

Fairview Middle School

3415 ZILLAH ST, Tallahassee, FL 32305

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	49%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	B

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Fairview Middle School is committed to working with our community to provide a nurturing, safe, and caring environment in which all students can learn. 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 believes student learning is the chief priority and all students can and should be provided a true opportunity to learn. With a quality educator in each classroom; teachers should meet students at their respective level of instruction. Teachers who are aware that students learn in a modality of styles and teachers must actively teach to each style. Students need not only demonstrate knowledge, but also be actively engaged in solving problems and learning in a variety of ways. All stakeholders are aware that management and discipline are imperative for learning to take place. Finally, Students, Parents, Teachers and the entire community village share in the responsibility for the school's mission.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Articulation is an on-going process beginning with communication in the early elementary grades. Administrators meet with feeder school administrators to discuss parent involvement, student matriculation, academic successes. Fairview students mentor, volunteer, and visit at their elementary schools, and even write letters to future falcons. Communication is sent to all Kindergarten through fifth graders zoned for Fairview Middle School from the Principal and parents and students are invited and welcomed to all activities. High school administrators begin communication with our sixth graders through academic, social, and athletic events. Students are invited and welcomed when visiting the feeder high schools.

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

With articulation at an early age many future Falcons have visited the site and are aware of many of procedures and expectations. When students are ready to matriculate students are invited to spend the summer before their sixth grade school year at Fairview. During the summer before sixth grade incoming students are invited to attend summer camp. The opportunity to meet new friends, meet your teachers, and learn a bit about what is expected in middle school is the focus. Fairview non magnet and magnet students work with curriculum they will be exposed during the school year. Students are weaned into the "Fairview" way of learning without the pressure of homework or grades. Students practice math facts, read and complete their summer reading assignments, and even complete art projects representing and learning from and about one another. We also provide enrichment fieldtrips to strengthen newly created friendships. This gives all incoming students an opportunity to learn middle school and to learn how to work, study, and make good decisions. Students are exposed to English/Language Arts, Reading, Math, Science, and Social Studies "classes" to get a taste of middle school. During the school year Fairview offers a fee based Extended Day school enrichment program.

Starting at 7:30 each morning parents drop students off in a safe, well organize environment. Students play sports, educational games on the computers, and even assistance with and completion of homework. At the end of the day is fee based Extended Day specifically for our I.B. students. This program is geared toward extending the actual classroom beyond the 3:50 bell. Students are lead by their actual classroom teachers giving assistance in work from the school day. Student organisation and responsibility is also the focus as students are responsible for keeping a list of their assignments and completed assignments. As students exit each day parents are given follow-up, by the student, of the school day, work completed, and work yet to be completed. Parents may also ask questions to clarify information. Fairview also offers the 21st Century Afterschool program. Students are given opportunity to complete assignments-especially on line work. Students are also exposed to cultural, physical, and problem solving workshops.

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

Fairview has a school wide discipline policy deeply rooted in the Leon County Discipline policy. Students are expected to respect themselves and each other at all times. Students are also expected to come to school dressed and prepared for success. When students struggle maintaining expectations there is a prescriptive ladder to direct students back to the correct path. The discipline policy includes input from the student, parents, teachers, and administration and is flexible enough for every student. Teachers are trained on the policy; along with our PATS (Positive Alternatives To Suspension) and MTSS process during pre planning with follow up throughout the school year. Starting with the 2013-2014 school year the Student Affairs office added a Safety Committee to their umbrella. This committee (made up of teachers/non instructional staff from each grade level and department) looks at issues and creates solutions for Fairview. As society and technology lends themselves to more issues and concerns; professional development takes place to ensure faculty and staff remain aware.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Fairview has always had strong relations with the entire Leon County community. Strong out-reach programs with the Universities, private organizations, fraternities and sororities, and even Fairview based programs have added another layer to meeting the social and emotional needs of our students. This has manifested itself in many ways: DREAM TEENS: is a Fairview based program started over 6 years ago by one of our Falcon Family members. With another set of adult eyes watching you; the aim of this group, holding girls accountable for their actions. They meet twice a month to speak about character, building/maintaining high self esteem, and even academics. There are guest speakers and the girls are given the opportunity to share their experiences with one another. BOULE' began about 10 years ago with a group of professional men in Tallahassee/Leon County wanting to make a difference in the lives of young men. Only a man can teach you how to be a man. Boule' has manifested itself into the 100 Black Men organization works with students starting in 6th grade and provides tutoring, field trips, academic support, attendance at school events, grooming tips and the steps to get ready for college. The men are College Professors, Lawyers, Psychologist, teachers, Doctors, Pharmasist, and even a Pilot. FAMU Trio program: a group of Fairview students working with FAMU personnel to get in the mindset of a future, college, preparing/ taking the steps for being a productive adult. The group meets twice a month and there are FAMU students from each college to speak. Fairview students also have the opportunity to meet with mentors at FAMU, attend college courses, and travel to college recruitment weekends. Students are also provided academic tutors and mentors. Fairview has long worked with community agencies to provide assistance for our students: Turn About, CCYS, Big Bend Hospice, and Tallahassee Memorial Regional Medical are just a few of the outside groups working with Fairview Students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The EWS implementation process is aligned with the academic calendar and is implemented during the course of the school year. Specific steps are taken during defined periods, many recurring or continuously.

The process of reviewing early warning data and identifying appropriate support strategies and interventions is timely and responsive to individual student needs.

Early Warning Indicators: • Attendance below 90%

- One or more suspensions, in school or out of school
- Course failure in ELA or Math
- Level 1 on statewide, standardized assessments in ELA or Math
- Behavior

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Articulation allows for Fairview administration to hear from the Elementary schools their best practices for working with incoming 6th graders. Students also get a chance to meet us and view the school. Once they begin Fairview teachers maintain communication with home and even extended family members.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Previous School Climate Surveys have shown parents to be overwhelming pleased with the home-school connection, but there is always room for growth. During the 2014-2015 school year Fairview has moved to EdModo (all school) as a form of communication with parents. Students and parents have access to the information taught in class each day along with power points, notes, worksheets, and even teacher talking points. Students and parents are able to get another 'View of the course taught that day. Students are also able to extend the classroom by working with other students in EdModo. If a student is not able to complete an assignment or understand an assignment they are able to communicate with teachers and the students in EdModo. Teachers are able to even differentiate their instruction in order to give students other options in finding solutions. Fairview is participating in a One to One Electronic Classroom Grant. Beginning with the 2015-2016 school year Fairview Middle School classrooms are equipped with teacher ipads and tablets, Promethian Boards, voice (microphone) magnifiers, and wireless keyboards. There are 8 fully functional computer labs, and over 30 classrooms with classroom sets of tablets and laptops. Starting with the 15-16 school year Language Arts were using the on-line version of the HMH text in the classrooms. This provides an opportunity for all students to have access at all times. The core subject areas (math, science, civics, Biology, and U.S. History)use LCVS on line classes as supplemental materials in their subject area. Falcon Families who do not have access to a home computer or the internet are referred to our guidance counselor for access information.

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hansen, Scott	Principal
Pickett, Althoria	Assistant Principal
Stallworth, Stacy	Assistant Principal
Thompson, Lisa	Dean
Shelton-Martin, Arcia	Guidance Counselor
Weismantel, Mark	Instructional Technology
Mayer, Eileen	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The role of the MTSS team is to review records, data, and documentation, while providing expertise and guidance in developing strategies and interventions. The team meets two times a month to address referrals academic and behavioral.

The administrative team is responsible for making sure the laws, processes, and procedures are followed through. Administrators ensure adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding MTSS. The Assistant Principal for Administration brings referrals of students with on-going behavioral referrals. These students are then placed for consideration in the Positive Alternative To Suspension (PATS) Program. These students will be offered the opportunity to receive PATS in lieu of an Out of School Suspension.

The Referral Coordinator (our only Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of follow-up responsibilities, and coordinates the paperwork involved in referrals to student services.

General Education Teachers provide information about core instruction, participates in student data collection and collaborates with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support.

ESE Teachers provide information about intervention instruction participates in student data collection, collaborates with the general education teachers.

Reading Coach participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

The School Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.

The Social Worker conducts social assessments, follows up on attendance referrals and assists in locating difficult to reach parents/guardians.

The ESE Program Specialist is a resource for interventions and strategies in working with all students and a programming resources for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The role of the MTSS Team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on FCAT. Once specific strategies are identified and success is measured MTSS determines next best steps for student success.

Our school and district funds are used to support the goals of the School Improvement Plan to meet the needs all students as well as professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Scott Hansen	Principal
Connie Jenkins-Pye	Business/Community
Cheryl Collier Brown	Business/Community
Edyth Davis	Parent
Gloria Marion Smith	Business/Community
Alphonzo Dorsey	Education Support Employee
Arecia Shelton-Martin	Teacher

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

The purpose of Fairview Middle SAC is to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services, and approves all school improvement fund expenditures.

Preparation of the school's annual budget and plan

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Preparation of the school's annual budget and plan

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

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

School Improvement Budget will be allocated as follows:

1. FSA/EOC Student prep- ELA Teachers/ Math Teachers/Science Teachers
2. Professional Development for FSA, Technology

3. Substitutes and Trainors for Professional Development
2. Articulation with feeder schools and ESE
3. Summer PLATO Recovery

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hansen, Scott	Principal
Pickett, Althoria	Assistant Principal
Shelton-Martin, Arecia	Guidance Counselor
Stallworth, Stacy	Assistant Principal
Brown, Cassandra	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

One strategy the school uses is to allow opportunities each month for teachers to meet with their department members for support and team building. Teachers meet to discuss the needs of all students. Using pacing guides, teachers collaboratively plan their lessons to meet state and district assessment recommendations. In addition, teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and do daily learning goals.

Across grade level (vertical) planning is another strategy the school uses through monthly grade level team

meetings. This opportunity allows teachers to meet and discuss grade level events and activities to address the curriculum areas. Examples include educational field trips, celebration assemblies and field

day activities. All ideas and concerns are addressed to the grade level team leader for review during the meetings.

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

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

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

Fairview has hired 6 new teachers to the Fairview Family; two language arts teachers, two math teachers, two social studies teachers, New teachers participate in a training the week before pre planning where they are introduced to the New Teacher Mentor, the administrative team, our Guidance Counselor, receive training from our Technology Training and Support Specialist, and learn policies, procedures, and general ways of work at Fairview. Each teacher is observed by the Principal within the first 45 days of school using the Florida Performance Measurement System Screening/Summative Instrument (LEADS).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Thursday Curriculum/FSA meetings
Department Meetings
iObservations
Collegial Conversations
Teacher/Teacher observations

Instructional Strategies

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

Starting with the provided Data (state assessment, progress monitoring, accommodations for ESE/504/EP students Fairview teachers work together to plan their annual roadmap. Teachers are well versed in the district and state pacing guides for their subject areas, but teachers need to create a progression at each grade level "what does a ? grader look like at Fairview?" Wanting all students to be aware of the expectations and ready for the next grade level. Teachers are then able to differentiate their instruction based on the progression, and needs of the individual students.

Student Course Request forms are differentiated by Statewide Assessment Levels. Students are then placed in Reading Block and Intensive math classes as needed. Intensive instruction is differentiated according to data on progress monitoring.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 32,400

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education. Students are able to "recover" previously failed courses.

I.B. Extended Day Program has an enrollment of 77 students on a 5 day week. Students are given instruction specific to our magnet courses.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Pickett, Althoria, picketta@leonschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 21,600

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 6th graders are welcome to Fairview through a variety of ways. 5th graders visit through a Falcon Visit Day. These students take a tour of the school, listen to information about curriculum and activities, and then enjoy lunch at Fairview. Many families visit our Showcase Days through the School Choice Program. This snapshot of the school gives parents the opportunity to learn about Fairview and the Magnet program. Students and parents meet Magnet Faculty members and are able to sign up for activities leading to the School Choice Deadline. Incoming Falcons interested in making application to the Pre I. B. program are given the opportunity to Shadow at Fairview. Students spend the entire day at Fairview with a student in the rising grade. They attend class and participate just as a Fairview student. Incoming Falcons receiving exceptional services meet with a member of the Fairview Faculty during transition IEP meetings. This allows the parent and the student to meet a member of the Fairview Faculty and develop a relationship before the school year begins. This person can serve as a contact or advocate for this new Falcon Family. 8th graders moving on to high school have the opportunity to meet faculty from the high school on our rising 9th grade articulation day. Students are able to ask questions as they learn about their new high school.

College and Career Readiness**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Our students and parents are given a course request form with course descriptions to assist with selecting courses for the upcoming school year. The school Guidance Counselor and International Baccalaureate/Curriculum Coordinator visit feeder elementary schools to explain and promote course selections and school involvement. The International Baccalaureate Coordinator also organizes visits with all district elementary schools to promote the International Baccalaureate curriculum and course choices. ue

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

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

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

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

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

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 60% of the students will score at or above proficiency on the 2016 2.0 Science by increasing the points earned in the content areas of science.
- G2.** 2014-2015 Increase students' comprehension of rigorous complex text through the use of reading for meaning strategies, then 50% of students will score at proficiency on the FSA ELA Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction.
- G3.** Increase students' critical thinking skills through the use of problem solving strategies, then 50% of students will score at proficiency on the FSA Math Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction.
- G4.** School Wide Implementation of One to One Initiative. Classroom sets of tablets and laptops were purchased and classroom teachers were trained on how to engage students in with on-line text, on-line assessments, and even submitting assignments on-line. Classroom sets of tablets and laptops were purchased and classroom teachers were trained on how to engage students in with on-line text, on-line assessments, and even submitting assignments on-line.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 60% of the students will score at or above proficiency on the 2016 2.0 Science by increasing the points earned in the content areas of science. 1a

G073391

Targets Supported 1b

Indicator	Annual Target
	60.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Student background knowledge

Plan to Monitor Progress Toward G1. 8

iObservations and progress monitoring

Person Responsible

Scott Hansen

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

G2. 2014-2015 Increase students' comprehension of rigorous complex text through the use of reading for meaning strategies, then 50% of students will score at proficiency on the FSA ELA Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction. 1a

G073392

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Funds for substitutes during on-going professional development days
- Funds for Parent Engagement Program
- Funds for teacher for PLATO Lab Recovery

Plan to Monitor Progress Toward G2. 8

iObservations, Progress Monitoring, Achieve 3000, Classroom Assessments

Person Responsible

Schedule

Monthly, from 6/1/2015 to 6/1/2015

Evidence of Completion

Results of Progress Monitoring, Achieve 3000, Classroom Assessments, FCAT

G3. Increase students' critical thinking skills through the use of problem solving strategies, then 50% of students will score at proficiency on the FSA Math Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction. 1a

G073393

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Althoria Pickett

Schedule

Monthly, from 8/25/2014 to 7/1/2015

Evidence of Completion

iObservations, EdModo, Data Director Data, Classroom assessment data

G4. School Wide Implementation of One to One Initiative. Classroom sets of tablets and laptops were purchased and classroom teachers were trained on how to engage students in with on-line text, on-line assessments, and even submitting assignments on-line. Classroom sets of tablets and laptops were purchased and classroom teachers were trained on how to engage students in with on-line text, on-line assessments, and even submitting assignments on-line. 1a

 G073394

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- LCVS faculty
- One-to-One Initiative meetings

Targeted Barriers to Achieving the Goal 3

- Faculty training in on line instruction
- Time to work with new devices and new instruction

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Scott Hansen

Schedule

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

Evidence of Completion

Agenda and Minutes from meetings, monitor LCVS curricula usage

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 60% of the students will score at or above proficiency on the 2016 2.0 Science by increasing the points earned in the content areas of science. **1**

 G073391

G1.B1 Student background knowledge **2**

 B191809

G1.B1.S1 Work vertically and horizontally 6-8 grades in science **4**

 S203238

Strategy Rationale

To assure no gaps in knowledge in preparation for testing.

Action Step 1 **5**

FCAT Prep Sessions

Person Responsible

Althoria Pickett

Schedule

Monthly, from 2/2/2015 to 4/24/2015

Evidence of Completion

Prep session rolls

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Progress Monitoring

Person Responsible

Scott Hansen

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

G2. 2014-2015 Increase students' comprehension of rigorous complex text through the use of reading for meaning strategies, then 50% of students will score at proficiency on the FSA ELA Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction. 1

G073392

G2.B1 Funds for substitutes during on-going professional development days 2

B191811

G2.B1.S1 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas. 4

S203239

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Althoria Pickett

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Achieve 3000, District Progress Monitoring, District PLC,

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor progress toward reading and learning goals through walk throughs (iObservation).

Person Responsible

Schedule

Quarterly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Appropriate benchmark assessments, classroom observatin tools, Achieve 3000

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Schedule

Evidence of Completion

Achieve 3000, iObservation

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

4

 S203240

Strategy Rationale

Teachers will attend FETC conference in January.

Action Step 1 5

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

Person Responsible

Schedule

On 6/1/2015

Evidence of Completion

iObservations, presentations following professional development, TruNorth documentation.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G3. Increase students' critical thinking skills through the use of problem solving strategies, then 50% of students will score at proficiency on the FSA Math Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction. 1

G073393

G3.B1 Lack of skills and knowledge with math standards and motivation. 2

B191815

G3.B1.S1 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction and evidence based interventions to meet the students' needs. 4

S203243

Strategy Rationale

Action Step 1 5

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

Person Responsible

Scott Hansen

Schedule

Weekly, from 8/25/2014 to 5/31/2015

Evidence of Completion

iObservation, Benchmark Assessments, Progress Monitoring

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Scott Hansen

Schedule

Weekly, from 8/25/2014 to 7/1/2015

Evidence of Completion

iObservations, classroom assessments, progress monitoring

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Althoria Pickett

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

iObservation, EdModo, PINPOINT

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	FCAT Prep Sessions	Pickett, Althoria	2/2/2015	Prep session rolls	4/24/2015 monthly
G2.B1.S1.A1	Teachers have a clear understanding of Achieve 3000 and use with fidelity. Teachers receive ongoing training/support in Achieve 3000	Pickett, Althoria	8/18/2014	Achieve 3000, District Progress Monitoring, District PLC,	6/1/2015 monthly
G2.B1.S2.A1	Teachers will attend Professional Development trainings in order to work with new technology with fidelity.		8/25/2014	iObservations, presentations following professional development, TruNorth documentation.	6/1/2015 one-time
G3.B1.S1.A1	Lesson plans reflecting differentiation using on line curriculum, strategies to improve critical thinking skills, and clasroom walk through made by the leadership team.	Hansen, Scott	8/25/2014	iObservation, Benchmark Assessments, Progress Monitoring	5/31/2015 weekly
G1.MA1	iObservations and progress monitoring	Hansen, Scott	8/25/2014		6/1/2015 monthly
G1.B1.S1.MA1	Progress Monitoring	Hansen, Scott	9/1/2014		5/29/2015 monthly
G2.MA1	iObservations, Progress Monitoring, Achieve 3000, Classroom Assesments		6/1/2015	Results of Progress Monitoring, Achieve 3000, Classroom Assessments, FCAT	6/1/2015 monthly
G2.B1.S1.MA1	Monitoring of progress toward the reading/learning goals through walk throughs and reviewing progress monitoring data		Achieve 3000, iObservation	one-time	
G2.B1.S1.MA1	Monitor progress toward reading and learning goals through walk throughs (iObservation).		8/25/2014	Appropriate benchmark assessments, classroom observatin tools, Achieve 3000	6/1/2015 quarterly
G2.B1.S2.MA1	[no content entered]			one-time	
G2.B1.S2.MA1	[no content entered]			one-time	
G3.MA1	Teachers show working with District and State Wide Assessments deficiencies/ benchmarks in lesson plans	Pickett, Althoria	8/25/2014	iObservations, EdModo, Data Director Data, Classroom assessment data	7/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Provide documentation in lesson plans to show teaching benchmark lessons/ tracking benchmark lessons.	Pickett, Althoria	8/25/2014	iObservation, EdModo, PINPOINT	6/1/2015 biweekly
G3.B1.S1.MA1	Review results of common assessment data during math department meetings to determine progress toward goals. Monitor assessment data during administrative/teacher conferences.	Hansen, Scott	8/25/2014	iObservations, classroom assessments, progress monitoring	7/1/2015 weekly
G4.MA1	Monitor One-to-One Initiative per teachers usage on instructional materials on LCVS and HMH	Hansen, Scott	8/17/2015	Agenda and Minutes from meetings, monitor LCVS curricula usage	5/31/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 2014-2015 Increase students' comprehension of rigorous complex text through the use of reading for meaning strategies, then 50% of students will score at proficiency on the FSA ELA Assessment according to guidelines defined by the state for proficiency. Students will also receive PLATO Recovery Instruction.

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

G2.B1.S1 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Reading Teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

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

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

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

PD Opportunity 1

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

Facilitator

District/school math personnel

Participants

FMS math teachers & Intensive math teachers

Schedule

Weekly, from 8/25/2014 to 5/31/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	FCAT Prep Sessions				\$240.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$240.00
<i>Notes: Science FCAT Prep sessions</i>						
2	G2.B1.S1.A1	Teachers have a clear understanding of Achieve 3000 and use with fidelity. Teachers receive ongoing training/support in Achieve 3000				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0451 - Fairview Middle School	School Improvement Funds		\$200.00
<i>Notes: Teachers will prepare students for standardized testing.</i>						
			0451 - Fairview Middle School	School Improvement Funds		\$200.00
<i>Notes: Teachers will receive on going training in on-line curricula</i>						
3	G2.B1.S2.A1	Teachers will attend Professional Development trainings in order to work with new technology with fidelity.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0451 - Fairview Middle School	School Improvement Funds		\$2,000.00
4	G3.B1.S1.A1	Lesson plans reflecting differentiation using on line curriculum, strategies to improve critical thinking skills, and clasrom walk through made by the leadership team.				\$4,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0451 - Fairview Middle School			\$1,500.00
<i>Notes: Students will be provided credit recovery opportunities.</i>						
			0451 - Fairview Middle School	School Improvement Funds		\$2,000.00

Budget Data					
				<i>Notes: Substitutes are provided for teachers attending workshops.</i>	
			0451 - Fairview Middle School	School Improvement Funds	\$500.00
				<i>Notes: Teachers will work with students in preapartion for FSA and EOC.</i>	
			0451 - Fairview Middle School	School Improvement Funds	\$100.00
				<i>Notes: Parent Engagement will have parent workshops each grading period to encourage parent communication and parent involvment.</i>	
Total:					\$6,740.00