

Fairview Elementary School

School Improvement Plan

2016 – 2018

Buncombe County Schools

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Statement of Assurance

The School Improvement Team, with input from faculty, staff, and community members, has developed the following plan. This plan is based on an analysis of the data collected in the areas of academics, climate/culture, demographics and school characteristics. The following AdvancED Accreditation Standards for Quality Schools are addressed in this plan:

NCSBE Goals

- Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- Every student has a personalized education.
- Every student, every day has excellent educators.
- Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.
- Every student is healthy, safe, and responsible.

AdvancED Standards

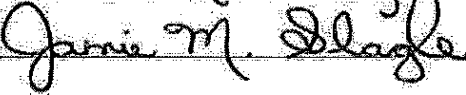
- Purpose and Direction
- Governance & Leadership
- Teaching & Assessing for Learning
- Resources & Support Systems
- Using Results for Continuous Improvement

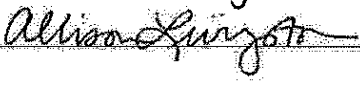
Approved by secret ballot vote of the staff on 10-7-16
Date

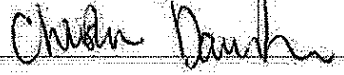

Principal

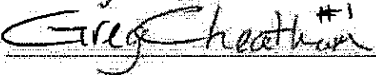

SIT Chairperson


Please print your name above and write your signature below.


Assistant Principal: Jamie Slagle
Signature: 

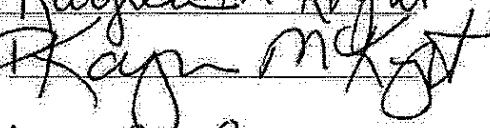
Teacher: Allison Livingston
Signature: 

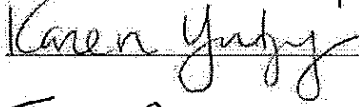
Teacher: Christen Davidson
Signature: 

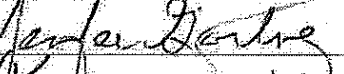
Teacher: Greg Cheatham
Signature: 

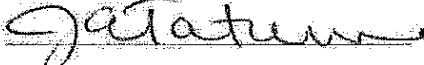
Teacher: Tammy Harris
Signature: 


Teacher: Natalie Baldwin
Signature: 

Teacher: Rayen McKnight
Signature: 

Teacher: Karen Yutzey
Signature: 

Teacher: Jennifer Gortney
Signature: 

Teacher: Jennifer Tatum
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Teacher: Katie Jenkins
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Teacher: _____
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Teacher: _____

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Teacher: _____

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Teacher Assistant: Ann Denton

Signature: Ann Denton

Teacher Assistant: _____

Signature: _____

Teacher Assistant: _____

Signature: _____

Instructional Support: _____

Signature: _____

Instructional Support: _____

Signature: _____

Teacher: _____

Signature: _____

Teacher: _____

Signature: _____

Teacher: _____

Signature: _____

Teacher: _____

Signature: _____

Teacher: _____

Signature: _____

Parent: Molly Sherrill

Signature: Molly Sherrill

Parent: Caroline Cator

Signature: Carol Cator

Parent: Shannon Cripe

Signature: S. Cripe

Position: Title I teacher

Signature: Debra Wood

Position: _____

Signature: _____

Direction and Purpose Statements

BCS Direction Statement

Our Students will become successful, responsible citizens in an ever-changing global society.

BCS Purpose Statement

To provide safe and engaging learning environments that prepare students for their tomorrow.

Fairview Elementary School

Direction Statement

At Fairview Elementary School, we provide learning experiences that promote creativity, collaboration, curiosity and critical thinking, equipping students to successfully and responsibly navigate an ever-changing world.

Purpose Statement

Grow every child every day.

Belief Statements

We believe...

1. Student needs come first.
2. Students excel in a safe school setting.
3. Parents and community members enhance our ability to meet student needs.
4. Students need a nurturing environment where they feel free to take risks.
5. Our PBIS program cultivates community, responsibility and happiness.
6. Our students have diverse academic, social and emotional needs.
7. Professional collaboration using assessment data will help our students grow.
8. Rigorous and enriching learning experiences happen through a variety of instructional approaches.
9. Effective use of technology enhances and accelerates student learning and achievement.
10. Celebrating accomplishments is an important part of our school's growth.

School Profile Narrative Summary*

Based on your school's needs assessment, complete the following sections:

Demographic/School Characteristics - *Provide information about your student population and current trends in demographics.*

At this time, we have 680 students enrolled at Fairview Elementary School, which has increased from an enrollment of approximately 650 during the 2015-2016 school year. White students make up 88.5 percent of our student population. Hispanic or Latino students make up 5.9 percent of our student population, and African American students make up 2.4 percent of our population. We have less than 1 percent of students who are Asian, Native Hawaiian/Pacific Islander and American Indian or Alaskan Native. Our current population of students who qualify for free and reduced lunch makes up approximately 45 percent of our school.

We have a whole school Title 1 program, ensuring that each student's literacy needs are met through the use of trained para-professionals, a reading specialist, and an Intervention Specialist. We use Title 1 funds for staffing, providing workshops and other opportunities for our parents, professional development for our teachers, and materials to support quality instruction.

At Fairview, we are the site for the Reynolds District Intensive Intervention program, hosting six classrooms for students whose IEP dictates a separate setting. We provide transportation for students from Bell Elementary, Haw Creek Elementary, Oakley Elementary and Fairview every morning and afternoon.

Climate/School Culture - *Provide information from student, parent and staff surveys.*

We exemplified the safe and nurturing component of our school's mission statement by completing our second year of PBIS implementation during the 2015-2016 school year. Our RISE (Respect, Integrity, Self-control, Effort) acronym guided behavior expectations throughout all areas of the school this year and staff taught the expectations in a consistent manner. Expectations were reinforced with specific praise and students earned tickets for choosing to follow them. Students could cash in tickets for prizes, intangible rewards and special school-wide drawings. They were also rewarded with special "SOAR" time doing fun activities with their teachers each 4.5 weeks. RISE assemblies were also held every 9 weeks this past year to re-teach behaviors and celebrate accomplishments of students. We will continue to implement our PBIS program in very similar ways to last year with an emphasis on meeting the needs of students who need more than our Tier 1 support offers.

Last year, our PBIS Goal was:

To decrease by 10 percent the total number of angry outbursts, aggressive behavior, and lack of self-control exhibited by students each 9 weeks (comparisons will be made on 10/21, 1/14, 3/22, 6/1) by using Tier II and Tier III interventions, as indicated by the FES Google Referral Data.

We are happy to report that we made major improvements in this area. The data is as follows:

1st Nine Weeks: 40 incident referrals for angry outbursts, aggressive behavior, and lack of self-control

2nd Nine Weeks: 27 incident referrals for angry outbursts, aggressive behavior, and lack of self-control

3rd Nine Weeks: 28 incident referrals for angry outbursts, aggressive behavior, and lack of self-control

4th Nine Weeks: 18 incident referrals for angry outbursts, aggressive behavior, and lack of self-control

This constitutes a **32.5 percent decrease** in the amount of incident referrals from 1st to 2nd quarter and a **55 percent decrease** in the amount of incident referrals from 1st quarter to 4th quarter.

It was noteworthy that 10 of our hardest kids made up 50 percent of our 156 referrals.

Our school received a 100 percent on our PBIS (Positive Behavior Intervention and Supports) site evaluation because of our high behavioral standards. We held an End of Year whole school assembly to celebrate our accomplishments.

Information from Surveys:

All staff completed the State's Teacher Working Conditions survey. 87.5% of Fairview Elementary Staff responded. Some noteworthy data from that survey included:

- 43% of teacher either agree or strongly agree that class sizes are reasonable such that teachers have the time available to meet the needs of all students.
- 76% of teachers agree or strongly agree that they have time to collaborate with colleagues.
- 65% of teachers agree or strongly agree that they are protected from duties that interfere with their essential role of educating students.
- 51% of teachers believe that have sufficient instructional time to meet the needs of all students.
- 72% of teachers said that they spend no time or less than 1 hour of time each day addressing student discipline issues.
- 84% of teachers think the school environment is clean and well maintained.
- 95% of teachers said that they have adequate work space to work productively.
- 100% of teachers said that the physical environment of classrooms in this school support teaching and learning.
- 92% of teachers think parents and guardians are influential decision makers at this school.
- 96% of teachers think the school maintains clear, two-way communication with the community.
- 100% of teachers think our school does a good job of encouraging parent/guardian involvement.
- 98% of teachers believe that the community we serve is supportive of the school.
- 98% of teachers believe that students understand expectations for their conduct.
- 98% of teachers believe that students at this school follow rules of conduct.
- 100% of teachers believe that they work in a school environment that is safe.
- 77% of teachers said they are recognized as educational experts.

- 65% of teachers feel they are trusted to make sound professional decisions about instruction.
- 71% of teachers say they are relied upon to make decisions about educational issues.
- 94% of teachers say that are encouraged to participate in school leadership roles.
- 81% of teachers think the faculty has an effective process for making group decisions to solve problems.
- 96% of teachers think that we take steps to solve problems.
- 91% of teachers think that school leadership consistently supports teachers.
- 86% of teachers think there is an atmosphere of trust and mutual respect in this school.
- 100% of teachers think they are held to high professional standards for delivering instruction.
- 100% of teachers think that school leadership facilitates using data to improve student learning.
- 98% of teachers think they receive feedback that can help them improve teaching.
- 91% of teachers believe that the school improvement team provides effective leadership at this school.
- 96% of teachers think that the faculty members are recognized for accomplishments.

These survey results, when summarized, show that our teachers are clear that there are high expectations for collaboration and use of data, and that they are trusted to make important school decisions. They believe that our leadership is effective and that there are systems in place to resolve issues of concern. The data also shows that teachers are often overwhelmed with the expectation that they are supposed to meet the individual needs of each child in his or her classroom. They know that this is a time-consuming process and see that a lower class size would help them meet these individual needs more effectively. These results also show that our PBIS program has helped create a consistent set of behavior expectations, which has decreased the time that they have to spend on discipline. Overall, these results have shown major improvement in the school climate and culture since the last time that the survey was given two years ago.

In the spring of 2016, our parents/guardians were asked to complete a survey for AdvancEd. Some noteworthy results include:

- 90% of parents believe our school's purpose statements in clearly focused on student success.
- 86.7% of parents believe our school has established goals and a plan for improving student learning.
- 82.8% of parents believe that our school's governing body operates responsibly and functions effectively. 13.2% were neutral.
- 90.2% of parents believe our school has high expectations for students in all classes.
- 83.34% of parents believe that our school provides opportunities for stakeholders to be involved in the school.13.22% were neutral.
- 73.9% of parents believe that "all of my child's teachers meet his/her learning needs by individualizing instruction". 12.7% were neutral and 9.1% disagree with that statement.
- 85.46% of parents believe that, "All of my child's teachers work as a team to help my child learn".
- 92.1% of parents believe "my child knows the expectations for learning in all classes".
- 84.2% of parents believe that "my child has at least one adult advocate in the school". 9.1% are neutral.
- 89.7% of parents believe that "my child has up to date computers and other technology to learn".
- 95.06% of parents believe that our school provides a safe learning environment.

- 90.1% of parents believe that our school provides qualified staff members to support student learning.
- 87.7% of parents believe our school provides opportunities for students to participate in activities that interest them. 8% were neutral.

In summary, these survey results show that our parents and guardians believe that our school is a safe environment that is focused on student success, and that our staff work together to help children learn. They believe standards for student learning are high and that children know the expectations for their learning. Comparatively, a growth area noted is that 9 percent of parents believe that our school does not individualize instruction. We will work harder to inform parents of ways that we do individualize instruction to meet student needs.

In the spring of 2016, all Fairview students were asked to complete a short survey for AdvancEd. The following are some noteworthy results from each student survey:

Early Elementary:

- 98.88% of students answered “yes” when asked if, “my teacher wants me to learn”.
- 98.88% of students believe “my teacher wants me to do my best”.
- 71.38% of students answered “yes” when asked, “I know what to do every day in school”. 23.79% answered “maybe” to this question.
- 66.17% of students answered “yes” when asked if, “my family likes to come to my school”. 24.54% answered “maybe”.
- 95.54% of students answered “yes” when asked if they are safe at school. 4.46% answered “maybe”.
- 82.9% of students answered “yes” to, “I use a computer to learn at school”. 14.13% answered “maybe”.
- 94.42% of students answered “yes” to “my teachers wants me to do good work”.

Late Elementary:

- 96.88% of students believe that, “my principal and teachers want every student to learn”.
- 70.47% of students believe they are treated fairly. 23.62% are not sure.
- 99.21% of students believe that “in my school, teachers want me to do my best work”.
- 91.34% of students believe that “teachers help me learn things that I will need in the future”.
- 94.09% of students believe, “my teachers care about students”.
- 73.23% of students believe “my school is safe and clean”. 23.62% were unsure.
- 98.43% believe our school has computers to help them learn. 1.57% were unsure.
- 33.86% of students believe “my principal and teachers ask me what I think about school”. 42.52% answered, “I’m not sure”. 23.62% did not agree.
- 85.83% of students believe that “my principal and teachers tell children when they do a good job”. 13.39% said they were unsure.

In summary, our students feel that they are in a caring and safe environment with high expectations for learning. It is also clear that we use technology for learning more in the upper grades. This makes sense because all students in 4th and 5th grade have their own computer to use in the classroom all day every day. One growth area noted in that students in upper elementary are not asked what they think about school. This type of student feedback is something that our staff could integrate more into our practice.

Academic Achievement - Provide a summary of academic achievement as it relates to overall school performance.

Rigorous and enriching learning experiences were enhanced this past year through a schedule that promotes science and social studies education in all grades, and through strong professional development that emphasized the use of data to guide instruction throughout all curriculum areas. Specifically, our school focused on aligning our ELA curriculum with our state standards. Through many days of Title 1 funded planning, close work with our Curriculum Coach and administration, each grade level wrote reading plans for the entire school year. These plans integrated reading with science and social studies and had a strong emphasis on writing. The plans were made to be rigorous and learning was assessed through common formative assessments within and at the end of each unit. As a result of this strong focus on our standards, and because of the strong collaboration of our teachers, our ELA EOG proficiency rose almost 11 percentage points in one year. Our school growth index score was a 6.2, which was our highest growth score ever, and shows that we are exceeding growth as a school.

The following is a summary of our School Improvement Plan goals and results from the 2015-2016 school year:

SIP Goal/Objective #1: K-3 Reading:

To increase reading proficiency of K-3 students so that the average TRC proficiency score of K-3 students is increased by 10% from September, 2015 to May, 2016 as measured by mClass TRC data. (September, 2015: 54.8%; May, 2016 Goal: 60.3%).

K- BOY: proficiency 54%	MOY: proficiency 47%	EOY: proficiency 71%
1st- BOY: proficiency 60%	MOY: proficiency 62%	EOY: proficiency 71%
2nd- BOY: proficiency 49%	MOY: proficiency 50%	EOY: proficiency 76 %
3rd- BOY: proficiency 54 %	MOY: proficiency 67%	EOY: proficiency 75%
Overall 54.8%	MOY Overall: 56.5%	Overall: 73.25%

***Our goal was to increase proficiency by 10 percent from BOY to EOY, which would have been 60.28 percent proficient at EOY. We exceeded that goal and actually increased 34 percent from BOY to EOY.**

SIP Goal/Objective #2: 3-5 Reading:

Increase reading proficiency of 3rd, 4th and 5th grade students so that the EOG reading performance composite will increase from 63.3% to 69.6% using EOG levels 3, 4 and 5, by June, 2016, as measured by the EOG ELA Assessment.

EOG ELA 15-16 Assessment Results (Grade level Proficient):

3rd Grade: 76.5%

4th Grade: 76%

5th Grade: 69.7%

Overall ELA Proficiency: 73.9%

***We exceeded our goal of an overall proficiency of 69.6 percent. We reached a combined proficiency of 73.9 percent. This constituted a 16.7 percent increase.**

In math, we continued providing an Enrichment and Intervention block 2-3 times each week in every grade level to ensure that individual student needs were met. We also continued providing inclusion math for Special Education students in 1st-5th grades. Our School Improvement goals show that there was tremendous progress made in math over the 2015-2016 school year.

SIP Goal/Objective #4: 3-5 Math:

Increase math proficiency of 3rd, 4th and 5th grade students so that the math performance composite will increase from 65.6% to 72.2% using EOG levels 3, 4 and 5, by June, 2016 as measured by the EOG math assessment.

EOG Math 15-16 Assessment Results (Grade level Proficient):

3rd Grade: 79%

4th Grade: 66%

5th Grade: 79.5%

Overall Math Proficiency: 75.4%

***We exceeded our goal of 72.2 percent proficient. At 75.4 percent proficient, that constituted a gain of 14.9 percent.**

This past year was the first year of our new Intervention Specialist position. Christen Davidson, our previous curriculum coach, was hired for this role. This position was a part-time position that was been combined with our part-time Curriculum Coach position through the use of Title 1 funds. With heavy collaboration with administration, Mrs. Davidson guided the school through a transformation in the way we see student interventions, which directly impacted our TIPS (Tiered Intervention Problem Solving) process. One key part of this process was to empower our TIPS team members (one teacher from each grade level) to facilitate this intervention process within their grade level. Each grade level met once each week during the first half of the school year, then once every other week the remainder of the school year, with the goal of working strictly on interventions. As a result, teachers became more skilled in choosing and conducting student interventions, students in need were able to show higher levels of success in the classroom, and there were fewer special education referrals.

SMART Goal 1 and Strategies*

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input checked="" type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship <input checked="" type="checkbox"/> Every student has a personalized education <input checked="" type="checkbox"/> Every student, every day has excellent educators <input checked="" type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators <input checked="" type="checkbox"/> Every student is healthy, safe, and responsible	<input checked="" type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input checked="" type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input checked="" type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input checked="" type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input checked="" type="checkbox"/> Purpose and Direction <input checked="" type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources and Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Transition Plans <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Support for Students Experiencing Difficulty <input checked="" type="checkbox"/> Teacher Involvement in Use of Assessment <input type="checkbox"/> Coordination of Programs
<p>SMART Goal 1: Increase math proficiency in the NBT strand of EOG data of 4th and 5th grade students so that 4th grade NBT proficiency increases from 67.6% to 71.0% by June, 2017 and to 74.4% by June, 2018; and 5th grade proficiency will increase from 63.1% to 66.3% by June, 2017 and to 69.5% by June, 2018.</p>			
<p>Strategies:</p> <ul style="list-style-type: none"> • Analyze individual score reports from 15-16 and 16-17 math goal summary data. • PLC's work together to know NBT standards in a formal process with our curriculum coach. • Utilize EI math time to work on NBT instruction with students; • Utilize Kathy Richardson Assessments and activities with any student needing intervention • Use of Number Talks in EC, 4th and 5th grade math classes • Weekly grade level intervention and PLC meetings to monitor math SMART Goals 		<p>Person/Group Responsible:</p> <ul style="list-style-type: none"> • 4th Grade Teachers • 5th Grade Teachers • Instructional Coach/Intervention Specialist • EC Math Teachers • Administration 	
<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Kathy Richardson • County Assessments • Teacher created CFA's 			
<p>Professional Development Needed to Support Strategy:</p> <ul style="list-style-type: none"> • Kathy Richardson Number Sense PD for 4th and 5th grade teachers (October 13 from 3:00-4:00) • 3rd, 4th and 5th grade vertical planning within the NBT strand • Ongoing support from curriculum coach during PLC's and in the classroom through model lessons and follow-up • Math EdCamp lead by School Math Team (date TBD) 			
<p>Resources Required/Budgeted: Kathy Richardson AMC licenses for identified students (Title 1)</p>			

SMART Goal 2 and Strategies*

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input checked="" type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship <input checked="" type="checkbox"/> Every student has a personalized education <input checked="" type="checkbox"/> Every student, every day has excellent educators <input checked="" type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators <input checked="" type="checkbox"/> Every student is healthy, safe, and responsible	<input checked="" type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input checked="" type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input checked="" type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input checked="" type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input checked="" type="checkbox"/> Purpose and Direction <input checked="" type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources and Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Transition Plans <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Support for Students Experiencing Difficulty <input checked="" type="checkbox"/> Teacher Involvement in Use of Assessment <input type="checkbox"/> Coordination of Programs
<p>SMART Goal 2: To increase math proficiency of K-2nd grade students using the “apply” level in the Kathy Richardson Assessment as the target, so that Kindergarten students’ overall proficiency is 70% by June, 2017 and 75% by June, 2018; First Grade students’ overall proficiency is 65% by June, 2017 and 70% by June, 2018; Second Grade students’ overall proficiency is 70% by June, 2017 and 80% by June, 2018 (K: Hiding Numbers 3-5; 1st: Hiding Numbers 6-10; 2nd: Grouping 10’s). (K: Hiding Numbers 3-5 with counters and 1st Hiding Numbers 6-10 with counters.)</p>			
<p>Strategies:</p> <ul style="list-style-type: none"> • Each grade level will continue to assess and teach on the previous year’s assessment until the child reaches that goal. • Each grade level will integrate Kathy Richardson (KR) activities during math workshop to help students reach their goal. • Each grade level will have a weekly Math Enrichment and Intervention time to meet individual student needs. • EC Inclusion teachers incorporate Kathy Richardson activities with identified special education students. • Weekly grade level intervention and PLC meetings to monitor math SMART Goals 		<p>Person/Group Responsible:</p> <ul style="list-style-type: none"> • K-2 teachers • Instructional Coach/Intervention Specialist • Administration • EC Math Inclusion Teachers 	
<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Each K-2 grade level will establish a regular progress-monitoring schedule using KR program. • SIT will conduct mid-year reflections of the current progress of all K-2 students with each grade level’s chosen assessment. 			
<p>Professional Development Needed to Support Strategy:</p> <ul style="list-style-type: none"> • Consulting with curriculum coach for strategies, games, and grade level alignment. • Training new K-2 and EC teachers on Kathy Richardson (9/26/16, 10/19/16) • Kathy Richardson PD for K-2 teachers (October 13 from 3:00-4:00) • Ongoing support from curriculum coach during PLC’s and in the classroom through model lessons and follow-up • Math EdCamp lead by School Math Team (date TBD) • Vertical conversations among kindergarten, first and second grade teachers 			
<p>Resources Required/Budgeted: KR licenses for all K-2 students (Title 1)</p>			

SMART Goal 3 and Strategies*

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input checked="" type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship <input checked="" type="checkbox"/> Every student has a personalized education <input checked="" type="checkbox"/> Every student, every day has excellent educators <input checked="" type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators <input checked="" type="checkbox"/> Every student is healthy, safe, and responsible	<input checked="" type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input checked="" type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input checked="" type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input checked="" type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input checked="" type="checkbox"/> Purpose and Direction <input checked="" type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources and Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input type="checkbox"/> School-wide Reform Strategies <input type="checkbox"/> Transition Plans <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Support for Students Experiencing Difficulty <input checked="" type="checkbox"/> Teacher Involvement in Use of Assessment <input checked="" type="checkbox"/> Coordination of Programs
<p>SMART Goal 3: Increase reading proficiency of 3rd-5th grade students so that their average ELA EOG Assessment score is increased by 10% from June 2016 (baseline is 74%) to June 2018 (5% by June 2017 to be 77.7%; 10% by June, 2018 to be 81.4%)</p>			
<p>Strategies:</p> <ul style="list-style-type: none"> • Focus on Informational text in literacy block • Ensure use of rigorous text in literacy block • Use the 90 minute block (3rd-5th). • Use “lowest area of need” data to inform Launch group formation and lesson planning • Continued reflection and revisions of long range literacy plans • Wilson Reading System Instruction for identified 4th grade EC students • LLI as Tier 2 Instruction in grades 3-5 • Aligning Title One Instruction with grade level Literacy Plans 3rd-5th • Continued focus on writing about reading • Use of “Bringing Up” to communicate ideas for critical thinking and conversation daily with parents • Individual Reading Goals • Daily use of Literacy Journals • Yearly pacing of prefixes, suffixes and root words in 3rd-4th grade • Use of Lexia Core 5 in grades 3-5 • Use of “Word Nerds” by Overturf, Montgomery and Smith in 5th grade • Weekly grade level intervention and PLC meetings to monitor reading SMART Goals 		<p>Person/Group Responsible:</p> <ul style="list-style-type: none"> • 3-5 teachers and assistants • Title one teacher and assistants • EC Teachers and Assistants • Curriculum Coach/Intervention Specialist • Administration 	

Progress Monitoring:

- Unit CFAs
- Weekly grade level Intervention Meetings
- LLI progress monitoring
- Benchmark Data
- Lexia Data

Professional Development Needed to Support Strategy:

- Coach, Title 1 Lead Teacher and Principal will incorporate learning from International Literacy Association conference with faculty (e.g. *Visible Learning for Literacy* by Hattie, Fisher, and Frey; *Mindsets and Moves* by Gravity Goldberg)
- Consult the instructional coach for effective 90 minute block reading activities.
- County 90 minute block training (October 10, 2016)
- PD provided by Instructional Coach
- Title 1 Assistants to align instruction with grade level literacy plans (8/31/2016)
- mClass training for teachers new to grade 3
- Planning days with curriculum coach to reflect and revise long range literacy plans
- Fairview 90 minutes Block Training (conducted on July 26, and August 1, 2016)

Resources Required/Budgeted:

- International Literacy Association conference attendance for Title 1 Lead Teacher,
- LLI materials on Title 1 budget plan (Title 1)
- Lexia subscription (Title 1)
- Subs for Grade Level Long Range Literacy Planning (Title 1)

SMART Goal 4 and Strategies*

NCSBE Goal	BCS Strategic Priorities	2012 AdvancED Standards	Title I Component
<input checked="" type="checkbox"/> Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship <input checked="" type="checkbox"/> Every student has a personalized education <input checked="" type="checkbox"/> Every student, every day has excellent educators <input checked="" type="checkbox"/> Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators <input checked="" type="checkbox"/> Every student is healthy, safe, and responsible	<input checked="" type="checkbox"/> All students will graduate as high-achieving and globally competitive learners with 21st Century Skills. <input checked="" type="checkbox"/> All learning environments will be safe, respectful, caring and produce healthy and responsible students. <input checked="" type="checkbox"/> Quality teachers, administrators and staff will provide an innovative and effective educational program for all students. <input checked="" type="checkbox"/> Systems will be in place to inform, educate and engage the community to build support for schools and ensure accountability.	<input checked="" type="checkbox"/> Purpose and Direction <input checked="" type="checkbox"/> Governance & Leadership <input checked="" type="checkbox"/> Teaching & Assessing for Learning <input checked="" type="checkbox"/> Resources and Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement	<input type="checkbox"/> School-wide Reform Strategies <input checked="" type="checkbox"/> Transition Plans <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Support for Students Experiencing Difficulty <input checked="" type="checkbox"/> Teacher Involvement in Use of Assessment <input checked="" type="checkbox"/> Coordination of Programs
<p>SMART Goal 4: To increase reading proficiency of K-3 students so that their average TRC proficiency score is increased by 10% from June, 2016 (71.25%) to June, 2018 (5% by June, 2017 to be 74.81%; 10% by June, 2018 to be 78.55%).</p>			
<p>Strategies:</p> <ul style="list-style-type: none"> • Use the 90 minute block (1-3). • Use “lowest area of need” data to inform Launch group formation and lesson planning • Continued reflection and revisions of long range literacy plans • Foundations with 1st-2nd and EC • LLI as Tier 2 Instruction in K-3 • Aligning Title One Instruction with grade level Literacy Plans K-3 • Continued focus on writing about reading • Individual Reading Goals • Daily use of Literacy Journals • Yearly pacing of prefixes, suffixes and root words in 3rd grade • Use of Lexia Core 5 in grades K-3 • Use of “Bringing Up” to communicate ideas for critical thinking and conversation daily with parents • Weekly grade level intervention and PLC meetings to monitor reading SMART Goals 		<p>Person/Group Responsible:</p> <ul style="list-style-type: none"> • K-3 teachers and assistants • Title one teacher and assistants • EC Teachers and Assistants • Instructional Coach/Intervention Specialist • Administration 	
<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • mCLASS schedule for progress monitoring. • Kindergarten Entry Assessment (KEA) • Weekly grade level Intervention Meetings • LLI progress monitoring • Use of Lexia data during Intervention meetings and TIPS meetings 			

Professional Development Needed to Support Strategy:

- Fairview 90 minute Block Training (conducted on July 26, 2016 and August 1, 2016)
- Consult the curriculum coach for effective 90 minute block reading activities.
- County 90 minute block training (October 10, 2016)
- PD provided by Instructional Coach to Title 1 Assistants to align instruction with grade level literacy plans (8/31/2016)
- Foundations training (9/29 and 9/30)
- mClass training for teachers new to grades K-3
- Planning days with curriculum coach to reflect and revise long range literacy plans

Resources Required/Budgeted:

- LLI materials on Title 1 budget plan (Title 1)
- Lexia subscription (Title 1)
- Foundations Kits for 1st and 2nd Grade (Title 1)
- Subs for Foundations training (Title 1)
- Subs for Grade Level Long Range Literacy Planning (Title 1)

AMO Targets and Performance*

AMO Targets	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Performance Composite CCR %	54.4	55.2	65.9		
Performance Composite GLP %	63.8	66.6	76		
Total Number of AMO Targets	27	27	13		
Number of AMO Targets Met	25	22	13		
Percentage of AMO Targets Met	92.6	81.5	100		
Overall Achievement	64	67	76		
Overall Growth	89.4	83.7	93.6		
Performance Score	69	70	80		
School Performance Grade	C	B	B		

Information from Page 2 of Internal Ready Report

Grade	Subject	2013-2014 % Proficient	2014-2015 % Proficient	2015-2016 % Proficient	2016-2017 % Proficient	2017-2018 % Proficient
3	BOG Reading GLP	35.9	40.6	41.5		
	EOG Reading GLP	65.1	69.9	76.5		
	Mathematics GLP	60.5	71.8	79		
4	Reading GLP	52.8	59.2	76		
	Mathematics GLP	51.2	57.7	66		
5	Reading GLP	63.6	62.1	69.7		
	Mathematics GLP	69.2	69.0	79.5		
	Science GLP	80.4	79.3	83.6		

Annual Measurable Objectives (AMO) Report - Reading*

School Year: 2015-2016

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator	341			0	0	0	20	<10	308	152	<10	60	67
Participation Status	Met			Insuf	Insuf	Insuf	Insuf	Insuf	Met	Met	Insuf	Met	Met
Proficiency # of Students	252	119	133	Insuf	Insuf	Insuf	12	Insuf	230	93	Insuf	22	>64
Proficiency Percentage	73.9	78.3	70.4	Insuf	Insuf	Insuf	60.0	Insuf	74.7	61.2	Insuf	36.7	>95

School Year: 2016-2017

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

School Year: 2017-2018

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

Annual Measurable Objectives (AMO) Report - Math*

School Year: 2015-2016

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator	341			0	0	0	20	<10	308	152	<10	60	67
Participation Status	Met			Insuf	Insuf	Insuf	Insuf	Insuf	Met	Met	Insuf	Met	Met
Proficiency # of Students	257	117	140	Insuf	Insuf	Insuf	16	Insuf	232	93	Insuf	22	64
Proficiency Percentage	75.4	77	74.1	Insuf	Insuf	Insuf	80	Insuf	75.3	61.2	Insuf	36.7	>95

School Year: 2016-2017

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

School Year: 2017-2018

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

Annual Measurable Objectives (AMO) Report - Science*

School Year: 2015-2016

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator	122			Insuf	Insuf	Insuf	Insuf	Insuf	113	49	Insuf	21	29
Participation Status	Met			Insuf	Insuf	Insuf	Insuf	Insuf	Met	Met	Insuf	Insuf	Insuf
Proficiency # of Students	102	42	60	Insuf	Insuf	Insuf	Insuf	Insuf	94	34	Insuf	9	29
Proficiency Percentage	83.6	82.4	84.5	Insuf	Insuf	Insuf	Insuf	Insuf	83.2	69.4	Insuf	42.9	>95

School Year: 2016-2017

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

School Year: 2017-2018

	All Students	Females	Males	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Economically Disadvantaged	Limited English Proficiency	Students with Disabilities	Academically or Intellectually Gifted
Participation Denominator													
Participation Status													
Proficiency # of Students													
Proficiency Percentage													

EVAAS Academic Growth*

Record in Level whether your school **Exceeded (EX)**, **Met (MET)** or **Did Not Meet (DNM)** Expected Growth.

Test/Subjects	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Growth Measure	Level	Growth Measure	Level	Growth Measure	Level	Growth Measure	Level	Growth Measure	Level
3 rd Math										
4 th Math	2.7	E	-0.8	MET	0.8	MET				
5 th Math	2.3	E	3.7	EX	7.2	EX				
Kindergarten Reading			5.1	EX	-0.9	MET				
1 st Reading			2.5	MET	0.2	MET				
2 nd Reading			-2.3	DNM	-0.5	MET				
3 th Reading	NA	NA	-1.7	MET	-0.4	MET				
4 th Reading	-1.5	M	-2	MET	-0.3	MET				
5 th Reading	1.6	M	1.1	MET	4.5	EX				
5 th Science	3.3	E	3.9	EX	5.7	EX				
	Index	Level	Index	Level	Index	Level	Index	Level	Index	Level
School Accountability Growth Overall			1.51	MET	6.2	EX				
Educator Effectiveness Growth Composite			2.56	EX	5.07	EX				

Kindergarten Reading 3D mClass*

Kindergarten LAP-D Screen 5

Year	Students Screened	Students Proficient	<i>Percent Proficient</i>	Students Referred	<i>Percent Referred</i>
2015-2016	75	54	72%	21	28%
2016-2017	95	64	67%	31	33%
2017-2018					

Kindergarten MOY Benchmark Assessment

Year	Students Screened	MOY TRC Students Proficient On/ Above Level C	MOY TRC <i>Percent Proficient</i> On/Above Level C	MOY TRC Students Below Proficient Below Level C	MOY TRC <i>Percent Below Proficient</i> Below Level C
2015-2016	91	43	47%	48	53%
2016-2017					
2017-2018					

Kindergarten EOY Benchmark Assessment

Year	Students Screened	EOY TRC Students Proficient On/Above Level D	EOY TRC <i>Percent Proficient</i> On/Above Level D	EOY TRC Students Below Proficient Below Level D	EOY TRC <i>Percent Below Proficient</i> Below Level D
2015-2016	93	66	71%	27	29%
2016-2017					
2017-2018					

First Grade Reading 3D mClass*

First Grade BOY Benchmark Assessment

Year	Students Screened	BOY TRC Students Proficient On/Above Level D	BOY TRC <i>Percent</i> Proficient On/Above Level D	BOY TRC Students Below Proficient Below Level D	BOY TRC <i>Percent</i> Below Proficient Below Level D
2015-2016	105	64	60%	41	40%
2016-2017	93	60	64%	33	36%
2017-2018					

First Grade MOY Benchmark Assessment

Year	Students Screened	MOY TRC Students Proficient On/ Above Level G	MOY TRC <i>Percent</i> Proficient On/Above Level G	MOY TRC Students Below Proficient Below Level G	MOY TRC <i>Percent</i> Below Proficient Below Level G
2015-2016	103	64	62%	39	38%
2016-2017					
2017-2018					

First Grade EOY Benchmark Assessment

Year	Students Screened	EOY TRC Students Proficient On/Above Level J	EOY TRC <i>Percent</i> Proficient On/Above Level J	EOY TRC Students Below Proficient Below Level J	EOY TRC <i>Percent</i> Below Proficient Below Level J
2015-2016	101	69	68%	32	32%
2016-2017					
2017-2018					

Second Grade Reading 3D mClass*

Second Grade BOY Benchmark Assessment

Year	Students Screened	BOY TRC Students Proficient On/Above Level J	BOY TRC <i>Percent</i> Proficient On/Above Level J	BOY TRC Students Below Proficient Below Level J	BOY TRC <i>Percent</i> Below Proficient Below Level J
2015-2016	115	57	49%	58	51%
2016-2017	100	67	67%	33	23%
2017-2018					

Second Grade MOY Benchmark Assessment

Year	Students Screened	MOY TRC Students Proficient On/ Above Level L	MOY TRC <i>Percent</i> Proficient On/Above Level L	MOY TRC Students Below Proficient Below Level L	MOY TRC <i>Percent</i> Below Proficient Below Level L
2015-2016	114	56	50%	58	50%
2016-2017					
2017-2018					

Second Grade EOY Benchmark Assessment

Year	Students Screened	EOY TRC Students Proficient On/Above Level M	EOY TRC <i>Percent</i> Proficient On/Above Level M	EOY TRC Students Below Proficient Below Level M	EOY TRC <i>Percent</i> Below Proficient Below Level M
2015-2016	113	81	72%	32	28%
2016-2017					
2017-2018					

Third Grade Reading 3D mClass*

Third Grade BOY Benchmark Assessment*

Year	Students Screened	BOY TRC Students Proficient On/Above Level M	BOY TRC <i>Percent</i> Proficient On/Above Level M	BOY TRC Students Below Proficient Below Level M	BOY TRC <i>Percent</i> Below Proficient Below Level M
2015-2016	122	66	54%	56	46%
2016-2017	113	72	64%	41	36%
2017-2018					

Third Grade MOY Benchmark Assessment

Year	Students Screened	MOY TRC Students Proficient On/ Above Level O	MOY TRC <i>Percent</i> Proficient On/Above Level O	MOY TRC Students Below Proficient Below Level O	MOY TRC <i>Percent</i> Below Proficient Below Level O
2015-2016	119	78	65%	41	35%
2016-2017					
2017-2018					

Third Grade EOY Benchmark Assessment

Year	Students Screened	EOY TRC Students Proficient On/Above Level P	EOY TRC <i>Percent</i> Proficient On/Above Level P	EOY TRC Students Below Proficient Below Level P	EOY TRC <i>Percent</i> Below Proficient Below Level P
2015-2016	119	88	74%	31	26%
2016-2017					
2017-2018					

Attendance*

School Year	Attendance Rate
2013 – 2014	95.96%
2014 – 2015	95.9%
2015 – 2016	95.68%
2016 – 2017	
2017 – 2018	

Retentions*

Grade Level	Final Number of Retentions				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K	3	4	3		
1	0	0	0		
2	1	0	0		
3	4	9	11		
4	1	0	0		
5	0	0	0		

Dropout Data

School Year	# of Students	% Based on ADM
2013-2014	0	0
2014-2015	0	0
2015-2016	0	0
2016-2017		
2017-2018		

At-Risk Students

The following instructional practices have been identified as effective in improving the academic performance of students identified as at-risk of academic failure or at-risk of dropping out of school.

Our school uses Title 1 funds to fund a part-time position called "Intervention Specialist". Together with administration, a team of teachers that represent each grade level (TIPS), and an Intervention Team made of staff who specialize in intervention, a formal process of at-risk identification has been developed. Grade level teachers meet regularly in "intervention meetings" to discuss student data, update one another on interventions and brainstorm ways to meet each child's needs. This information is recorded on a Google Document that is shared among the team and administration. Our Intervention Team is constantly monitoring the success of those interventions and providing support where needed. This team supports both "will" and "skill" interventions as we believe there are many underlying factors that can impact academic performance. We also involve parents in the at-risk process by inviting them to regular parent/teacher conferences. If a child is put through the TIPS process, parents are invited to TIPS meetings every 4-6 weeks in addition to parent/teacher conferences. Regular communication with parents is very important to the success of our students, and we are often able to recommend certain interventions for the parents to support at home.

Safe School Data*

End of Year Total Number of Legally Reportable Acts

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
10	2	0		

End of Year Total Number Days of Out-of-School Suspension

	2015-2016	2016-2017	2017-2018
Short Term	7		
Long Term (>10)	0		

Discipline

Using your data on discipline, complete the areas below.

Trends- *Describe trends in your discipline data.*

Our discipline trends over the past 3 school years have been very positive. We have gone from 10 reportable acts in the 13-14 school year to zero reportable acts during the 15-16 school year. Our number of short-term suspensions was 17 in the 13-14 school year, 7 in the 14-15 school year and 7 during the 15-16 school year.

Corrective Actions – *Indicate what action you intend to take to resolve any discipline issues.*

As an administrator, I will continue to monitor the use of short-term suspensions and use less severe consequences when possible. In school suspension, time out and lunch detentions are often choices that can be used before out of school suspension is used.

PBIS – *Describe your PBIS Program or other positive incentive program. Include impact on your school discipline or climate.*

Fairview Elementary is entering its third year of its implementation of our PBIS program. This school-wide program focuses on educating and maintaining a set of common behavior expectations for our students and staff. Parent, student, and staff surveys helped to create our plan. Our behavior categories are respect, integrity, self-control, and effort (RISE). Positive student behaviors are recognized daily with a ticket program and throughout the school year with grade level celebrations.

Staff development is key in the implementation of this program. We refresh staff annually about the expectations. We collect student referral and survey data to make sure the program continues to support our teachers and students in the ways that they need most. We share this collected data 3-4 times per year with staff.

According to our behavior referral documents, student behavior has improved every year under our PBIS program. The number of aggressive behaviors was reduced by 55 percent from the first nine weeks to the end of the year in the 2015-2016 school year.

According to our NC teacher working conditions survey, our staff has also seen the benefits of implementing our plan. 98 percent of our staff agreed or strongly agreed that our students understand the expectations for their behavior. 96 percent of our staff agreed or strongly agreed that our faculty has a clear understanding of our school-wide behavior policies and procedures.

Our PBIS program has various incentives to recognize positive behavior such as: Golden Cardinal, Golden Spatula, Soar parties, RISE assemblies, ticket drawings, and rewards for earning tickets.

In the 2015-16 school year our PBIS school goal was: To decrease by 10% the total number of angry outbursts, aggressive behavior, and lack of self-control exhibited by students each 9 weeks (comparisons will be made on 10/21, 1/14, 3/22, 6/1) by using Tier II and Tier III interventions, as indicated by the FES Google Referral Data.

- a. **1st Nine Weeks:** 40 incident referrals for angry outbursts, aggressive behavior, and lack of self-control
- b. **2nd Nine Weeks:** 27 incident referrals for angry outbursts, aggressive behavior, and lack of self-control
- c. **3rd Nine Weeks:** 28 incident referrals for angry outbursts, aggressive behavior, and lack of self-control
- d. **4th Nine Weeks:** 18 incident referrals for angry outbursts, aggressive behavior, and lack of self-control

A 32.5 percent decrease in the amount of incident referrals from 1st to 2nd quarter was seen. **A 55 percent decrease** in the amount of incident referrals from 1st quarter to 4th quarter was seen. It is noteworthy that 10 of our hardest kids make up 50 percent of our 156 referrals.

New Goals and strategies for the 16-17 school year:

To decrease angry outbursts and aggressive behaviors in our kindergarten through 2nd grade students by 20% between August 2016 and June 2017.

New & ongoing strategies:

- Utilize tickets consistently
- Break down the RISE expectations to focus on 1 aspect at a time
- Increase role playing and practicing as a strategy for teaching the expectations, the PBIS team can create
- Practice bus expectations with bus drivers on the buses
- Calm Kits for each classroom

Target our most aggressive students (about 7-10) with Tier 2 & 3 interventions to decrease aggressive and angry outbursts by 25 percent from June 2016 to January 2017.

New & ongoing strategies:

- Transition meetings between old and new teachers
- “Calm Start” room with mindfulness and “Yoga Calm” in Jenkins’ room
- “Hard Work” time with OT support in Coach’s gym
- FBAs for all top level kids
- MH referrals
- Check In Check Out Systems - with mentors to match up and a behavior specialists from the county to train the mentors

Safety Considerations

Facility Related Safety – *Include any facility initiatives that address directly the physical safety of students and staff on campus.*

At Fairview Elementary School, school safety is a top priority. To assure the safety for our students and staff, several facility initiatives have been put in place that directly address the physical safety of our students and staff. These initiatives help students and staff know how to protect themselves when there is a perceived threat or danger.

Our Crisis Response Team (CRT) with consists of administration, office staff, counselor, custodian, cafeteria manager, and teachers meet regularly to plan drills, conduct table-top discussions, and to communicate with our School Resource Officer. All crisis team members have a copy of our school’s incident management and safety plan. This plan is a set of clear directives that are implemented for specific emergencies. Our plan focuses on all ages, as well as the mental and physical well-being of our students. Our plan is school centered, however we receive support from our Buncombe County School system as well as community agencies and local emergency responders. Each section of the plan focuses on a different protocol. These protocols include general/functional procedures, man-made situations, hazardous materials, severe weather/natural disasters, and evacuations.

Students and staff practice safety procedures in our school for potential weather and fire hazards as well as crisis posed by public health emergencies and man-made situations. Fire drills are conducted monthly. All staff members are involved. Exit routes are posted in each classroom showing a primary and alternate route. Crisis team members check assigned hallways to make sure that everyone exits the building in a safe and orderly manner during all drills (lockdown, evacuation, and tornado drill). A tornado drill is conducted once a year during tornado awareness week. Evacuation drills and lock down drills are also conducted throughout the year at different times of the school day so that all staff members have an opportunity to practice procedures and protocols with students. Each classroom is equipped with a red bag that is carried during all drills. The bag contains a door key, class lists with contact information, and supplies needed in the event of an emergency.

At Fairview Elementary all outside doors remain locked throughout the school day. Staff members must use their badge, code, or key to unlock an outside door. Classroom doors are also kept in the locked position so that they can easily be shut in the event of a perimeter or full lockdown. Visitors must ring our school doorbell and

state their reason for being at our school before entering the building. Once inside, all visitors must sign in using Lobby Guard to receive a visitor's sticker. If a parent or guardian is picking up a student, a valid driver's license must be shown as well as a list checked (Who can pick up my child?) by our office staff. Staff members are vigilant and report all suspicious behavior to administration immediately. Parents are notified with information through our school messenger system when things happen.

This year, each classroom is equipped with a "calm spot" for students to access when they are feeling overwhelmed or upset. Teachers have been trained by our counselors on mindfulness exercises and trauma informed care. This training provides classroom teachers with strategies to use with students needing extra support in the classroom. This practice keeps our students and staff safe on a daily basis.

Incident Response – *As per GS 115C-105.27(c1), specific information on incident response is not included in the school improvement plan; however, each Buncombe County School has a crisis response plan. The principal has communicated this plan to the staff and students as appropriate. Further, this plan has been approved by the Buncombe County Board of Education and is on file in the Assistant Superintendent's Office.*

Parent and Community Involvement

Number of Volunteer Hours / Number of Students
Mentored

Volunteers

Year	Total Volunteer Hours
2013-2014	8631
2014-2015	4048
2015-2016	5497
2016-2017	
2017-2018	

Mentors

Year	Total # of Staff	Staff as Mentors	Students Served
2013-2014	124	0	0
2014-2015	124	0	0
2015-2016	122	0	0
2016-2017			
2017-2018			

Year	Volunteer Mentors	Students Served
2013-2014	2	6
2014-2015	2	3
2015-2016	2	3
2016-2017		
2017-2018		

Teacher Time

Duty-Free Lunch -*Describe the school plan to provide a duty-free lunch period for every teacher on a daily basis, or as otherwise approved by the School Improvement Team.*

Every certified teacher has duty free lunch at Fairview. Instructional Assistants watch the students at lunch while teachers eat.

Duty-Free Instructional Planning - *Describe the plan to provide duty-free planning time for every teacher, with a goal of providing at least five hours of planning time per week.*

Every regular education teacher has a 50 minute planning block 5 days each week. They also have planning most afternoons after school dismisses (2:25) until the end of the work day (3:30). Special Education Intensive Intervention teachers begin their planning time at 2:20 each day until the end of the work day (3:30).

Efficient Reporting - *Describe the plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the schools reporting system and procedures, including forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.*

All teachers use PowerSchool to record grades and attendance. PowerSchool now communicates with programs such as Canvas (grades) and Educator's Handbook (discipline). As a school, we use Google Documents to track interventions and take minutes for grade level and committee meetings. Communication is accomplished through email and e-newsletters.

Action Plan for Healthy Students in Safe, Orderly and Caring Schools

Strategic Priority: Healthy Students in Safe, Orderly and Caring Schools

School Improvement Goal/Objective: 1. Provide 150 minutes per week of moderate to vigorous physical activity for all K-8 students (a minimum of 30 minutes per school day).

Please record your action steps.

Strategy	Not Yet Addressed (What is your plan?)	In Progress (Please describe.)	Need Assistance (Please describe.)	NA (Provide explanation.)
Ensure all students have recess and/or physical activity during the school day and that physical activity/exercise is not taken away or used as punishment. Indicate if this is in progress or not yet addressed.		These goals are currently being met at Fairview Elementary School. Every class has recess four times each week for 30 minutes. K-2nd grade has PE for 40 minutes once each week and 3rd-5th grade has PE for 50 minutes once each week.		

Strategy	Yes	No	Total time during the school year
Provide physical education for every student taught by a highly qualified physical education teacher. Check the appropriate "yes" or "no" box and list the exact number of minutes in PE during the school year.	X		1800(2nd-5th); 1440 (k-1st)
Provide physical activity and/or recess for every student. List the exact number of minutes provided for recess and/or physical activity during the school year.	X		4320

Mid-Year Progress Report

School Year: **(School Name)**

Please list each current SIP Goal/Objective and provide a brief description of progress to date. Please modify this form as necessary to complete the Mid-Year Reflection.

SMART Goal 1:

Progress to Date:

SMART Goal 2:

Progress to Date:

SMART Goal 3:

Progress to Date:

SMART Goal 4:

Progress to Date:

SMART Goal 5:

Progress to Date:

Signatures below indicate the School Improvement Team has participated in the development of the School Improvement Plan Mid-Year Reflection as submitted.

Principal

Signature: _____

Signature: _____

Signature: _____

Signature: _____

SIT Chairperson

Signature: _____

Signature: _____

Signature: _____

Signature: _____

Signature: _____

Signature: _____

Signature: _____

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Year-End Progress Report

School Year: **(School Name)**

How did your school's Purpose, Direction and Belief Statements guide your actions throughout the school year?

Respond to the following for each Goal/Objective in your School Improvement Plan. Use additional sheets as necessary.

SMART Goal 1:

Major Accomplishments:

SMART Goal 2:

Major Accomplishments:

SMART Goal 3:

Major Accomplishments:

SMART Goal 4:

Major Accomplishments:

SMART Goal 5:

Major Accomplishments:

Timeline

Complete and submit electronically to Candie Sellers, Director of Elementary and Intermediate Education.

- School Improvement Plan for 2016-2018 by **October 14, 2016**.
- Mid-Year Progress Report by **February 17, 2017**.
- Year-End Progress Report by **September 29, 2017**.
- School Improvement Plan revised for 2017-2018 including the following pages with 2016-2017 data: Please include any other pages which have been revised by **November 17, 2017**.

SMART Goals and Strategies

AMO Targets and Performance

Annual Measurable Objectives (AMO) Report – Reading

Annual Measurable Objectives (AMO) Report – Math

Annual Measurable Objectives (AMO) Report – Science

EVAAS Academic Growth

Kindergarten – Third Grade Reading 3D mClass

Attendance/Retentions

Dropout Data/At-Risk Students

Safe School Data

Parent and Community Involvement

- Mid-Year Progress Report by **February 16, 2018**.
- Year-End Progress Report by **September 28, 2018**.