# Comprehensive Progress Report

**Mission:**

Where students achieve their highest potential in order to become critical thinkers and passionate lifelong learners.

**Vision:**

For Fairview Elementary to be at the forefront of the way science, technology, engineering, and mathematics are explored and learned within and outside of the educational setting to inspire innovation, cultivate risk-takers, and develop a lifelong love of learning that enable our students to make a positive social impact.  The students at Fairview Elementary will achieve academic growth and acquire the twenty-first century skills required to be globally competitive. Students will respect the diversity of others through compassion and empathy.

**Goals:**

During the 2020-2021 school year, all students will have a safe learning environment in which teachers and staff will develop interpersonal relationships with every child.

All students will demonstrate academic growth as a result of on-going staff development provided by the school and/or system.

All students will be monitored for any concerns regarding their social and emotional health.

| ! = Past Due Objectives | KEY = Key Indicator | | | | |
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| **Core Function:** | | **Dimension A - Instructional Excellence and Alignment** | | | |
| **Effective Practice:** | | **High expectations for all staff and students** | | | |
| **KEY** | **A1.07** | **ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)** | **Implementation Status** | **Assigned To** | **Target Date** |
| *Initial Assessment:* | | Positive Behavior Interventions and Supports are fully implemented across all settings.  Teachers teach expectations minimally twice a year. Data is collected through Educator's Handbook, Terrific Kid awards, Most Improved awards, Principal Paw awards, PRIDE card above and below the lines, and white/blue/and red ticket distribution.  Tier 2 interventions include check-in/check-out and behavior/social groups. Tier 3 interventions include individualized behavior plans. | Full Implementation 09/25/2019 | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | | | Curriculum and instructional alignment | | | |
| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | Full implementation due to district-wide standards alignment and grade level specific pacing guides for each subject. | Full Implementation 09/18/2019 | | |

| Core Function: | | | Dimension A - Instructional Excellence and Alignment | | | |
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| Effective Practice: | | | Student support services | | | |
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| | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | As of September 25, 2019, tier 1 plans are written in grade level professional learning communities.  Differentiated instruction to meet student needs occurs through small-group and one-on-one instruction during instructional time and built in intervention/enrichment blocks in the master schedule.  All staff have participated in professional development opportunities related to tier 1, however, continued professional development is needed in the areas of tier 2 and tier 3.  Data sources are not consistent across all grade levels and, although iStation is being utilized, there is a lack of understanding of data interpretation. | Limited Development 09/25/2019 | | |
| How it will look when fully met: | | | When the objective is fully implemented there will be a reduction in the dis-proportionality of special education referrals.  Students from racial and linguistic minority groups will be less likely to be referred to special education programs when their progress is monitored and their interventions are tailored (Powers, et al., 2008).  The process will allow teachers to better determine if a student's academic challenges are due to other factors other than a learning disability, such as motivation, cultural norms, or linguistic barriers (Ardoin, et al., 2005; Hoover & Love, 2011; Gamm, et al., 2012; Prewett, et al., 2012). This process will allow students who do have a diagnosed learning disability to receive the appropriate special education services earlier in their academic careers and prevent patterns of failure and struggle (Chard, 2012; Gamm, et al., 2012).<br><br>Information that will be used to determine if the objective has reached full implementation include:  tiered plans specifying targeted interventions with monitored progress, end-of-grade assessment data, i-Ready math diagnostic and progress monitoring data, iStation reading diagnostic and progress monitoring data, attendance data, NC Check-In data, Educator's Handbook discipline data, and EC referral meetings. | | Kristine Clarke | 06/01/2021 |
| Actions | | | | 0 of 5 (0%) | | |
| | | 10/30/19 | Develop a deeper understanding of the UCPS Standard Treatment Protocol in the areas of reading, math, and behavior through collaboration and professional development opportunities. | | Ashley Melton | 12/01/2020 |

| | Date | Task | | Assigned To | Due Date |
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| | | *Notes:* | | | |
| | 10/30/19 | Professional development provided for all staff on data collection and analysis. | | Sandra Duncan | 12/01/2020 |
| | | *Notes:* | | | |
| | 10/30/19 | Align tier 2 intervention student groupings to staff instructional strengths. | | Polly Rowell | 03/01/2021 |
| | *Notes:* | Assign academically struggling students for Tier 2 intervention with staff members for targeted intervention support. These assignments will be based on student formative and summative assessment data (classroom tests and assignments, teacher observations, NC Check-ins, I-Station data). Due to school closure in March 2020, we do not have any Spring 2020 EOG data. | | | |
| | 10/30/19 | Professional development provided for staff on how to discern data to better understand a student's specific deficit in academic and/or behavior areas. | | Kelly Thomas | 06/01/2021 |
| | *Notes:* | Staff with meet with the administrative team and the Instructional coach, Jennifer Deering, to review and analyze the benchmark assessment data for each grade level. After participating in this training, teachers will have a greater understanding on how to create strategy intervention groups for their students to provide additional academic and/or behavioral support. | | | |
| | 11/18/20 | Analyze student performance data to guide decisions regarding school improvement and professional development needs. | | Kelly Thomas | 06/10/2021 |
| | *Notes:* | PLC teams will meet with the instructional coach, Jennifer Deering and administration to review and analyze the NC Check-In assessments results. Testing windows are #1 11/2/20- 11/10/20, #2 1/25/21- 2/20/21, and #3 3/29/21-4/21/21. | | | |

| KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | | As of September 25, 2019, Fairview staff are attentive to students' emotional states, however additional professional development and resources are needed to expand staff knowledge base and ability to guide students in managing their emotions.  Supports are available through the school's assigned psychologist, guidance counselor, nurse, social worker, behavioral health therapist, and school resource officer, although only the guidance counselor is available to staff and students each school day. | Limited Development 10/09/2019 | | |
| How it will look when fully met: | | Student support services team (Administration, counselor, and  social worker) will meet to discuss students' social and emotional needs. | | Kelly Thomas | 01/07/2021 |
| Actions | | | 0 of 2 (0%) | | |
| | 11/18/20 | Student support services team (Administration, counselor, and  social worker) will meet to discuss students' social and emotional needs. | | Kelly Thomas | 06/10/2021 |
| | Notes: | Teachers will refer students with high social and emotional needs the the student support services team. The team will determine which services are needed for the child and/or family. | | | |
| | 11/18/20 | Support services team will provide professional development for school staff regarding resources available to address the social and emotional needs of students. | | Taylor Heimrich | 06/10/2021 |
| | Notes: | | | | |
| KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |

| Initial Assessment: | | | |
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| | As of September 25, 2019, observations and transition meetings occur for students in existing Exceptional Children pre-Kindergarten settings with Individualized Education Plans.  A transition meeting occurs with staff from the previous school and the receiving school to discuss the child's strengths and deficits, as well as supports that can be utilized to ease the transition.  There is an orientation each spring for incoming kindergarten families where the students practice coloring, cutting, listening to a read aloud, and routines and procedures relevant to being a kindergarten student.  Parents meet with administration, the nurse, transportation, and the guidance counselor to learn about supports and needs as their child nears the start of kindergarten.  Local preschools come for tours at Fairview.  The first official week of school kindergartners participate in a staggered enrollment day so they are in small groups, completing KEA assessments, and acclimating to being at a new school.<br><br>Fifth grade students tour their assigned middle school and learn about expectations and variances between their elementary school and their future middle school assignment.  Staff from the aligned middle schools come to Fairview to meet with the fifth grade students, answer questions, and present extracurricular opportunities such as band, sports, and clubs.  Transition meetings occur for all fifth grade students with a current Individualized Education Plan with Fairview staff and the assigned middle school staff.<br><br>There is not a formal transition process for Fairview's first through fourth graders at this time. | Limited Development<br>09/25/2019 | |

| How it will look when fully met: | An effective transition program from elementary to middle school should include students, parents, and teachers, and should provide comprehensive and targeted transition activities for these stakeholders (Cauley & Jovanovich, 2006).  Examples of transition activities include tours of the middle school, fifth-graders "shadowing" a sixth-grader for a day, parent-to-parent meetings to discuss middle school concerns, and holding orientations where incoming students get information, practice routines, and meet teachers and peers (Wormeli, 2011).<br><br>An effective transition program into kindergarten should include determining previous experiences for each student including pre-school/pre-kindergarten attendance, therapy services, and non-structured educational settings.<br><br>An effective transition program between elementary grade levels should include a formal plan that includes time for vertical collaboration among grade levels, meetings with students and parents prior to the start of the new school year that reviews expectations, curriculum, etc. of the upcoming grade level.  Opportunities should exist to alleviate parent and student concerns through discussions, questioning, and information sessions with school personnel. | | Misty Tarlton | 06/01/2021 |
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| **Actions** | | **0 of 3 (0%)** | | |
| 10/30/19 | Create a plan to introduce parents to their child's upcoming grade level between K-1, 1-2, 2-3, 3-4, and 4-5. | | Leah Jordan | 01/01/2021 |
| *Notes:* | Examples include informative videos, brochures, and curriculum information. | | | |
| 10/30/19 | Create a transition plan for K-1, 1-2, 2-3, 3-4, and 4-5 for the students to learn about the expectations and requirements entering the next grade level. | | Cindy Helms | 03/01/2021 |
| *Notes:* | | | | |
| 10/30/19 | Implement a mentor transition program for fifth graders with sixth graders at their assigned middle school. | | Emily Dilworth | 06/10/2021 |
| *Notes:* | | | | |

| **Core Function:** | **Dimension B - Leadership Capacity** | | | |
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| **Effective Practice:** | **Strategic planning, mission, and vision** | | | |
| **KEY**   **B1.01** | **The LEA has an LEA Support & Improvement Team.(5135)** | **Implementation Status** | **Assigned To** | **Target Date** |

| *Initial Assessment:* | Fairview has a School Improvement Team comprised of teachers, teacher assistants, parent representatives, administrators, and support staff.  The team meets minimally once a month to review formal and informal data related to our identified, school-wide goals. | Full Implementation 09/25/2019 | | |
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| KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
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| *Initial Assessment:* | | As of September 25, 2019, a leadership team meets once a month as well as instructional teams, however, there is a disconnect between the teams.  Efforts to streamline the work of each leadership team are in the beginning phases. | Limited Development 09/25/2019 | | |
| *How it will look when fully met:* | | When the objective is fully met, leadership teams will have assigned time to meet monthly, and Instructional teams will utilize available common time.  All teachers meeting together will discuss the students they have in common and plan instruction and improvements.  Turning Point (2001) writes this about teams, "In a collaborative culture, members of the school community work together effectively and are guided by a common purpose. All members of the community—teachers, administrators, students and their families—share a common vision of what the school should be like. Together they set goals that lead them toward this vision. In doing so, they create a culture of discourse in which the most important educational matters facing the school are opening and honestly  discussed" (p. 3) They recommend that a leadership team have "six to twelve members including the principal and teachers representing major constituencies in the school (e.g., all grade levels, specialists, disciplines, etc)." (p. 9).  Instructional teams will meet at least twice a week for a minimum of 45 minutes each time.<br><br>Information used to determine that the objective has reached full implementation include meeting minutes, Fairview's data dashboard, NC Check-In/i-ready/iStation data analysis with corresponding instructional implications and plans, and MTSS tiered plans. | | Sandra Duncan | 06/01/2021 |
| **Actions** | | | 0 of 3 (0%) | | |
| | 10/30/19 | Vertical staff meetings within monthly staff meetings to share professional learning, best practices, what's going well with the cohort of students, and improvement needs within cohorts and subgroups of students. | | Sandra Duncan | 06/01/2021 |
| | *Notes:* | | | | |

| | 10/30/19 | Utilize training schedules for upcoming professional development opportunities, and send at least one delegate from K-2 and one delegate from 3-5 to bring back their learning to the rest of the Fairview faculty. | | Sandra Duncan | 06/01/2021 |
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| | *Notes:* | Implementation of this goal will depend on professional development offerings including, but not limited to, Exceptional Children's training, literacy training, math training, PBIS training, etc. | | | |
| | 10/30/19 | Implement at least one in-house "expert" to present a strategy, technology tool, best practice, etc. at staff meetings. | | Tracy Biggers | 06/01/2021 |
| | *Notes:* | 10/23/19 - Quizlet PD from Richard Wikfors (AIG Teacher), Discovery Education Website PD from Mindy Jenkins (Fourth Grade Teacher) and Thomas Holmes (Third Grade Teacher)<br><br>11/6/19 - Quizzez PD from Scott Parker (Fifth Grade Teacher), Discovery Education PBL Components PD from Allison Whitley (Third Grade Teacher) | | | |

| Core Function: | Dimension B - Leadership Capacity | | | |
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| **Effective Practice:** | **Distributed leadership and collaboration** | | | |

| | KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
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| *Initial Assessment:* | | | As of September 25, 2019, professional learning communities are afforded thirty minutes of planning time a day.  Grade level minutes and plans are shared among all team members, instructional coach, support staff, and administration.  Each grade level/department has a chairperson that leads the meetings and, is the liaison among other grade levels, departments, and administration.  Professional learning communities are documenting conversations and evidences related to our STEM progress and initiative. | Limited Development 09/25/2019 | | |
| *How it will look when fully met:* | | | | | | |
| **Actions** | | | | | | |
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| | *Notes:* | | | | | |

| Core Function: | Dimension B - Leadership Capacity | | | |
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| **Effective Practice:** | **Monitoring instruction in school** | | | |
| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | As of September 25, 2019, clear and constructive feedback is provided during observations.  Walk-throughs are conducted, but inconsistently. School curriculum and progress is monitored through a data dashboard, summative data, formative data, and during MTSS and professional learning community meetings.  Feedback from stakeholders including students, staff, and parents is analyzed by administration each year. | Limited Development 09/25/2019 | | |
| How it will look when fully met: | | | | | |
| Actions | | | | | |
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| | Notes: | | | | |

| Core Function: | | | Dimension C - Professional Capacity | | | |
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| Effective Practice: | | | Quality of professional development | | | |
| | KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | | As of September 25, 2019, all Fairview staff, along with several stakeholders including the Parent-Teacher Organization and local businesses, are invested in STEM instruction and professional learning. Funds have been allotted for professional development opportunities related to STEM over the past two years.  Last year Fairview fifth graders scored their highest proficiency percentage in the school's history on the Science End-of-Grade test.  Canvas modules have been utilized for professional development related to the Gradual Release of Responsibility and MTSS.  A variety of professional development opportunities have been made available through UCPS district instructional support staff on optional and required workdays. | Limited Development 09/25/2019 | | |
| How it will look when fully met: | | | The Leadership Team utilizes the data available to them and makes decisions on the focus and direction of the school.  They assess where there are strengths to be celebrated, and weaknesses that need shoring up.  The Leadership team will use all available information to make wise decisions on where best to use monetary and time commitment resources.  Professional development will be directly tied to classroom observations and analysis of student learning data.  The Leadership team will lead the review of professional development research, and guide staff through sharing and testing new practices.  Leadership team members will aid teachers in integrating better practice into their classrooms in a sustainable way. | | Judy Dawson | 06/01/2021 |
| Actions | | | | 1 of 4 (25%) | | |
| | | 10/30/19 | All staff will attend at least one personalized professional development session provided by UCPS on the February 17, 2020 workday, and share their learning in breakout sessions during staff meetings. | Complete 02/17/2020 | Angie McGee | 06/01/2020 |
| | | Notes: | | | | |
| | | 10/31/19 | Early release days will be utilized for MTSS training through Canvas modules and district leaders for all Fairview staff. | | Judy Dawson | 05/01/2021 |
| | | Notes: | Staff meetings will also be utilized for MTSS professional development to complete all UCPS MTSS Canvas modules in a timely manner. | | | |

| | 10/31/19 | Continuation of funding and allotted time for at least two Fairview staff members to remain part of the UNC-Charlotte STEM Professional Learning Community. | | Ashley Melton | 05/01/2021 |
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| *Notes:* | | | | | |
| | 10/31/19 | Continuation of funding and allotted time for at least four Fairview staff members to remain part of the Discovery Education STEM Leadership Corps over the next two years. | | Judy Dawson | 06/01/2021 |
| *Notes:* | | | | | |

| Core Function: | | Dimension C - Professional Capacity | | | |
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| **Effective Practice:** | | **Talent recruitment and retention** | | | |
| KEY | C3.04 | **The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)** | Implementation Status | Assigned To | Target Date |
| *Initial Assessment:* | | Union County Public Schools has established protocols and procedures related to recruiting and hiring personnel.  A teacher recruitment fair is held each year in March where interviews are held on site.  UCPS sends administrators across a variety of states and universities to recruit newly licensed teachers.  Fairview does not have a lot of staff turnover, and staff are rewarded regularly through a variety of methods including gifts, monthly drawings, jeans passes, and meals.  At least three existing UCPS staff have requested transfers to Fairview each year over the past three years. | Full Implementation 09/25/2019 | | |

| Core Function: | | Dimension E - Families and Community | | | |
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| **Effective Practice:** | | **Family Engagement** | | | |
| KEY | E1.06 | **The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)** | Implementation Status | Assigned To | Target Date |

| Initial Assessment: | Fairview staff communicate with stakeholders through a variety of methods including weekly emails/newsletters, ConnectEd messages sent through phone calls, emails, text messages, and weekly Pride Cards.  Face-to-face communication takes place during parent-teacher conferences, "Teacher Talks", STEM Night, and literacy nights.  Suggestions of what parents can do with their child at home are included in the student handbook at the front of each agenda.  The Parent-Teacher Organization sends out a monthly Paw Prints newsletter and maintains a Facebook and web page.  Fairview staff maintains a webpage, Twitter account, and Facebook page.  An Instagram account has recently been created for communication. | Full Implementation 09/25/2019 | | |
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