

Comprehensive Progress Report

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

For FVES to develop students to become globally competent citizens who are socially and emotionally aware of others and self. Students will be inspired to respect the diversity of others through compassion and empathy. Through Problem Based Learning opportunities students will aspire to make a positive social impact in their community, while developing a lifelong love of learning. Our students will be empowered through the House system to cultivate teamwork, friendship, cooperation and leadership.

Vision: Global, Social & Emotional, and Academic Learning

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.

During the 2021-2022 school year all staff members at FVES will provide core Tier1 supports for student's social, emotional learning, as well as, academic growth and provide or arrange for Tier 2 and Tier 3 interventions when necessary.

During the 2021-2022 school year, Fairview Elementary will use assigned digital platforms to enhance student learning and achievement.

In the 2021-2022 school year, Fairview Elementary will implement a Social-Emotional program titled, "The House System," that aims to improve character education and positive behavior throughout the building.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

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
<i>Initial Assessment:</i>		<p>Union County Public Schools has a plan to fully impliment MTSS as a school-wide framework fro teaching positive behaviors, which include classroom rules and procedures. In the 2020-2021 school year, we added 14 new staff members to our Fairview family. We have met with new staff members to explain district initatives, ways to impliment those in the classroom, and more. We hold regular PLC's and staff meetings with all staff members for continued support in this area.</p> <p>Union County Public School has implemented MTSS as a school-wide framework for enforcing positive behaviors, classroom rules, and regulations. We hold regular MTSS meetings with all staff for continued support to those struggling with specific student behaviors and classroom management.</p>	Limited Development 09/25/2019		
<i>How it will look when fully met:</i>		A clear system of rewards will be implemented for students and staff. Office Discipline referrals will decrease and classroom management will be effective. Also, there will be training in classroom management and appropriate discipline on a regular basis, with students, staff, and parents to better understand our behavior matrix at Fairview Elementary.		Taylor Heimrich	06/15/2024
<i>Actions</i>			2 of 5 (40%)		
	3/17/21	The Wildcat Record will be used as a means for student behavior accountability.	Complete 05/31/2022	Taylor Heimrich	07/01/2022
<i>Notes:</i>					
	3/17/21	Implement Class Dojo as a means to assist students, parents, teachers in communication. Class Dojo will encompass House points.	Complete 08/29/2022	Classroom Teachers	07/01/2022
<i>Notes:</i>					
	3/17/21	A House System will be implemented as a means for rewarding students for positive behavior on an individual and group level		Taylor Heimrich	06/15/2024
<i>Notes:</i>					
	3/17/21	Nine Week incentive program will be established to reward House winners.		Taylor Heimrich	06/15/2024
<i>Notes:</i>					

3/17/21	PBIS Team will meet regularly to discuss effective classroom management and reinforcements.		Taylor Heimrich	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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<i>Initial Assessment:</i>			Union County provides instructional coaches and teachers with a pacing guide that aligns to units of instruction for specific subjects and grade-levels. Teachers are also encouraged to use various research-based intervention programs to enhance student growth. Lesson plans are developed as a grade-level team and and shared with administration and the instructional coach. Teachers meet in PLC's and work together to target specific areas of improvement that helps all students.	Limited Development 10/27/2021		
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<i>How it will look when fully met:</i>			Lesson plans will reflect the county's pacing guide as well as align with learning standards. Teachers will have the resources they need in the classroom to conduct evidence-based lessons for all students.		Rachel Seighman	06/15/2024
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Actions				0 of 7 (0%)		
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10/27/21			Instructional Coach and Administration will meet with all grade levels during PLC's to discuss curriculum practices and plan ways to implement state and district standards.		Sophie Flynn	06/15/2024
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Notes: Frequency in grade-level PLC's are subject to change.

10/27/21			Assigned staff members will attend PD sessions that are related to their content area.		Sophie Flynn	06/15/2024
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Notes: Frequency of PD is subject to change.

10/27/21			Teachers will display model student work throughout the school including reading, writing, math, arts, and more.		Classroom Teachers	06/15/2024
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Notes:

10/27/21			All teachers will have appropriate material for their classrooms.		Classroom Teachers and Admin	06/15/2024
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Notes:

10/27/21			Teachers, admin, and support staff will attend conferences during the school year to obtain ideas and strategies relevant to their content area. In turn, this information will be shared with the school population.		Various staff members	06/15/2024
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Notes: Frequency is subject to change.

10/27/21 In effort to develop staff leadership, teachers will be asked to provide professional development to other staff members during faculty meetings.

Various Staff
Members

06/15/2024

Notes: Frequency is subject to change.

10/27/21 Upper-grade teachers will updated and monitor their Canvas page weekly as a way to effectively implement course work.

Upper Grade
Teachers

06/15/2024

Notes:

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		As of September 25, 2019, Tier 1 Core 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		
<i>How it will look when fully met:</i>		<p>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).</p> <p>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.</p>		Taylor Heimrich	06/15/2024
Actions			0 of 7 (0%)		
	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	06/15/2024

Notes: Staff will 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.

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.

Rachel Seighman

06/15/2024

Notes:

10/30/19 Professional development provided for all staff on data collection and analysis.

Rachel Seighman

06/15/2024

Notes:

10/30/19 Align tier 2 intervention student groupings to staff instructional strengths.

Rachel Seighman

06/15/2024

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.

11/18/20 Analyze student performance data to guide decisions regarding school improvement and professional development needs.

Kelly Thomas

06/15/2024

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.

10/27/21 Students will be provided with a well-stocked library that allows for reading beyond the classroom. Books for Brackets and Battle of the Books will be implemented to encourage student reading.

Rachel Seighman

06/15/2024

Notes: Frequency is subject to change.

10/27/21 Instructional Coach will work with grade-levels to develop a WIN program using evidence-based lessons to grow students who need supplemental intervention.

Rachel Seighman

06/15/2024

Notes: WIN Program will be implemented after the first 9 weeks.

	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
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	06/15/2024
Actions				1 of 5 (20%)		
	11/18/20	Student support services team (Administration, counselor, and social worker) will meet to discuss students' social and emotional needs.		Complete 06/10/2021	Kelly Thomas	06/15/2024
<i>Notes:</i>			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	06/15/2024
<i>Notes:</i>						
	10/27/21	Students with chronic behavior issues will be met on reguarly to develop appropriate intervention(s).			Taylor Heimrich	06/15/2024
<i>Notes:</i>						
	10/27/21	School Psychologist, Behavior Therapist, and School Social Worker will work referred students on targeted behaviors.			Taylor Heimrich	06/15/2024
<i>Notes:</i>						
	10/27/21	All students will be assigned to a house for the 2021-2022 school year. House will consist of four adults and 40 or so students. Students will remain in their assigned house until they leave Fairview Elementary. The House System will help establish relationships and increase connections to the school, as well as provide a sense of leadership for specific students.			Taylor Heimrich	06/15/2024
<i>Notes:</i>						

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
<p><i>Initial Assessment:</i></p>	<p>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.</p> <p>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.</p> <p>There is not a formal transition process for Fairview's first through fourth graders at this time.</p>	<p>Limited Development 09/25/2019</p>			

<p>How it will look when fully met:</p>	<p>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).</p> <p>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.</p> <p>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.</p>		<p>Rachel Seighman</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>1 of 3 (33%)</p>		
<p>10/30/19</p>	<p>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.</p>	<p>Complete 06/23/2021</p>	<p>Leah Jordan</p>	<p>07/01/2021</p>
	<p><i>Notes:</i> Examples include informative videos, brochures, and curriculum information.</p>			
<p>10/30/19</p>	<p>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.</p>		<p>Cindy Helms</p>	<p>06/15/2024</p>
	<p><i>Notes:</i></p>			
<p>10/30/19</p>	<p>Implement a mentor transition program for fifth graders with sixth graders at their assigned middle school.</p>		<p>Ashley Brooks</p>	<p>06/15/2024</p>
	<p><i>Notes:</i></p>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		<p>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.</p> <p>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.</p>		Kelly Thomas	06/15/2024
<i>Actions</i>			2 of 3 (67%)		
	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.	Complete 06/01/2021	Sandra Duncan	06/01/2021

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.	Complete 06/01/2021	Tracy Biggers	06/01/2021
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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)

11/6/19 - Quizzez PD from Scott Parker (Fifth Grade Teacher), Discovery Education PBL Components PD from Allison Whitley (Third Grade Teacher)

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.		Sophie Flynn	06/15/2024
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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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<i>Initial Assessment:</i>	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		
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<i>How it will look when fully met:</i>	All teams will be established and will meet regularly as an expectation absent of monitoring for compliance for the purpose of improving student learning.		Rachel Seighman	06/15/2024
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Actions		0 of 6 (0%)		
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10/28/21	House PBIS Team will work together to support the House System.		Taylor Heimrich	06/15/2024
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<i>Notes:</i>				
10/28/21	Staff will be able to attend specific conferences and professional development.		Kelly Thomas	07/15/2024
<i>Notes:</i> Frequency is subject to change.				
10/28/21	Administration will create a system of observation and feedback for teachers.		Kelly Thomas	07/15/2024
<i>Notes:</i>				
10/28/21	Teachers will analyze NC Check In, mClass, iReady, and EOG data to establish how their students are progressing.		Kelly Thomas	07/15/2024
<i>Notes:</i>				
10/28/21	Grade level chairs will analyze data to better inform instruction and scheduling.		Rachel Seighman	07/15/2024
<i>Notes:</i>				
10/28/21	Teachers will use PLC time to discuss instructional practices.		Rachel Seighman	07/15/2024
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Monitoring instruction in school				
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	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
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			Teachers will instruct students using effective, engaging, and quality lesson plans. Instruction delivery will be assessed throughout the year. Teachers will feel supported through PLC's, professional development, and vertical planning.		Rachel Seighman	06/15/2024
Actions				0 of 4 (0%)		
	10/28/21		Instructional coach will collaborate with teachers regularly for needed professional development.		Sophie Flynn	06/15/2024
<i>Notes:</i>						

10/28/21	Building Level professional development will be implemented during various faculty meetings.		Rachel Seighman	06/15/2024
<i>Notes:</i>				
10/28/21	Teachers will submit lessons plans on a regular basis.		Kelly Thomas	06/15/2024
<i>Notes:</i>				
10/28/21	NC Star Meeting Minutes are documented within this system for all SIT meetings		Taylor Heimrich	06/15/2024
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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.		Kelly Thomas	06/15/2024
<i>Actions</i>			2 of 4 (50%)		
	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
<i>Notes:</i>					
	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.	Complete 06/01/2021	Judy Dawson	06/01/2021
<i>Notes:</i>					

10/31/19	Early release days will be utilized for MTSS training through Canvas modules and district leaders for all Fairview staff.		Judy Dawson	06/15/2024
<i>Notes:</i> 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.		Rachel Seighman	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension C - Professional Capacity
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Effective Practice:	Talent recruitment and retention
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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
<i>Initial Assessment:</i>		Union County Public Schools utilizes their Human Resource Department to recruit future employees. The county will host local job fairs throughout the year as well as go to teacher recruiting events at various universities. Administration uses Frontline Applitrack to post jobs and complete the hiring procedures. Administration also advertises certain vacancies within the community.	Limited Development 10/28/2021		
<i>How it will look when fully met:</i>		Fairview Elementary will be able to retain employees through their employment endeavours and practices. Administration will reward staff by praising their efforts inside and outside the classroom.		Kelly Thomas	06/15/2024
Actions			0 of 6 (0%)		
10/28/21		Administration and specific employees will attending job fairs in hopes to recruit future staff members.		Kelly Thomas	06/15/2024
<i>Notes:</i>					
10/28/21		Selected staff members will be assigned to observe Beginning Teachers within their standard evaluation.		Kelly Thomas	06/15/2024
<i>Notes:</i>					
10/28/21		School meets with Beginning Teachers regularly.		Kelly Thomas	06/15/2024
<i>Notes:</i>					
10/28/21		Administration will plan monthly incentives/social opportunities for faculty.		Taylor Heimrich	06/15/2024
<i>Notes:</i>					

10/28/21	Assigned teachers will assist administration to create schedules for the following school year based on their knowledge of students and academics.		Rachel Seighman	06/15/2024
<i>Notes:</i>				
10/28/21	Grade-level chairs and/or assigned staff will be included in the interview process for new teachers.		Kelly Thomas	06/15/2024
<i>Notes:</i>				

Core Function:	Dimension E - Families and Community
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Effective Practice:	Family Engagement
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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
<i>Initial Assessment:</i>		Fairview Elementary meets with parents throughout the year regarding student progress. Each grade level schedules parent-teacher conferences where information is shared and parents have the opportunity to get to know their child's teacher. Teachers contact parents via email, phone, and in person to address academic concerns or discipline.	Limited Development 10/28/2021		
<i>How it will look when fully met:</i>		Teachers will communicate with parents on a regular basis. Teachers will be able to share both positives and areas of growth when asked. Teachers will document in Educator's Handbook when he or she writes a student up for a minor incident. Teachers will use the Wildcat Records as a means of communication regarding behavior. Parents will look forward to attending events at the school where they gain knowledge of instructional content as well as student incentives. Parents will be praise teacher communication as well as feel comfortable communicating with administration.		Kelly Thomas	06/15/2024
Actions			0 of 8 (0%)		
10/28/21		Beginning of Year Parent Nights will be hosted at Fairview each school year to introduce students to their teachers as well as inform parents on school expectations.		Rachel Seighman	06/15/2024
<i>Notes:</i>					
10/28/21		The Wildcat Record will be used to communicate with parents about student behavior infractions.		Taylor Heimrich	06/15/2024

<i>Notes:</i>				
10/28/21	Parent involvement in the SIT Team process.		Taylor Heimrich	06/15/2024
<i>Notes:</i>				
10/28/21	Fairview Elementary will use the Class Dojo app as a way to communicate with parents and guardians.		Taylor Heimrich	06/15/2024
<i>Notes:</i>				
10/28/21	School website as well as social media platforms will be kept up-to-date with current information regarding Fairview Elementary		Taylor Heimrich	06/15/2024
<i>Notes:</i>				
10/28/21	Faculty will collaborate with FVES PTO to organize events that aid students and the school.		Taylor Heimrich	06/15/2024
<i>Notes:</i>				
10/28/21	Fairview Elementary will host functions like Trunk-or-Treat and Grandparents Day, to promote family and community engagement.		Taylor Heimrich	06/15/2024
<i>Notes:</i>				
10/28/21	Fairview will host curriculum events as a means to educate parents on learning strategies that benefit their student(s).		Rachel Seighman	06/15/2024
<i>Notes:</i>				