Leon County Schools

Fairview Middle School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (53%) 2020-21: (43%) 2018-19: B (54%) 2017-18: C (51%)
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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Edwards, Rusty	Principal	Provides instructional leadership; ensures that student learning is a priority; works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective practices, student learning needs and assessments; recruits, retains and develops an effective and diverse faculty and staff; employs and monitors a decision making process that is based on vision, mission and improvement priorities using facts and data; builds and maintains relationships with students, faculty, parents and community; creates school-wide goals and monitors outcomes, manages the fiscal resources of the school in a way that focuses on effective instruction, achievement of all students and optimal school operations; serves on school and district committees while participating in staff development opportunities.
Montgomery, LaToya	Assistant Principal	Supports the mission and vision of the school leader by: Ensuring that all staff is participating in and completing staff development and trainings; monitor at risk student attendance, provide before and after school supervision; LEA for IEP meetings; manage ESE intervention and team meetings; participate in MTSS; complete teacher and support staff observations; complete Level II investigations; assist with processing discipline referrals; complete suicide assessments; manage school-wide transportation; other duties as assigned.
Bell, Lyndsey	Assistant Principal	Supports the mission and vision of the school leader by: Overseeing curricular decisions and instructional material purchases; overseeing progress monitoring; managing assessments and exams; performing teacher observations; overseeing guidance and social studies departments; generating master and student schedules; overseeing student progress and quality points; planning and implementing professional development; referral coordinator; overseeing interns and practicum students; reviewing lesson plans; managing Title I compliance and programming; other duties as assigned.
Cole, Antwan	Assistant Principal	Supports the mission and vision of the school leader by:

Name	Position Title	Job Duties and Responsibilities
		Processing discipline referrals and handles major offenses; working with teachers on classroom management strategies; MTSS team member; assisting with at risk students; managing the Crisis Response Plan; tracking at risk student discipline; managing facilities; managing the Maintenance Department; leading manifestation meetings; completing students code of conduct booklets; conducting Threat Assessment Team meetings; overseeing OFI and lunch detention; other duties as assigned.
Nicolas, Nicole	Instructional Coach	Review student data; coordinates district and state assessments; plans and implements school-wide progress monitoring; monitors and tracks student data; serves on MTSS; other duties as assigned.
Thompson, Cameron	Magnet Coordinator	Review records and documentation, while providing expertise and guidance in developing strategies and interventions or Language Arts students; planning and organizing student events; plan and implement department-wide approach to progress monitoring; leads recruitment efforts; build parent relationships and has constant communication; complete students scheduling requests and processes discipline; manages magnet transportation other duties as assigned.
Burns, Petra	Instructional Coach	Review student data and provide guidance in developing and spearheading teaching strategies and intervention for math students; plan and assist with student data chats; plan and implement department-wide approach to progress monitoring; other duties as assigned.
Weathersbee, Carl	Teacher, K-12	Mathematics Department Chair Works closely with Instructional Coach to review student data and provide guidance in developing and spearheading teaching strategies and intervention for math students; plan and assist with student data chats; plan and implement department-wide approach to progress monitoring; other duties as assigned.
Wright, Harry	Teacher, ESE	ESE Department Chair Review records and documentation while providing expertise and guidance in developing strategies and

Name	Position Title	Job Duties and Responsibilities
		interventions for ESE students; assisting with annual IEP meetings and staffings; plan and assist with student data chats; supports team members with data management; manage IEP caseloads and facilitates trainings; other duties as assigned.
Cameron, Jennifer	Teacher, K-12	Science Department Chair Review student data, records and documentation while providing expertise and guidance in developing strategies and interventions for science students; planning and organizing students events; plan and assists with teacher/student data chats; plan and implement department-wide approach to progress monitoring; other duties as assigned.
Dombek, Nick	Teacher, K-12	Social Studies Department Chair Review Civics data, review record and documentation while providing expertise and guidance in developing strategies and interventions for social studies students; planning and organizing student events' plana and implement department-wide approach to progress monitoring; plan and assist with teacher/student data chats; other duties as assigned.

Demographic Information

Principal start date

Monday 7/1/2019, Rusty Edwards

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

1

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

739

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	223	266	242	0	0	0	0	731
Attendance below 90 percent	0	0	0	0	0	0	51	56	57	0	0	0	0	164
One or more suspensions	0	0	0	0	0	0	10	4	6	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	5	18	5	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	5	20	11	0	0	0	0	36
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	66	74	95	0	0	0	0	235
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	90	0	84	96	0	0	0	270
Number of students with a substantial reading deficiency	0	0	0	0	0	0	54	6	13	0	0	0	0	73

Using the table above, complete the table below with the number of students by current grade level who have 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	56	81	72	0	0	0	0	209

Using current year data, complete the table below with the number of students identified as being "retained.":

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	6	7	1	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	2	7	6	0	0	0	0	15

Date this data was collected or last updated
Tuesday 8/30/2022

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	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

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	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

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).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	54%	50%	47%			53%	55%	54%
ELA Learning Gains	50%	50%	48%	45%			55%	53%	54%
ELA Lowest 25th Percentile	27%	36%	38%	26%			37%	42%	47%
Math Achievement	50%	56%	54%	44%			56%	59%	58%
Math Learning Gains	64%	62%	58%	37%			60%	58%	57%
Math Lowest 25th Percentile	49%	53%	55%	16%			39%	47%	51%
Science Achievement	49%	51%	49%	46%			45%	49%	51%
Social Studies Achievement	57%	76%	71%	55%			63%	75%	72%

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	2022					
	2019	49%	54%	-5%	54%	-5%
Cohort Comparison						
07	2022					
	2019	51%	56%	-5%	52%	-1%
Cohort Comparison		-49%				
08	2022					
	2019	57%	59%	-2%	56%	1%
Cohort Comparison		-51%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	51%	53%	-2%	55%	-4%
Cohort Comparison						
07	2022					
	2019	52%	60%	-8%	54%	-2%
Cohort Comparison		-51%				
08	2022					
	2019	40%	45%	-5%	46%	-6%
Cohort Comparison		-52%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	19%	44%	-25%	48%	-29%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	98%	70%	28%	67%	31%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	63%	75%	-12%	71%	-8%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	69%	30%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	35	23	22	43	31	16	27			
ELL	58	50		65	67						
ASN	96	84		100	95		97	95	100		
BLK	34	41	26	34	53	48	29	46	80		
HSP	47	45	8	55	63		64	58	60		
MUL	49	50		51	64	30	53	67	78		
WHT	69	64		70	81		78	78	92		
FRL	29	37	28	30	52	42	25	43	70		

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
SWD	18	32	31	10	13	10		23			
ELL	62	62		71	52						
ASN	95	84		96	78		100	97	97		
BLK	30	33	24	28	23	14	27	39	53		
HSP	61	49		52	46	20	40	91	47		
MUL	65	48		64	59			71	64		
WHT	75	70		71	63		82	75	80		
FRL	25	28	20	22	22	16	23	32	42		

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		
FRL	39	46	35	42	51	35	29	50	56		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

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	54
Total Points Earned for the Federal Index	535
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	50
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	55
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	76
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2021/2022 school year afforded us the opportunity to have a higher number of students on campus receiving face-to-face instruction than the previous year. Because of this, we were able to track students data, monitor progress and/or regression. However, our SWD, FRL and BLK student subgroups continue to show a decrease in proficiency in all content areas. Although there were overall gains from the previous school year, ELA achievement was down by 5%, Math by 6%, Social Studies by 6% and Science by 4% in comparison the 2019 school year.

8th grade students have lower percentages in comparison to 6th and 7th grade levels in all of the the sub categories.They were directly effected by the initial onset of the pandemic.Key Ideas & Details appears to be the lowest category across the board. ESE and ELL have the highest percentages of non-

proficiency in ELA.

The past five years have shown a noticeable increase in Level 1 students in both 7th & 8th grade math.8th grade scores appear to be much lower than 7th grade. Roughly 90% of our ESE & ELL students that scored a level 1 are not making gains.

Science students are struggling to reach a 3 on the FCAT. The Nature of Science strand performance was the lowest, at only 38% correct. Other strands were close to 50% correct. Only 16% of 8th graders scored a level 3 or higher on the 2022 Science FCAT.

Students that showed proficiency in ELA showed proficiency on the Civics EOC.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

As we continue to work towards increasing our proficiency in all areas and across all sub-groups, our ESE and ELL students continue to struggle and remain in the bottom quartile.

Key Ideas and details with Integration of knowledge and ideas are the lowest performing ELA categories.

Basic math computation skills are below average for our 6th grade students. While 7th graders are doing better in computation, but struggling in the area of Geometry. Geometry continues to be an area of difficulty for our 8th graders, but the area of Expressions & Equations needs the most attention (necessary for success in Algebra 1).

Reading comprehension is closely correlated with the Science FCAT. Students who performed poorly on the ELA FSA also performed poorly on the Science FCAT.

The benchmarks associated with “Rights and Responsibilities of Citizens” and “Government Policies and Political Processes” are a major need for improvement.

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

Our data reflects that we have a large number of Level 1 students who are not making gains. This number is in the 90th percentile in grades 6th through 8th. Level 2 students are also not making gains, most of those numbers in the 80th percentile.

Many of these struggles could be attributed to educational disruption that occurred due to the pandemic. Many of our students missed a great deal of in person instruction necessary to learn basic math computational skills and get proper reinforcement during skill acquisition.

Last year’s group of 8th graders were in 6th grade during COVID distance learning, 7th grade as hybrid, and 8th grade as full-time in-person students. Reading gains may have been slowed because of that. Science should incorporate more reading strategies in their instruction so students are better at reading to learn.

Contributing Factors: Absenteeism, Lack of Motivation, Leon County Civics Curriculum not being implemented with fidelity.
These benchmarks make up half of the content on the End of Course Exam and could be improved upon by reviewing the data from the Mid-Year Assessment by daily bell ringers and other review activities.

We are mainstreaming our ESE students into core academic classes and offering instructional support so that they receive direct grade level instruction in all areas from highly qualified instructors.

We have grouped our ELL students for a portion o the school day so that they will have academic support from highly qualified instructors.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In ELA, the area that shows the most improvement is Craft & Structure. This area has some of the highest percentage correct. Students grew in every category from 6th to 7th grade between 2021-2022. From 7th to 8th grade in those same years the student scores dropped.

In the area of Math, Geometry showed the most improvement for our students.

In the area of Science, based on our FMS progress monitoring data, the topics with the most growth in proficiency were space concepts (distances, star properties, seasons, moon phases).

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

Students re-entered the classroom in 2022. Having face-to-face instruction seemed to aide in the improvement of their scores. Although improvement was made, we are still working to gain momentum and make consistent gains across the board.

With Math, in the past Geometry was frequently identified as an area that needed attention. The added emphasis that was given to that strand because of that seemed to be beneficial.

With Science, space topic foundations are usually taught at length in elementary school and help foster a higher level of interest and understanding. (Same trend with human body topics). We will continue to partner with community science education providers like the Challenger Center, MoLabs, and the Maglab. We will create engaging science lessons to encourage student motivation and interest.

In Civics, the actions we took in this area were as follows, we implemented civics bootcamps where students worked one on one with teachers to target specific areas of struggle as well as a month long in class daily preparation targeting specific benchmarks. The benchmarks that were focused on during the bootcamps were selected based on the students Spring Diagnostic test.

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

Differentiated learning; small group instruction, 20 minutes each time, for Tier 2 students two times per week,
Tier 2 small groups in the classroom two times a week for 20 minutes; Utilizing Reading Coach for pull outs and push ins; Gifted enrichment in homeroom ; ELL students are working in Imagine Learning ; Moby Max for tier 2 & 3 students ; ESE Learning Strategies and push in personnel support.

In Math, to assist with intervention, the incorporation of push-ins by staff and the math coach will be greatly beneficial. This will help address immediate areas of need that can’t always be addressed during instructional time. The continued use of Moby Max to build basic skills and intervene within areas of need is important.

In Science, all grade level teachers should track progress using the progress monitoring assessments in Unify, follow the FCAT Item Specs when planning instruction, and incorporate more reading strategies in lessons. 8th grade teachers will use the district offering of “Science Rewind”, a benchmark proficiency monitoring program.

In Social Studies, we will need to implement the Leon County Civics Curriculum with fidelity among the three teachers that are teaching Civics. The Civics teachers will review data from the Mid-Year assessment and Spring Diagnostic Test to better prepare the students for the Civics End of Course Exam.

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.

In ELA we will use study Sync 101 & 102 Workshops, Teach Like a Pirate Book Study, Benchmark Stacking training, District BEST Conference.
In Math we will have mini sessions in math department meetings, led by our math coach, to address data collection/analysis, intervention, Moby Max use, and teaching techniques will be conducted.
In Science we will use 1-Curriculum study and analysis (look to promote student-centered activities and critical thinking that focus on benchmarks). 2-Gizmos software training. 3-Progress monitoring data analysis. 4-Reading strategies (comprehension and vocabulary enhancement).

School-wide we will provide professional development to teachers to have a better understanding of their data to help them to develop the more tailored instructional practices for the needs of their students.

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

We currently have a full-time Reading Coach who works with the head of the department to disaggregate data, monitor student progression and offer immediate intervention for students who are not making adequate progress. . As an ELA department we are working together, sharing strategies, and information. Virtual trainings on benchmark stacking. Social worker who also runs a food pantry. 2 guidance counselors for SEL needs of students. The incorporation of our Math Coach, individual teacher help sessions, 21st Century after school program, & Pre-IB after school program. We will do checkpoints of curriculum by admin (and Dept Chair if needed) for science. Work to make sure social studies department are effectively collaborating together on lessons and collaborate with our ESE department to make sure we are targeting our instruction to best support our SWD academic needs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the comparison to last years data, The focus for ELA will be Key Ideas and Details. This appears to be our lowest subcategory on last year's test. 6th=55% 7th =52% 8th =55%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	57% of our students in all three grade levels will score at a proficient level.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this with our Benchmark Assessments, FAST progress monitoring, and Unit tests.
Person responsible for monitoring outcome:	Nicole Nicolas (nicolasn@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Diagnostic Teaching-Using the data to inform our instruction through Study Sync and Language Live Curricula. Homeroom Curriculum includes a reading comprehension day that will reinforce reading skills for all subject areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Our students will be given several diagnostics over the course of the year, which gives us a chance to adjust the Study Sync or Language Live curricula.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) When Progress Monitoring scores come out we will analyze our individual student scores.
2l We will look at our grade level scores and needs as a department.
3) New strategies may need to be implemented by the 2nd Progress Monitoring.
4l Compare the year-long growth of each Progress Monitoring Test and the Study Sync Assessments

Person Responsible	Nicole Nicolas (nicolasn@leonschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The data from the past 5 years shows a drop in percentage of students at or above a level 3 in mathematics. The data also shows that our lowest 25% are also not making necessary gains as well.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We would like to see an increase in our students at level 3 or above of 3% in each grade level.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Statewide FAST PMs and Moby Max data will be used throughout the school year.
Person responsible for monitoring outcome:	Petra Burns (burnsp@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Use of quarterly progress monitoring and individual student remediation though Moby Max.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Consistent evaluation of student progress and the ability to remediate individually in the Moby Max program.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All students were given a baseline assessment from the district adopted math curriculum (Go Math). This is data is being broken down and analyzed for each student. Math teachers will be trained in proper use of Moby Max software to remediate for their individual students throughout the school year. Data will be evaluated quarterly utilizing cross referencing from both the FAST PMs & Moby Max to identify student areas of concern. These will allow us to formulate individual student plans for intervention to assist with student success.

Person Responsible Petra Burns (burnsp@leonschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional practice – there are strategies that can increase reading proficiency and vocabulary comprehension. ELA FSA scores usually correlate with Science FCAT scores. If we can increase students' skills on how to read to learn content they will perform better on assessments that heavily rely on vocabulary and reading comprehension.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We would hope to see a 10% increase in the number of students achieving a 3 or higher on the Science FSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student performance on class assignments (when assessments have reading and vocabulary components) on Progress Monitoring.
Person responsible for monitoring outcome:	Lyndsey Bell (belll1@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Reading software program (Achieve), reading comprehension strategies like vocabulary tables, text coding, claim-evidence-reasoning (CER) practice, note-taking outlines, and other various strategies from our Reading Coach.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies that can increase vocabulary and reading comprehension will lead to a deeper understanding of science content and improve FSA scores.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Science teachers can participate in a Reading in the Content Area training, Curriculum focus retreat, and Gizmos training. Implementation can be monitored by APC and Dept Chair.

Person Responsible Lyndsey Bell (belll1@leonschools.net)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	This school year we will be focusing on Instructional Practice as our Focus Area. By all three Fairview Civics teachers using the Leon County Civics Curriculum with fidelity it will lead to better results on the Civics EOC.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	This school year our goal is for 65% of matched students to pass the Civics EOC with a level 3 or higher.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will be monitoring by reviewing the results of the Mid-Year Assessment and the Spring Diagnostic to lead our instruction during the weeks leading up to the End of Course Exam.
Person responsible for monitoring outcome:	Lyndsey Bell (belll1@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We will be using the Leon County Civics Curriculum and using supplemental materials from iCivics and from the FJCC website.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The progress monitoring is aligned to the Florida Sunshine State standards for Civics

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

. Identify all students with disabilities that will be taking the exam 2. Facilitate data chats with students.

Person Responsible Nick Dombek (dombekn@leonschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students with Disabilities continue to be a ESSA Subgroup in need of support in all areas-math, science and civics, but the most critical area is ELA. There has been a slight increase in achievement in ELA and learning gains, however, the bottom 23% has show a 8% decrease.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the low 25% learning gains of our SWD population by 8%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor this with our Benchmark Assessments, FAST progress monitoring, and Unit tests.
Person responsible for monitoring outcome:	LaToya Montgomery (montgomeryla@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Diagnostic Teaching-Using the data to inform our instruction through Study Sync and Language Live Curricula. Homeroom Curriculum includes a reading comprehension day that will reinforce reading skills for all subject areas. Provide inclusive instruction to all students and provide academic support.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Our students will be given several diagnostics over the course of the year, which gives us a chance to adjust the Study Sync or Language Live curricula. Students will be in Gen Ed ELA courses receiving support from ESE teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1)Monitor IEP goal progress
2) When Progress Monitoring scores come out we will analyze our individual student scores.
3) We will look at our grade level scores and needs as a department.
4) New strategies may need to be implemented by the 2nd Progress Monitoring.
5) Compare the year-long growth of each Progress Monitoring Test and the Study Sync Assessments

Person Responsible LaToya Montgomery (montgomeryla@leonschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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
Nonviolent Communication Training for faculty, staff and students.

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

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 and Non Violent Communication and follow up on the progress via school-wide meetings. Parents and students will be surveyed at the end year to determine the impact of these positive school culture focus items impacted their overall experience at Fairview Middle School.