td>
</tr>
</tbody>
</table>

**Targeted Barriers to Achieving the Goal**

- Students retaining prior knowledge of science from 6th and 7th
- Students able to attend FCAT prep sessions

**Resources Available to Help Reduce or Eliminate the Barriers**

- Teacher professional development
- Teacher FCAT prep for students (4 sessions)

**Plan to Monitor Progress Toward G1.**

<table>
<thead>
<tr>
<th>Observations and progress monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person Responsible</strong></td>
</tr>
<tr>
<td>Scott Hansen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Schedule</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly, from 8/25/2014 to 6/1/2015</td>
</tr>
</tbody>
</table>

**Evidence of Completion**
G2. 2017-2018 Increase students' comprehension of rigorous complex text through the use of reading for meaning strategies, then 55% of students will score at proficiency on the FSA ELA Assessment according to guidelines defined by the state for proficiency.  

**Targets Supported**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA ELA Achievement</td>
<td>55.0</td>
</tr>
</tbody>
</table>

**Targeted Barriers to Achieving the Goal**

- Funds for substitutes during on-going professional development days
- Funds for Parent Engagement Program to discuss the FSA and study skills for FSA Preparation.

**Resources Available to Help Reduce or Eliminate the Barriers**

- Teachers will participate in on-going professional development in Achieve 3000
- District Curriculum Developers
- District Progress Monitoring

**Plan to Monitor Progress Toward G2.**

Observations, Progress Monitoring, Achieve 3000, Classroom Assessments

**Person Responsible**

**Schedule**

Monthly, from 6/1/2016 to 6/1/2017

**Evidence of Completion**

Results of Progress Monitoring, Achieve 3000, Classroom Assessments, FCAT
G3. Increase students' critical thinking skills thought the use of problem solving strategies. 50% of students will score at proficiency on the 2017-2018 FSA Math Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction.

Targets Supported 1b

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Gains</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal 3

- Lack of skills and knowledge with math standards and motivation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Assessments aligned with the Next Generation Math Standards, Pearson SuccessMaker, FCAT practice

Plan to Monitor Progress Toward G3. 8

Teachers show working with District and State Wide Assessments deficiencies/benchmarks in lesson plans

Person Responsible
Althoria Pickett

Schedule
Monthly, from 8/25/2016 to 7/1/2017

Evidence of Completion
iObservations, Edmodo, Data Director Data, Classroom assessment data
G4. Continuous School Wide Implementation of One to One Initiative. 1a

Targets Supported 1b

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Parent Survey</td>
<td>65.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal 3
- Faculty training on-going on technology (software and hardware), faculty training on updated district software.
- Time to work with new devices and new instruction

Resources Available to Help Reduce or Eliminate the Barriers 2
- LCVS faculty
- One-to-One Initiative meetings

Plan to Monitor Progress Toward G4. 8

Monitor One-to-One Initiative per teachers usage on instructional materials on LCVS and HMH

Person Responsible
Scott Hansen

Schedule
Biweekly, from 8/17/2015 to 5/31/2016

Evidence of Completion
Agenda and Minutes from meetings, monitor LCVS curricula usage
Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

<table>
<thead>
<tr>
<th>G = Goal</th>
<th>B = Barrier</th>
<th>S = Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Problem Solving Step</td>
<td>S123456 = Quick Key</td>
<td></td>
</tr>
</tbody>
</table>

G1. 55% of the students will score at or above proficiency on the 2018 FCAT 2.0 Science by increasing the points earned in the content areas of science. 1

G1.B1 Students retaining prior knowledge of science from 6th and 7th 2

G1.B1.S1 Work vertically and horizontally 6-8 grades in science. Provide students with packets of information to maintain knowledge from year to year. 4

Strategy Rationale

To assure no gaps in knowledge in preparation for testing.

Action Step 1 5

FCAT Prep Sessions

Person Responsible

Althoria Pickett

Schedule

Weekly, from 2/3/2018 to 3/31/2018

Evidence of Completion

Prep session rolls
## Plan to Monitor Fidelity of Implementation of G1.B1.S1

**Progress Monitoring**

**Person Responsible**
Scott Hansen

**Schedule**
Monthly, from 8/14/2017 to 8/14/2017

**Evidence of Completion**
Evaluations, Edmodo/lesson plans, Data Chats

---

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1

**Person Responsible**

**Schedule**

**Evidence of Completion**
G2. 2017-2018 Increase students’ comprehension of rigorous complex text through the use of reading for meaning strategies, then 55% of students will score at proficiency on the FSA ELA Assessment according to guidelines defined by the state for proficiency.

G2.B1 Funds for substitutes during on-going professional development days

G2.B1.S1 Teachers will follow learning progressions, provide clear learning goals, and track student progress and celebrate success in reading.

Strategy Rationale
To monitor and improve student success in the area of reading.

Action Step 1
Teachers have a clear understanding of Achieve 3000 and use with fidelity. Teachers receive ongoing training/support in Achieve 3000

Person Responsible
Althoria Pickett

Schedule
Monthly, from 8/18/2016 to 6/1/2017

Evidence of Completion
Achieve 3000, District Progress Monitoring, District PLC,

Plan to Monitor Fidelity of Implementation of G2.B1.S1
Monitor progress toward reading and learning goals through walk throughs (iObservation).

Person Responsible

Schedule
Quarterly, from 8/25/2016 to 6/1/2017

Evidence of Completion
Appropriate benchmark assessments, classroom observation tools, Achieve 3000
Plan to Monitor Effectiveness of Implementation of G2.B1.S1

Monitoring of progress toward the reading/learning goals through walk throughs and reviewing progress monitoring data

Person Responsible

Schedule
On 5/31/2017

Evidence of Completion
Achieve 3000, iObservation

G2.B1.S2 Teachers will attend professional development conferences for ongoing technology trainings.

Strategy Rationale
Teachers will attend Kagan conference in the fall.

Action Step 1
Teachers will attend Professional Development trainings in order to work with new technology with fidelity.

Person Responsible

Schedule
On 6/1/2015

Evidence of Completion
iObservations, presentations following professional development, TruNorth documentation.


Person Responsible

Schedule

Evidence of Completion
**Plan to Monitor Effectiveness of Implementation of G2.B1.S2**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G3.** Increase students’ critical thinking skills through the use of problem solving strategies. 50% of students will score at proficiency on the 2017-2018 FSA Math Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction.

**G3.B1 Lack of skills and knowledge with math standards and motivation.**

**G3.B1.S1** For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction and evidence based interventions to meet the students' needs.

**Strategy Rationale**

**Action Step 1**

Lesson plans reflecting differentiation using on line curriculum, strategies to improve critical thinking skills, and classroom walk through made by the leadership team.

**Person Responsible**

Scott Hansen

**Schedule**

Weekly, from 8/25/2015 to 5/31/2016

**Evidence of Completion**

iObservation, Benchmark Assessments, Progress Monitoring

Review results of common assessment data during math department meetings to determine progress toward goals. Monitor assessment data during administrative/teacher conferences.

**Person Responsible**
Scott Hansen

**Schedule**
Weekly, from 8/25/2016 to 7/1/2017

**Evidence of Completion**
iObservations, classroom assessments, progress monitoring


Provide documentation in lesson plans to show teaching benchmark lessons/tracking benchmark lessons.

**Person Responsible**
Althoria Pickett

**Schedule**
Biweekly, from 8/25/2016 to 6/1/2017

**Evidence of Completion**
iObservation, EdModo, PINPOINT
**G4. Continuous School Wide Implementation of One to One Initiative.**

**G4.B1 Faculty training on-going on technology (software and hardware), faculty training on updated district software.**

**G4.B1.S1 Faculty will be provided ongoing training.**

### Strategy Rationale

As faculty becomes more comfortable and aware of hardware and software more training will be necessary to keep up with trends, availability, textbooks, etc.

### Action Step 1

Provide Ongoing training in software and on line (blended) curriculum

**Person Responsible**

Scott Hansen

**Schedule**

Monthly, from 8/7/2017 to 5/31/2018

**Evidence of Completion**

Workshop agendas, sign in sheets, TEC, Title I and Title II requests, SITE meeting agendas and minutes.

### Action Step 2

Title I ongoing training

**Person Responsible**

Scott Hansen

**Schedule**

Monthly, from 8/7/2017 to 5/31/2018

**Evidence of Completion**

Workshop agendas, sign in sheets, TEC, Title I and Title II requests, SITE meeting agendas and minutes.

Evaluations

Person Responsible
Scott Hansen

Schedule
On 2/28/2018

Evidence of Completion
Evaluations


Person Responsible

Schedule

Evidence of Completion
## IV. Implementation Timeline

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1.B1.S1.MA1</td>
<td>[no content entered]</td>
<td>No Start Date</td>
<td>No End Date one-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G2.B1.S2.MA1</td>
<td>[no content entered]</td>
<td>No Start Date</td>
<td>No End Date one-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G4.B1.S1.MA1</td>
<td>[no content entered]</td>
<td>No Start Date</td>
<td>No End Date one-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G2.B1.S2.MA1</td>
<td>[no content entered]</td>
<td>No Start Date</td>
<td>No End Date one-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G1.MA1</td>
<td>iObservations and progress monitoring</td>
<td>Hansen, Scott</td>
<td>8/25/2014</td>
<td>6/1/2015 monthly</td>
<td></td>
</tr>
<tr>
<td>G2.B1.S2.A1</td>
<td>Teachers will attend Professional Development trainings in order to work with new technology with...</td>
<td>8/25/2014</td>
<td>iObservations, presentations following professional development, TruNorth documentation.</td>
<td>6/1/2015 one-time</td>
<td></td>
</tr>
<tr>
<td>G4.MA1</td>
<td>Monitor One-to-One Initiative per teachers usage on instructional materials on LCVS and HMH</td>
<td>Hansen, Scott</td>
<td>8/17/2015</td>
<td>Agenda and Minutes from meetings, monitor LCVS curricula usage</td>
<td>5/31/2016 biweekly</td>
</tr>
<tr>
<td>G2.B1.S1.MA1</td>
<td>Monitoring of progress toward the reading/learning goals through walk throughs and reviewing...</td>
<td>8/17/2016</td>
<td>Achieve 3000, iObservation</td>
<td>5/31/2017 one-time</td>
<td></td>
</tr>
<tr>
<td>G2.MA1</td>
<td>iObservations, Progress Monitoring, Achieve 3000, Classroom Assessments</td>
<td>6/1/2016</td>
<td>Results of Progress Monitoring, Achieve 3000, Classroom Assessments, FCAT</td>
<td>6/1/2017 monthly</td>
<td></td>
</tr>
<tr>
<td>G2.B1.S1.A1</td>
<td>Teachers have a clear understanding of Achieve 3000 and use with fidelity. Teachers receive ongoing...</td>
<td>Pickett, Althoria</td>
<td>8/18/2016</td>
<td>Achieve 3000, District Progress Monitoring, District PLC,</td>
<td>6/1/2017 monthly</td>
</tr>
<tr>
<td>G3.MA1</td>
<td>Teachers show working with District and State Wide Assessments deficiencies/ benchmarks in lesson...</td>
<td>Pickett, Althoria</td>
<td>8/25/2016</td>
<td>iObservations, Edmodo, Data Director Data, Classroom assessment data</td>
<td>7/1/2017 monthly</td>
</tr>
<tr>
<td>G4.B1.S1.A1</td>
<td>Provide Ongoing training in software and on line (blended) curriculum</td>
<td>Hansen, Scott</td>
<td>8/7/2017</td>
<td>Workshop agendas, sign in sheets, TEC, Title I and Title II requests, SITE meeting agendas and minutes.</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------</td>
<td>-----</td>
<td>-------------------------------</td>
<td>--------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>G4.B1.S1.A2</td>
<td>Title I ongoing training</td>
<td>Hansen, Scott</td>
<td>8/7/2017</td>
<td>Workshop agendas, sign in sheets, TEC, Title I and Title II requests, SITE meeting agendas and minutes.</td>
<td>5/31/2018 monthly</td>
</tr>
</tbody>
</table>
Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 2017-2018 Increase students’ comprehension of rigorous complex text through the use of reading for meaning strategies, then 55% of students will score at proficiency on the FSA ELA Assessment according to guidelines defined by the state for proficiency.

G2.B1 Funds for substitutes during on-going professional development days

G2.B1.S1 Teachers will follow learning progressions, provide clear learning goals, and track student progress and celebrate success in reading.

PD Opportunity 1

Teachers have a clear understanding of Achieve 3000 and use with fidelity. Teachers receive ongoing training/support in Achieve 3000

Facilitator
Reading Coach

Participants
Reading Teachers

Schedule
Monthly, from 8/18/2016 to 6/1/2017
G3. Increase students’ critical thinking skills thought the use of problem solving strategies. 50% of students will score at proficiency on the 2017-2018 FSA Math Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction.

<table>
<thead>
<tr>
<th>G3.B1 Lack of skills and knowledge with math standards and motivation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G3.B1.S1</strong> For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction and evidence based interventions to meet the students’ needs.</td>
</tr>
</tbody>
</table>

**PD Opportunity 1**

Lesson plans reflecting differentiation using on line curriculum, strategies to improve critical thinking skills, and classroom walk through made by the leadership team.

**Facilitator**

District/school math personnel

**Participants**

FMS math teachers & Intensive math teachers

**Schedule**

Weekly, from 8/25/2015 to 5/31/2016


<table>
<thead>
<tr>
<th>G4.B1 Faculty training on-going on technology (software and hardware), faculty training on updated district software.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G4.B1.S1</strong> Faculty will be provided ongoing training.</td>
</tr>
</tbody>
</table>

**PD Opportunity 1**

Provide Ongoing training in software and on line (blended) curriculum

**Facilitator**

LCVS and FMS Faculty

**Participants**

FMS Faculty

**Schedule**

Monthly, from 8/7/2017 to 5/31/2018
PD Opportunity 2

Title I ongoing training

Facilitator

Participants
Fairview Faculty and Staff

Schedule
Monthly, from 8/7/2017 to 5/31/2018
## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

<table>
<thead>
<tr>
<th></th>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G1.B1.S1.A1</td>
<td>FCAT Prep Sessions</td>
<td></td>
<td></td>
<td></td>
<td>$1,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0451 - Fairview Middle School</td>
<td>School Improvement Funds</td>
<td></td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>G2.B1.S1.A1</td>
<td>Teachers have a clear understanding of Achieve 3000 and use with fidelity. Teachers receive ongoing training/support in Achieve 3000</td>
<td></td>
<td></td>
<td></td>
<td>$1,500.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0451 - Fairview Middle School</td>
<td>School Improvement Funds</td>
<td></td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>G2.B1.S2.A1</td>
<td>Teachers will attend Professional Development trainings in order to work with new technology with fidelity.</td>
<td></td>
<td></td>
<td></td>
<td>$2,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0451 - Fairview Middle School</td>
<td>School Improvement Funds</td>
<td></td>
<td>2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>G3.B1.S1.A1</td>
<td>Lesson plans reflecting differentiation using on line curriculum, strategies to improve critical thinking skills, and classroom walk through made by the leadership team.</td>
<td></td>
<td></td>
<td></td>
<td>$4,100.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0451 - Fairview Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **Science FCAT Prep sessions**
- **Teachers will prepare students for standardized testing.**
- **Teachers will attend Kagan Workshops**
- **Students will be provided credit recovery opportunities.**
- **Substitutes are provided for teachers attending workshops.**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>0451 - Fairview Middle School</th>
<th>School Improvement Funds</th>
<th>$500.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notes: Teachers will work with students in preparation for FSA and EOC.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0451 - Fairview Middle School</td>
<td>School Improvement Funds</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>Notes: Parent Engagement will have parent workshops each grading period to encourage parent communication and parent involvement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>G4.B1.S1.A1</td>
<td>Provide Ongoing training in software and online (blended) curriculum</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>G4.B1.S1.A2</td>
<td>Title I ongoing training</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>$8,600.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>