FAIRVIEW MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Fairview Middle School 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Leadership Team Member #1

Employee's Name
Eileen Mayer

Eileen.Mayer@leonschools.net

Position Title
Principal

Job Duties and Responsibilities

Provides instructional leadership; ensures that student learning is a priority; works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective practices, student learning needs and assessments; recruits, retains and

develops an effective and diverse faculty and staff; employs and monitors a decision making process that is based on vision, mission and improvement priorities using facts and data; builds and maintains relationships with students, faculty, parents and community; creates school-wide goals and monitors outcomes, manages the fiscal resources of the school in a way that focuses on effective instruction, achievement of all students and optimal school operations; serves on school and district committees while participating in staff development opportunities.

Leadership Team Member #2

Employee's Name
Lyndsey Bell

Lyndsey.Bell@leonschools.net

Position Title
Assistant Principal, Curriculum

Job Duties and Responsibilities

Supports the mission and vision of the school leader by:
Overseeing curricular decisions and instructional material purchases; managing school based assessments and exams; performing teacher observations; generating master and student schedules; overseeing student progress and promotion; planning and implementing professional development; overseeing beginning teachers, interns and practicum students; reviewing lesson plans; other duties as assigned. LEA for IEP/504 meetings; providing oversight for IEP services and accommodations for students with disabilities; leading multi-tier systems of support as it pertains to behavior, academics, and writing. Provide updates to teachers regarding progress on school improvement plan goals

Leadership Team Member #3

Employee's Name
Jeffery Sims

Jeffery.Sims@leonschools.net

Position Title
Assistant Principal, Administration

Job Duties and Responsibilities

Supports the mission and vision of the school leader by:
Processing discipline referrals and handling minor and major offenses including SESIRS; assisting with providing teachers with classroom management strategies (academic and behavioral); MTSS team member (behavioral); assisting with at risk students (behavioral); managing the Crisis

Response Plan; manage and adjust annual safety drills and documentation; tracking at risk student discipline; leading manifestation meetings; Chair of school wide Threat Assessment Team; conduct Threat Assessment Team meetings; faculty and staff duty assignments; Completing annual and quarterly evaluations;

Leadership Team Member #4

Employee's Name
Paul Lambert

Paul.Lambert@leonschools.net

Position Title
Assistant Principal, Administration

Job Duties and Responsibilities

Supports the mission and vision of the school leader by:
Managing and coordinating parental engagement plan and events; completing teacher and support staff observations; assisting with bus coordination; completing quarterly and annual evaluations; managing Title I compliance; assisting with processing referrals; ensuring that teachers and staff are participating in required trainings; managing student attendance.

Leadership Team Member #5

Employee's Name
Nicholaus Dombek

Nicholaus.Dombek@leonschools.net

Position Title
Dean

Job Duties and Responsibilities

Supports the mission and vision of the school leader by:
Assist with processing discipline referrals and handling minor and major offenses including SESIRS; assisting with providing teachers with classroom management strategies (behavioral); assisting with at risk students (behavioral).

Leadership Team Member #6

Employee's Name
Tiffanie Timmons

Tiffanie.Timmons@leonschools.net

Position Title

Reading Coach & Testing Coordinator

Job Duties and Responsibilities

Supports the mission and vision of the school leader by:

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.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

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

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**83.8%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							244	247	224	715
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)							2	17	22	41
Course failure in Math							2	19	15	36
Level 1 on statewide ELA assessment							57	59	60	176
Level 1 on statewide Math assessment							65	49	69	183
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							2	19	23	44

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	9	5	16
Students retained two or more times							2	4	2	8

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

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

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

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	57	58	45	54	53	43	52	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	59	58	59	55	56	56			
ELA Lowest 25th Percentile	54	51	52	52	52	50			
Math Achievement*	51	64	63	53	63	60	47	58	56
Math Learning Gains	55	65	62	69	69	62			
Math Lowest 25th Percentile	59	55	57	64	61	60			
Science Achievement	40	56	54	43	52	51	35	51	49
Social Studies Achievement*	69	80	73	65	77	70	71	75	68
Graduation Rate									
Middle School Acceleration	66	74	77	73	77	74	79	67	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	63	47	53		46	49	37	42	40

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	566
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	58%	49%	54%	43%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	39%	Yes	6	
English Language Learners	59%	No		
Asian Students	93%	No		
Black/African American Students	47%	No		
Hispanic Students	56%	No		
Multiracial Students	61%	No		
White Students	74%	No		
Economically Disadvantaged Students	48%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%		59%	54%	51%	55%	59%	40%	69%	66%			63%
Students With Disabilities	23%		55%	49%	24%	51%	58%	5%					
English Language Learners	54%		73%	69%	65%	53%	36%		48%				63%
Asian Students	91%		77%		100%	84%		100%	100%	100%			
Black/African American Students	38%		53%	55%	38%	49%	58%	25%	58%	46%			
Hispanic Students	48%		57%	42%	53%	49%	64%	53%	79%	57%			
Multiracial Students	66%		61%		65%	54%		38%	90%	54%			
White Students	77%		78%	64%	74%	67%	69%	69%	87%	83%			
Economically Disadvantaged Students	40%		54%	53%	40%	51%	58%	28%	63%	39%			55%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	51%	58%	-7%	60%	-9%
ELA	7	48%	55%	-7%	57%	-9%
ELA	8	45%	54%	-9%	55%	-10%
Math	6	52%	59%	-7%	60%	-8%
Math	7	33%	55%	-22%	50%	-17%
Math	8	29%	46%	-17%	57%	-28%
Science	8	16%	41%	-25%	49%	-33%
Civics		66%	77%	-11%	71%	-5%
Biology		100%	75%	25%	71%	29%
Algebra		95%	55%	40%	54%	41%
Geometry		100%	54%	46%	54%	46%
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra			*data suppressed due to fewer than 10 students or all tested students scoring the same.			

III. Planning for Improvement

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

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

Most Improvement

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

ELA Scores

Lowest Performance

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

Our students with disability (SWD) showed the lowest performance overall with 39%.

Greatest Decline

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

Our science data showed a decline from 43% in 2023-2024 to 40% in 2024-2025. This is due to a gap in vocabulary and retention of tested science benchmarks not taught in 8th grade.

Greatest Gap

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

The biggest gap in our data compared to the state data was Science achievement with a gap of 14 points. Our students struggle with vocabulary acquisition. Science is not assessed annually and encompasses multiple years of content.

EWS Areas of Concern

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

An area of concern for us from the EWS is student attendance.

Highest Priorities

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

1. SWD Achievement
2. Science Achievement

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

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

Area of Focus #1

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

specifically relating to

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

Our goal for the 25-26 school year is for 42% of our students with disabilities to score a level 3 or above on the Math FAST Progress Monitoring 3 test.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data will be monitored by the students case manager, ESE and classroom teacher for both classroom and state assessments. Data chats will be held with the students and supports may be adjusted based on the students need and data.

Person responsible for monitoring outcome

Lyndsey Bell

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Support Facilitation

Rationale:

Students who are struggling with Tier 1 who are identified as needing support facilitation per their IEP will receive intensive supports with an ESE teacher team teaching in their classroom. This allows the

students to potentially receive additional instruction in their classroom to assist with mastery of standards.

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

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

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

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

Description of Intervention #3:

Rationale:

Tier of Evidence-based Intervention:

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

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

Our goal for the 25-26 school year is for 42% of our students with disabilities to score a level 3 or

above on the ELA FAST Progress Monitoring 3 test.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data will be monitored by the students case manager, ESE and classroom teacher for both classroom and state assessments. Data chats will be held with the students and supports may be adjusted based on the students need and data.

Person responsible for monitoring outcome

Lyndsey Bell

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Support Facilitation

Rationale:

Students who are struggling with Tier 1 who are identified as needing support facilitation per their IEP will receive intensive supports with an ESE teacher team teaching in their classroom. This allows the students to potentially receive additional instruction in their classroom to assist with mastery of standards.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

As a school, we are focused on improving student attendance. When students attend school regularly they are more likely to have improved mastery of the content and standards being taught.

Measurable Outcome

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

In the 24-25 school year we had 264 students who missed 10% or more of the school year. Our goal is to reduce the number of students who miss school. Our goal for the 25-26 school year is for student attendance to be at 90% present for the school year.

In order to accomplish this goal we are going to begin building relationships with famileis during preplanning, teachers will begin calling when students have missed 2 days, and our attendance committee will host praent meetings when absences begin to increase for students.

Monitoring

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

Student attendance will be monitored by our school leadership team, guidance, and grade level teams. This monitoring will be through discussions and targeted interventions of students earlier than in years past.

Person responsible for monitoring outcome

Paul Lambert

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Parent Contact after 2 missed days of school by the homeroom teacher

Rationale:

Building the relationship between home and school will not only increase our communication with the families but allow us to understand barriers to school attendance.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Monitoring

Person Monitoring:	**By When/Frequency:**
Paul Lambert	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Admin and leadership will monitor students who are missing one or more day in a week. We will then share those names with the grade levels teams and monitor for parent outreach.

Action Step #2
Parent Contact

Person Monitoring:	**By When/Frequency:**
Paul Lambert	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade level teams will discuss students who are frequently absent and make parent contact. These calls will be documented in Focus.

Action Step #3
Attendance Conferences

Person Monitoring:	**By When/Frequency:**
Paul Lambert	As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
For families that are continuing to struggle with attendance we will hold attendance conferences (in person or via phone/teams) with our guidance team to discuss possible needed supports and barriers to attendance.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

No Answer Entered

Measurable Outcome

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

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

We will host a Lunch and Learn Review FAST scores, conduct data chats with parents and students, . Our Transition Events will welcome in-coming 6th graders and familiarize them with middle school and its processes and prepare 8th graders for the transition to high school, graduation requirements, course offerings, CTE opportunities.

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Fairview offers many digital tools certifications for students in all grades that may translate into future career pathways or tools. For the 2025-2026 school year we are offering two opportunities for CTE certification in our Agriculture and Digital Information Technology courses. Students have the opportunity to begin taking High School Credit Courses (Algebra 1, Geometry, Biology, etc). Which will begin them on a path to take College level courses in high school. Our students have access and utilize the Xello program which allows them to begin thinking about and planning for possible future careers and paths.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We have a PBIS system in place for the 25-26 school year through our Falcon Cards System. We utilize our CBS positions to assist with monitoring behaviors and addressing those so students can remain in class. We work closely with our district team to identify and target specific student behaviors through data collection and EWS.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

District created and supported plan.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Teachers are using the district and state approved curricula for core subjects. For our Tier 3 Reading students we are using Language! Live.

The Rationale! for these resources is to assist our students with their learning needs and close any gaps that may hinder their ability to interact with and show proficiency with grade level standards.

Our plan to address the need is done throughout the year. After each progress monitoring department chairs are reviewing their data with the administrative team and their department. Teachers are using this data to make adjustments to instructional sequences as well as academic supports. Between state Progress monitoring assessments departments will administer benchmark tests that will give them more up to date information on the material being taught and what needs to be reviewed with students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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