

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### PROGRAM EVALUATION FOR THE 2022-2023 SCHOOL YEAR

**Principal Name:** Ms. Andrea King

**School's Name:** Fairview Elementary School

Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).



**Directions:** Evaluate your Title I SWP by using the data provided in your Comprehensive Needs Assessment (CNA) to determine if your goals for each area were met.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 2022-2023 Program Evaluation of the Schoolwide Plan

#### Goals and Strategies

##### Math

**SMART Goal:** Increase the total number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in Math, as measured by the 2022-2023, Georgia Milestones EOG Math assessment. Students will show an increase from Fall 2022 to Spring 2023 of at least 3% on the IOWA Assessment according to the data.

Smart Goal Met?  Smart Goal Not Met?

Based on student report card data, what percentage of your students passed math?

Based on student report card data, what percentage of your students failed math?

##### ELA/Reading

**SMART Goal:** Increase the total number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in Math, as measured by the 2022-2023 Georgia Milestones EOG ELA/Reading assessment. Students will show an increase from Fall 2022 to Spring 2023 of at least 3% on the IOWA Assessment according to the data.

Smart Goal Met?  Smart Goal Not Met?

Based on student report card data, what percentage of your students passed ELA/Reading? N/A

Based on student report card data, what percentage of your students failed ELA/Reading? N/A

##### Science

**SMART Goal:** Increase the total number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in science, as measured by the 2022-2023 Georgia Milestones EOG Science assessment. Students will show an increase from Fall 2022 to Spring 2023 of overall mastery of their grade level Science content by meeting or exceeding the grade level standards or by achieving a minimum score of 70 as the final grade.

Smart Goal Met?  Smart Goal Not Met?

Based on student report card data, what percentage of your students passed science? 98%

Based on student report card data, what percentage of your students failed science? 2%

##### Social Studies

**SMART Goal:** Seventy percent of students in grades K-5 will demonstrate overall mastery of their grade level Social Studies content by meeting or exceeding the grade level standards or by achieving a minimum score of 70 as the final grade.

Smart Goal Met?  Smart Goal Not Met?

Based on student report card data, what percentage of your students passed social studies? 98%

Based on student report card data, what percentage of your students failed social studies? 2%

#### Support Areas

**Directions:** Describe how parent and family engagement, technology, professional learning, and student behavior/attendance influenced student achievement.

**Parent and Family Engagement:** We determined that there is a correlation between levels of parent / family engagement and student achievement. Fairview Elementary hosted opportunities for parents and families to

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

	<p>engage with the faculty and staff through the annual Title I Orientation, Family Math Night, Family Literacy Night, the annual Title I Stakeholder Input Meeting, fall parent-teacher conferences, and spring parent-teacher conferences. These meetings provided resources and strategies for parents and families to help increase their student's academic achievement. The families of some children were not highly involved, and this negatively impacted those students whose missing work was not submitted and who did not regularly attend class. 27 families responded to the school climate survey. According to the survey, a majority of responding parents prefer communication through student agendas. Most parents prefer evening meetings, and the data shows that they want to learn more about how to help their students become successful. Families who promptly responded to communication from teachers were quick to act with missing assignments and other academic needs of their children; those children generally were more successful with their academic achievement. The Parent and Family Engagement events were beneficial and very enjoyable and appreciated by the families who attended. Those families received strategies and materials which they could immediately use with their children at home. Teachers, were also provided with four professional development sessions to build their capacity with parent and family engagement.</p>
<b>Technology:</b>	<p>Overall, technology was a positive component to student achievement this year. The increased number of devices allowed teachers to develop lessons using technology more creatively. Additionally, software purchases through Title I funds as well as through other sources were frequently used throughout each grade-level and in multiple subjects. Students enjoyed opportunities to use technology, which increased their engagement and therefore promoted increased student achievement.</p>
<b>Professional Learning:</b>	<p>Professional learning had a positive impact on instructional delivery and teacher practices. Instructional coaches provided weekly professional learning opportunities. Professional learning consisted of behavior management consultation, curriculum planning, grade level PLC, and one-on-one coaching for individual teachers with specific needs. The coaches led PL around data discussions. Teachers were allocated Superintendent Planning days to support grade level and schoolwide collaboration.</p>
<b>Student Behavior and Attendance:</b>	<p>As data sources show, we had a very minimal number of individual students who did not consistently demonstrate appropriate behavior. Our PBIS initiatives contributed to this which led to our school receiving the 2022-2023 PBIS Distinguished School award. High numbers of absences, tardies and early check-outs were observed throughout the year. High numbers of absences, tardies and early check-outs also contributed to decreased student achievement due to the students not fully attending class days.</p>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE

<b>School Name: Fairview Elementary School</b>		<b>District Name: Newton</b>
<b>Principal Name: Ms. Kimberlee Sorrell</b>		<b>School Year: 2023-2024</b>
<b>School Mailing Address: 3325 Fairview Road Covington, GA 30016</b>		
<b>Telephone: 770-786-7636 ext. 2705</b>		
<b>District Title I Director/Coordinator Name: Dr. Andrea Kinney</b>		
<b>District Title I Director/Coordinator Mailing Address: 2109 Newton Dr. N.E., Covington, GA 30015</b>		
<b>Email Address: <a href="mailto:kinnev.andrea@newton.k12.ga.us">kinnev.andrea@newton.k12.ga.us</a></b>		
<b>Telephone: 770-787-1330 ext. 1250</b>		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b> (Check all boxes that apply and provide additional information if requested.)		
<b>Comprehensive Support School <input type="checkbox"/></b>		<b>Targeted Support School <input type="checkbox"/></b>
<b>Title I Alert School <input type="checkbox"/></b>		
<b>Revision Date: 6/8/2023</b>	<b>Revision Date:</b>	<b>Revision Date:</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### DISTRICT STRATEGIC GOALS

#### Strategic Goal Area I: Student achievement and success

- Performance Objective A: Increase student mastery of standards
- Performance Objective B: Increase opportunities for students to demonstrate success beyond test scores
- Performance Objective C: Increase graduation rate

#### ● Strategic Goal Area II: High-quality workforce

- Performance Objective A: Recruit a high-quality workforce
- Performance Objective B: Increase capacity of staff to deliver and support high-quality instruction
- Performance Objective C: Retain high-quality personnel by cultivating and supporting staff

#### ● Strategic Goal Area III: Culture, Climate, & Communication

- Performance Objective A: Provide an equitable and inclusive learning environment
- Performance Objective B: Provide opportunities for two-way communication with all stakeholders
- Performance Objective C: Ensure strong community partnerships

#### ● Strategic Goal Area IV: Organizational and operational effectiveness

- Performance Objective A: Ensure a systemic culture of safety
- Performance Objective B: Provide high-quality operational and instructional supports
- Performance Objective C: Utilize professional learning communities to improve performance
- Performance Objective D: Utilize performance management strategies aligned to the strategic plan

**Fairview Elementary School**  
**2023 Title I Summer Program Planning Meeting**  
**June 6 - 8, 2023**

|  
Agenda

1. Sign-in Sheet and Time Sheet
2. Review the District Strategic Plan/CLIP
3. Review and analyze data – Include data charts and written analysis in section 1 of Title I Plan
  - a. Grade-Level Data (GKids, GMAS, IOWA)
  - b. Core Subject-Area Data (ELA/Reading, Math, Science, Social Studies)
  - c. Subgroup Data (Required)
  - d. Parent and Family Engagement Survey Data
  - e. Attendance Data
  - f. Behavioral Data
4. Complete the 2022-2023 Program Evaluation- This is located in the CNA section of your schoolwide plan.
5. Revise Title I Schoolwide Plan for the upcoming school year by updating your 2022-2023 Title I Schoolwide plan. *You must use the plan located in the Title I Icon. It has the newly embedded information for FY24.*
6. Complete Title I Budget Justification Spreadsheet – Refer to email from Mrs. McCrorey with projected FY24 Budget
7. Complete FY24 Staff Justification
8. Review and update the Title I Technology Equipment and Usage Procedures
9. Review and update the Equity Inventory
10. Complete the IXL Logic Model
11. Next Steps

**Planning Committee Members:**

Mr. Richard Woods, State School Superintendent  
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NCSS Office of Federal Programs-Revised 5/7/18

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

Andrea King	Principal
Juanita Hosch-Martin	School Counselor
Yolanda Thomas	Instructional Coach
Brenda Beckhom	Teacher- General Education
Mary Goodwin	Teacher- General Education
Michael Thompson	Teacher- General Education
Lisa Hall	Teacher- General Education
Machelle Laramore	Teacher-General Education
Yolanda Canty	Teacher-EIP

**FAIRVIEW ELEMENTARY SCHOOL 2023-2024**



**FAIRVIEW ELEMENTARY SCHOOL 2023-2024**

Fairview Elementary School

**2023 Title I Summer Program Planning**

**Sign-In Sheet**

Date: June 6, 2023

Time of Meeting(s): 8:30 – 2:30 P.M.

Printed Name	Signature	Position/Title
Thompson, M.	<i>M. Thompson</i>	Teacher
Brenda Beckhorn	<i>B. Beckhorn</i>	Teacher
Yolanda Carty	<i>Yolanda Carty</i>	EIP Teacher
Mary Goodwin	<i>Mary Goodwin</i>	Teacher
Ylanda Thomas	<i>Ylanda Thomas</i>	Instructional Coach
<i>Paul K...</i>	<i>Archecker</i>	Principal

**FAIRVIEW ELEMENTARY SCHOOL 2023-2024**

Fairview Elementary School

**2023 Title I Summer Program Planning**

**Sign-In Sheet**

Date: June 7, 2023

Time of Meeting(s): 8:30 – 2:30 P.M.

Printed Name	Signature	Position/Title
Yolanda Canty	<i>Yolanda Canty</i>	EIP Teacher
Thompson, M.	<i>M. Thompson</i>	Teacher
Brenda Beckhorn	<i>B. Beckhorn</i>	Teacher
Yolanda Thomas	<i>Yolanda Thomas</i>	Instructional Coach
Mary Goodwin	<i>Mary Goodwin</i>	Teacher
Andrea King	<i>Andrea King</i>	Principal

**FAIRVIEW ELEMENTARY SCHOOL 2023-2024**

Fairview Elementary School

**2023 Title I Summer Program Planning**

**Sign-In Sheet**

Date: June 8, 2023

Time of Meeting(s): 8:30 – 2:30 P.M.

Printed Name	Signature	Position/Title
Thompson, m.	<i>mth</i>	Teacher
Brenda Beckham	<i>B. Beckham</i>	Teacher
Yolanda Carty	<i>Yolanda Carty</i>	ETP Teacher
Mackell Largmore	<i>Mackell Largmore</i>	Teacher
Lisa Hall	<i>Lisa Hall</i>	Teacher
Mary Goodwin	<i>Mary Goodwin</i>	Teacher
Yolanda Thomas	<i>Yolanda Thomas</i>	Instructional Coach
Anchea King	<i>Anchea King</i>	Principal

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

SWP/SIP Components

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were...

**Response:** We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those people involved were members of the Fairview Guiding Coalition. Our Guiding Coalition plays an integral role in determining the organizational aspects of the school. The Guiding Coalition also serves as the School Improvement Committee and members were responsible for designing and leading the needs assessment process that led to the development of the Title I Schoolwide Plan. Fairview's process of determining the comprehensive needs of the school has many facets and includes input from all stakeholders. In addition to the data review conducted by staff members, assessment data is reviewed annually with School Council participants who provide input at those meetings throughout the year for all parents and family members.

The Guiding Coalition utilized the annual school improvement planning process required by the district to review and synthesize both formative and summative assessment results to determine school wide strengths and areas of improvement. In examining achievement data from the 2022-2023 school year and previous years, we were able to identify areas of strengths and areas of need.

**Response:** We have reviewed the following data sets from 2022-2023 and/or previous years; these are included in Section 1 of our plan:

Student Demographics

Retention Rates

Student Attendance Summary

Student Discipline Summary

Georgia Milestones EOG ELA

Georgia Milestones EOG Math

Georgia Milestones EOG Science

Georgia Milestones EOG Writing

Georgia Milestones Subgroup Data

Georgia Milestones EOG data by Achievement Levels

IOWA Grade K

IOWA Grade 1

IOWA Grade 2

IOWA Grade 3

IOWA Grade 4

IOWA Grade 5

GKIDS ELA & Math

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

We have used the following instruments to obtain this information . . .

### Data Set A: Student Demographics

	2019-2020	2020-2021	2021-2022	2022-2023
Total Enrollment Throughout the Year	645	625	616	595
Total Enrollment on Final Day of School*	597	561*	549	593
American Indian***	7.5% (45)	7% (40)	0.36% (2)	0.168% (1)
Asian***	1.7% (10)	2% (10)	0.73% (4)	0.672% (4)
Black***	67.2% (401)	68% (379)	60.84% (334)	63.2% (376)
Hispanic***	18.8% (112)	19% (104)	18.76% (103)	17.8% (106)
Multi-Racial***	5.6% (33)	<1% (3)	4.55% (25)	4.87% (29)
Pacific Islander***	1% (6)	1% (5)	0% (0)	0% (0)
White***	29.6% (177)	30% (169)	14.75% (81)	13.3% (79)
Male	51% (304)	53% (300)	53.37% (293)	53% (315)
Female	49% (293)	47% (261)	48.09% (264)	47% (278)
Free and Reduced Lunch	81.57%	n/a***	65.21%*** (358)	100% (595)
Mobility Rate	28.68%**	26.08%	10.88%	36.41%

**Summary:**

Beginning 2022-2023, these percentages were calculated using the ABC Data report. Related to the “Total Enrollment on the Final Day of School,” the following categories were examined for this data collection: American Indian, Asian, Black, or African American, Hispanic Latino, Multiracial, White. The sum of percentages for these categories is greater than 100% because some students are reported as more than one race as well as multi-racial.

During the 2022-2023 school year all students received free meals from a federal grant. Student demographics indicate a decrease in enrollment between the current and previous school years. 100% of our students are eligible for Free lunch. During the 2022- 2023 our mobility rate decreased from 10.88% to 36.41%.

**Data Set B: Retention Rates**

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### Data Set B: Retention Rates

Year	Total Number Retained	Pre-K	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
2020-2021	9	0	2	6	0	0	0	1
2021-2022	1	0	0	0	0	0	0	1
2022-2023	1	0	0	1	0	0	0	0

**Summary:**

According to the data, there was no change in retention rates from 2021-2022 to 2022-2023 for 1st grades and 5th grade. The number of retentions remained the same.

### Data Set C: Student Attendance Summary

	2019-2020	2020-2021	2021-2022	2022-2023
Total number of students in the calculation	583	624	616	651
Total number of students absent 5 or less days	285	314	240	176
Total number of students absent 6 or more days	298	310	178	475
% of students absent 5 or less days	49%	50.32%	38.96%	27.04%
% of students absent 6 or more days	51%	49.67%	28.90%	72.97%

**Summary:** Attendance data fluctuates in attendance categories each year. In 2022-2023 we saw a decrease in the number of students with 5 or less, but an increase in the number of students with 6 or more absences. This is related to varying circumstances.

Tardiness is also an on-going issue. In 2022-2023, Fairview has a total of 4,077 tardies. Of these tardies, 3,848 were unexcused and 229 were excused. The high mobility rate of 36.41 is an indicator of attendance concerns as well.

### Data Set D: Student Discipline Summary

Number of Students with ODRs	2020-2021	2021-2022	2022-2023
0	605 <sup>2</sup> 96.95%	573 93.0%	609 97.03%
1	16 <sup>1</sup>	35	16 2.5%
2+	3 <sup>1</sup>	8	3 0.47%
Totals	624	616	628

**Summary:**

Discipline incidents decreased from 2021-2022 to 2022-2023. This decrease is likely due to classroom use of SEL interventions and schoolwide PBIS strategies.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

Discipline Data	2020-2021	2021-2022	2022-2023
Number of Students	624	616	628
# of ISS Resolutions	0	4	5
# of OSS Resolutions	0	23	3
# days ISS	0	5.50	3
# days OSS	30	84	54
Total incidents	23	58	24

**Summary:**

The number of ISS days decreased from 5.50 to 3 points and OSS days decreased from 84 to 54 points. Total incidents decreased from 58 to 24.

In the 2022-2023 school year, OSS and ISS data are reported by number of days rather than number of resolutions.

Demographic Data			
Grade Level	2020-2021 # of ODRs <sup>1</sup>	2021-2022 # of ODRs	2022-2023 # of ODRs
Pre-Kindergarten	0	0	0
Kindergarten	0	3	2
1 <sup>st</sup> Grade	1	11	0
2 <sup>nd</sup> Grade	6	7	5
3 <sup>rd</sup> Grade	2	10	2
4 <sup>th</sup> Grade	10	3	2
5 <sup>th</sup> Grade	4	24	8
<b>Totals</b>	<b>23</b>	<b>58</b>	<b>19</b>

**Summary:**

The number of ODRs decreased from 2021-2022 to 2022-2023 from 58 to 19.

Race/Ethnicity	Suspension Rate 2021-2022	Suspension Rate 2022-2023
Black	12 students 3.2%	19 students 3.19%
Hispanic	1 student 0.9%	1 student 0.16%
White	9 students 9.7%	3 students 0.50%
Multi-racial	1 student 3.4%	0 students 0%
<b>Totals</b>	<b>23 students</b>	

**Summary:**



## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

The total number of suspensions increased for the black subgroup from 12 to 19 students, the Hispanic subgroup remained the same, the white subgroup decreased from 9 students to 3 students, and the multiracial subgroup decreased from 1 student to 0 students in 2021-2022 to 2022-2023.

This increase may be attributed to the lack of consistency of PBIS in classrooms.

Category	2020-2021 # Referrals	2021-2022 Referrals	2022-2023 Referrals
22. Campus / Classroom Disturbances	8	4	3
34. Inappropriate Striking, Kicking, or Touching	10	17	0
26. Inappropriate Behavior	0	2	10
44. Threatening and/or Endangering a School System Employee	0	2	3
85. Misbehavior on Bus	1	25	10
56. Leaving Campus without Permission	0	0	0
43. Indecent Exposure	0	0	0
53. Weapons (Knife)	0	0	0
13. Possession of Banned Objects (BANNED ITEM)	2	0	1
61. Vandalism	1	0	1
86. Damaging Bus	0	0	0
66. Providing False Information	0	0	0
40. Assault and/or Battery Against Students	0	1	0
99. Chronic Disciplinary Problem Student	0	0	0
41. Obscenity	0	1	0
35. Disobedience, Disrespect, and/or Insubordination	1	0	0
<b>Totals</b>	<b>23</b>	<b>51</b>	<b>28</b>

**Summary:**

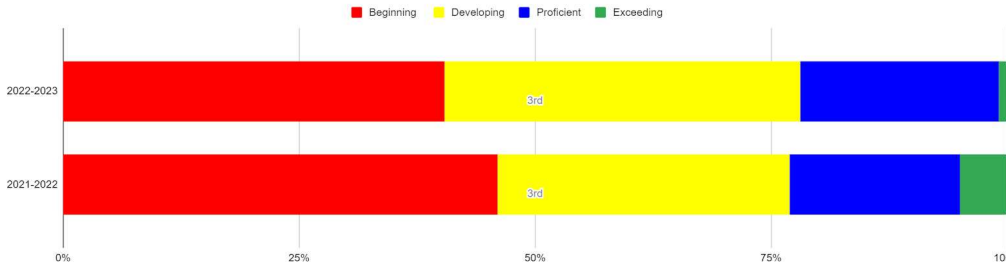
Plans for the 2023-2024 school year include:

- Using Tier II interventions with selected students.
- Tier 1 strategies will include reteaching of rules and expectations. Teachers and staff will implement the use of incentives both intrinsic and extrinsic for all targeted areas.
- Schoolwide instruction on character development as well as SEL strategies and coping mechanisms will occur weekly and be reinforced daily.
- Ongoing training of rituals, routines, rules, and expectations will be held for students who enroll throughout the year.
- Emphasis on Fairview's PBIS expectations, SOAR behaviors, and direct social-emotional instruction will be taught schoolwide.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### Data Set E: Georgia Milestones 3rd- 5th Grade EOG ELA – 2021-2023

3rd Grade ELA Georgia Milestones Performance Summary - Multi Year Comparison

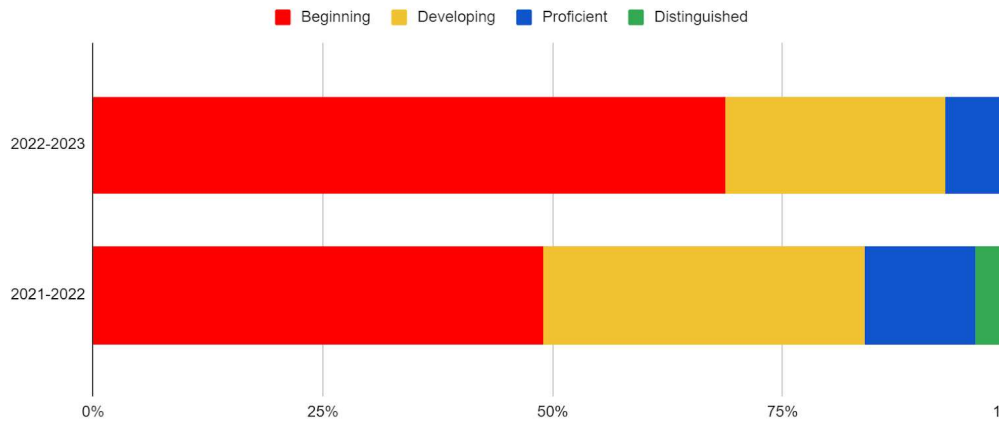


**Summary:**

**Third Grade**

In the *beginning* range, third grade **decreased by 6%** from 2022-2023. In the *developing* range, third grade **increased by 7%** from 2022-2023. In the *proficient* range, third grade **increased by 3%** from 2022-2023. In the *distinguished* range, third grade **decreased by 4%** from 2022-2023.

### 4th Grade ELA Georgia Milestones Performance Summary Multi-Year Comparison



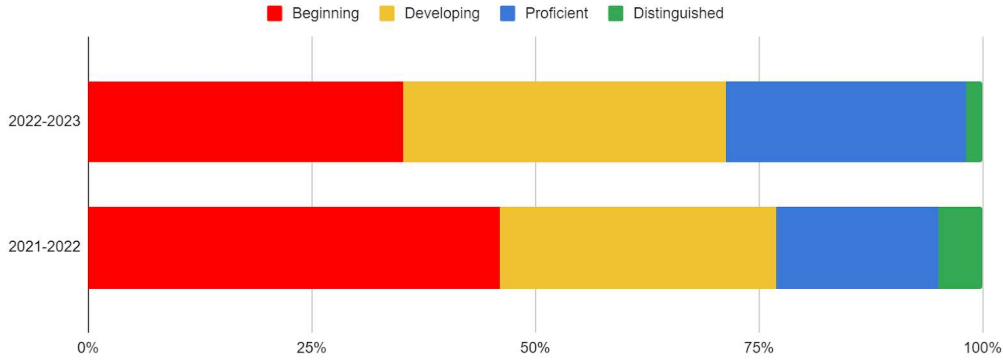
**Summary:**

**Fourth Grade**

In the *beginning* range, fourth grade **increased by 19%** from 2022-2023. In the *developing* range, fourth grade **decreased by 11%** from 2021-2022. In the *proficient* range, fourth grade **increased by 5%** from 2021-2022. In the *distinguished* range, fourth grade **decreased by 4%** from 2022-2023. Students scored a 51% pass rate in ELA that is equivalent to the 51% pass rate of 4th grade ELA on the spring 22 GMAS AND equivalent to these same students' scores in 3rd grade.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 5th Grade ELA Georgia Milestones Performance Summary Multi-Year Comparison



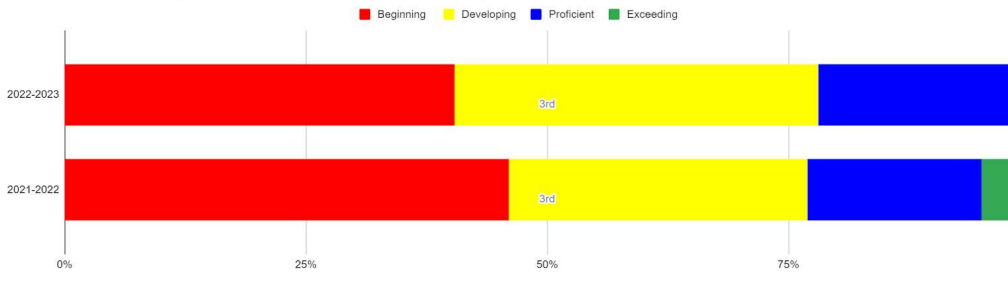
**Summary:**

Fifth Grade

In the **beginning** range, fifth grade **decreased by 11%** from 2021-2022. In the **developing** range, fifth grade **increased by 5%** from 2022-2023. In the **proficient** range, fifth grade **increased by 9%** from 2021-2022. In the **distinguished** range, fourth grade **decreased by 3%** from 2021-2022. Students earned an overall pass rate of 64% which is a 17% increase over the Spring 22 GMAS overall pass rate.

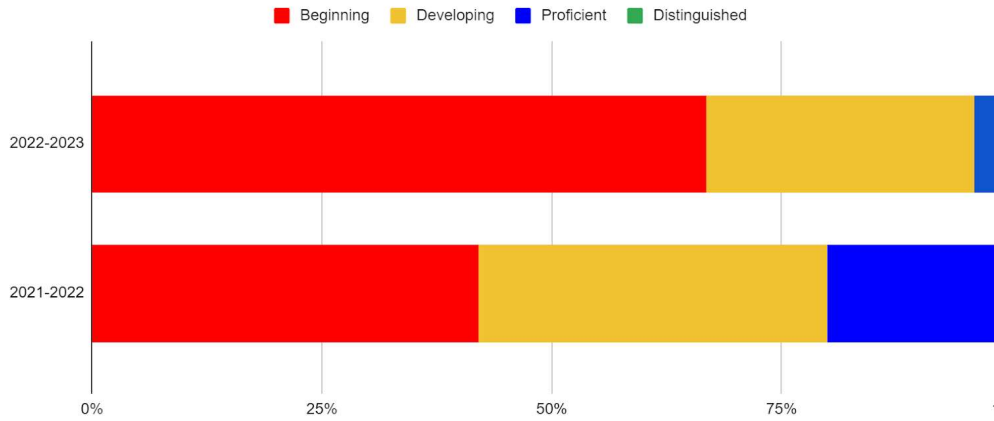
### Data Set F: Georgia Milestones 3rd-5th EOG Math – 2021-2023

#### 3rd Grade Math Georgia Milestones Performance Summary - Multi Year Comparison

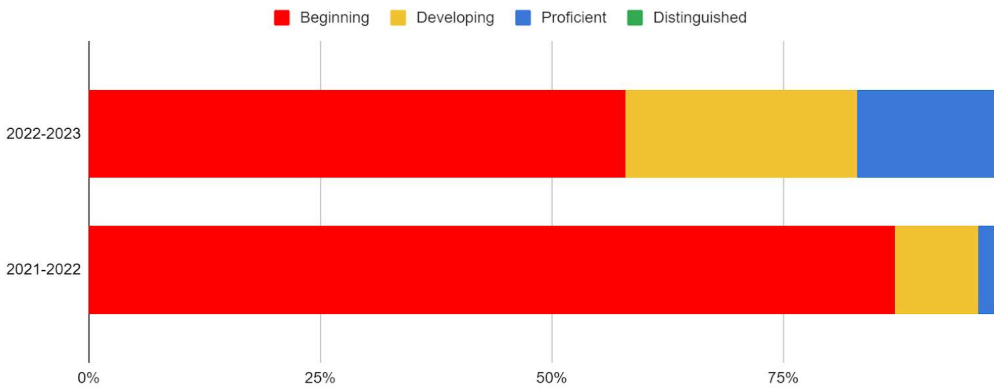


## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 4th Grade Math Georgia Milestones Performance Summary Multi-Year Comparison



### 5th Grade Math Georgia Milestones Summary Multi-Year Comparison



**Summary:**

**Third Grade**

In the **beginning** range, third grade **decreased by 6%** from 2021-2022. In the **developing** range, third grade **increased by 7%** over spring 22 scores. In the **proficient** range, third grade **increased by 6%** over spring 22 scores. In the **distinguished** range, third grade **decreased by 4%** compared to spring 22 scores. Overall 3rd grade Math students' scores' increased by 3% over spring 22 GMAS scores.

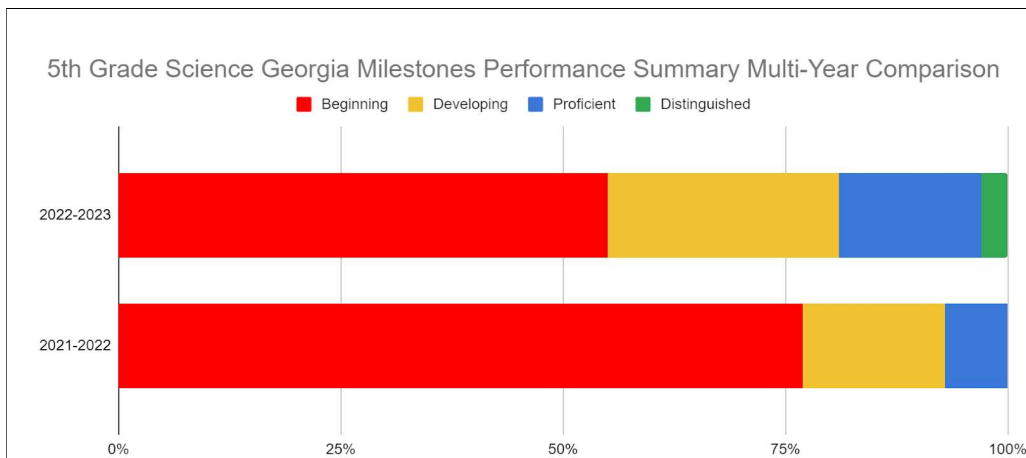
**Fourth Grade**

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

In the **beginning** range, fourth grade **increased by 15%** from 2022-2023. In the **developing** range, fourth grade **decreased by 9%** from 2022-2023. In the **proficient** range, fourth grade **decreased by 15%** from 2022-2023. In the **distinguished** range, fourth grade **decreased by 1%** from 2022-2023.

### Fifth Grade

In the **beginning** range, fifth grade **decreased by 19%** from 2022-2023. In the **developing** range, fifth grade **increased by 14%** from 2022-2023. In the **proficient** range, fifth grade **increased by 12%** from 2022-2023. In the **distinguished** range, fifth grade **increased by 1%** from 2022-2023.



### **Summary:**

#### Fifth Grade

In the **beginning** range, fifth grade **decreased by 22%** from 2022-2023. In the **developing** range, fifth grade **increased by 10%** from 2022-2023. In the **proficient** range, fifth grade **increased by 9%** from 2022-2023. In the **distinguished** range, fourth grade **increased by 3%** from 2022-2023.

As a result of these scores teachers will use more leveled readers, more direct lecturing which will require teachers to receive more professional learning in content, and more hands-on, interactive science experiments.

### Georgia Milestones EOG Data by Student Subgroups 2021-2023

Tested Subject	Student Group	2021 Count Tested	# Level 1 Beginning Learner	% Level 1 Beginning Learner	# Level 2 Developing Learner	% Level 2 Developing Learner	# Level 3 Proficient Learner	% Level 3 Proficient Learner	# Level 4 Distinguished Learner	% Level 4 Distinguished Learner
ELA										
	Native American/Alaskan Nat.	0	0	0%	0	0%	0	0%	0	0%

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

	Asian/Pacific Islander	1	1	100%	0	0%	0	0%	0	0%
	Black	45	21	46.7%	15	33.3%	7	15.6%	2	4.4%
	Hispanic	18	9	50%	4	22.2%	4	22.2%	1	5.6%
	Multi-Racial	4	3	75%	0	0%	1	25%	0	0%
	White	9	4	44.4%	2	22.2%	2	22.2%	1	11.1%
	Economically Disadvantaged	3	3	3.9%	0	0%	0	0%	0	0%
	English Learners	11	11	14.3%	0	0%	0	0%	0	0%
	Students With Disability	Too few to report								
<b>Math</b>	<b>Student Group</b>	<b>2021 Count Tested</b>	<b># Level 1 Beginning Learner</b>	<b>% Level 1 Beginning Learner</b>	<b># Level 2 Developing Learner</b>	<b>% Level 2 Developing Learner</b>	<b># Level 3 Proficient Learner</b>	<b>% Level 3 Proficient Learner</b>	<b># Level 4 Distinguished Learner</b>	<b>% Level 4 Distinguished Learner</b>
	Native American/Alaskan Nat.	0	0	0%	0	0%	0	0%	0	0%
	Asian/Pacific Islander	1	0	0%	1	100%	0	0%	0	0%
	Black	45	24	53.3%	14	31.1%	6	13.3%	1	2.2%
	Hispanic	18	9	50%	5	27.8%	2	11.1%	2	11.1%
	Multi-Racial	4	2	50%	1	25%	1	25%	0	0%
	White	9	1	11.1%	3	33.3%	4	44.4%	1	11.1%
	English Learners	11	11	14.3%	0	0%	0	0%	0	0%
	Economically Disadvantaged	3	2	66.7%	1	33.3%	0	0%	0	0%
	Students With Disability	Too few to report								

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

Tested Subject	Student Group	2021 Count Tested	# Level 1 Beginning Learner	% Level 1 Beginning Learner	# Level 2 Developing Learner	% Level 2 Developing Learner	# Level 3 Proficient Learner	% Level 3 Proficient Learner	# Level 4 Distinguished Learner	% Level 4 Distinguished Learner
ELA	All Students	237	60	25.31%	88	37.13%	72	30.37%	17	7.17%
	Native American/Alaskan Nat.	Too few to report.								
	Asian/Pacific Islander	Too few to report.								
	Black	140	38	27%	55	39%	37	26%	10	7%
	Hispanic	39	12	30%	12	30%	14	35%	1	2%
	Multi-Racial	Too few to report.								
	White	38	5	13%	16	42%	15	39%	2	5%
	Economically Disadvantaged	84	29	34.5%	25	29.8%	23	27.4%	7	8.3%
	English Learners	23	11	47%	8	34%	4	17%	0	0%
	Students With Disability	25	16	64%	7	28%	2	8%	0	0%
Mathematics	All Students	237	70	29.53%	99	41.77%	61	25.73%	7	2.95%
	Native American/Alaskan Nat.	Too few to report.								
	Asian/Pacific Islander	Too few to report.								
	Black	140	43	30%	55	39%	38	27%	4	2%
	Hispanic	39	13	33%	19	48%	7	17%	0	0%
	Multi-Racial	Too few to report.								
	White	38	9	23%	18	47%	11	28%	0	0%
	Economically Disadvantaged	84	24	28.6%	31	36.9%	27	32.1%	2	2.4%
	English Learners	23	12	52%	9	39%	1	4%	1	4%
	Students With Disability	25	19	76%	6	24%	0	0%	0	0%

Georgia Milestones EOG Data by Achievement Levels 2022-2023					
Subject	Grade	Level 4 Distinguished	Level 3 Proficient	Level 2 Developing	Level 1 Beginning
ELA	3-5	1%	19%	33%	49%
ELA	3	1%	24%	43%	46%

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

ELA	4	0%	7%	23%	68%
ELA	5	2%	27%	36%	35%
Math	3-5	1%	14%	30%	55%
Math	3	1%	21%	38%	40%
Math	4	0%	4%	29%	67%
Math	5	1%	16%	25%	58%
Science	5	3%	16%	26%	55%

2021-2022					
Subject	Grade	Level 4 Distinguished	Level 3 Proficient	Level 2 Developing	Level 1 Beginning
ELA	3-5	3%	14%	31%	51%
ELA	3	6%	18%	27%	49%
ELA	4	4%	12%	35%	49%
ELA	5	0%	13%	31%	56%
Math	3-5	2%	14%	26%	58
Math	3	5%	18%	31%	46%
Math	5	1%	19%	38%	41%
Math	5	0%	4%	9%	87%
Science	5	0%	7%	16%	77%

**Summary:**

The data indicates specific strategies need to be utilized to increase the percentage of students scoring in the developing or higher categories. More than half the student population and every sub-group scored in the beginning or developing category on the EOG Georgia Milestones assessments.



# FAIRVIEW ELEMENTARY SCHOOL 2023-2024



## BUILDING SUMMARY Iowa Assessments™

Building: Fairview  
System: Newton Co SD  
State: IA  
Form Level: F-5  
Test Date: 03/2023  
Norms: Spring 2017  
Grade: K

	English Language Arts							Mathematics	CORE COMPOSITE	
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening			EXTENDED ELA TOTAL**
<b>Fairview Level: 5</b>										
Number of Students Tested = 65	65	65	65	65	65	65	65	65	65	65
Number of Students Included	130.9	123.4	122.2	126.6	125.7	120.4	122.9	124.3	123.3	123.8
Average Standard Score (SS)	52	22	28	19	31	23	24	29	21	25
National Percentile Rank of Average SS	23	11	8	17	12	5	11	3	12	9
Percent of Students in NPR Range 75-99	22	15	14	25	17	14	14	17	15	11
50-74	31	14	45	2	29	18	14	35	23	35
25-49	25	60	34	57	42	63	62	45	49	45
1-24	K.9	K.2	K.2	K.6	K.4	K.2	K.2	K.3	K.3	K.2
Grade Equivalent of Average SS	5	3	4	3	4	3	4	4	3	4
National Stanine of Average SS										



## CLASS SUMMARY Iowa Assessments™

Class: Grade K  
Building: Fairview  
System: Newton Co SD  
State: IA  
Form Level: E-5  
Test Date: 03/2023  
Norms: Spring 2017  
Grade: K

	English Language Arts							Mathematics	CORE COMPOSITE	
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening			EXTENDED ELA TOTAL**
<b>Grade K Level: 5</b>										
Number of Students Tested = 72	72	72	72	72	72	72	72	72	72	72
Number of Students Included	129.1	126.0	127.3	128.1	127.2	127.7	126.4	127.2	126.8	128.0
Average Standard Score (SS)	45	32	42	32	37	44	36	39	44	40
National Percentile Rank of Average SS	18	6	13	24	7	17	8	6	17	4
Percent of Students in NPR Range 75-99	18	19	25	22	24	15	17	17	21	28
50-74	26	36	29	4	36	31	36	56	38	53
25-49	38	39	33	50	33	38	30	22	25	15
1-24	K.7	K.4	K.6	K.6	K.5	K.7	K.4	K.5	K.7	K.6
Grade Equivalent of Average SS	5	4	5	4	4	5	4	4	5	4
National Stanine of Average SS										

### Summary:

- Although Kindergarten students are assessed with IOWA at the end of each school year, IOWA was not administered to kindergarten students in the Fall of 2022.
- For Spring 2022 the ELA data showed an average standard score of 127.2 to 125.7.
- Reading showed 128.1 to 126.6.
- Mathematics showed 128.8 to 123.3.
- Students showed a minimal decrease in all three areas.



## BUILDING SUMMARY Iowa Assessments™

Building: Fairview  
System: Newton Co SD  
State: IA  
Form Level: F-7  
Test Date: 03/2023  
Norms: Spring 2017  
Grade: 1

	English Language Arts							Mathematics				Social Studies	Science	COMPOSITE	
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL**	Mathematics	Computation	MATH TOTAL				CORE COMPOSITE
<b>Fairview Level: 7</b>															
Number of Students Tested = 87	87	87	87	87	87	87	87	87	87	87	87	87	87	87	87
Number of Students Included	145.9	143.5	142.0	144.3	144.1	143.4	143.1	143.7	143.0	147.0	144.3	144.0	144.0	144.0	144.0
Average Standard Score (SS)	38	29	33	34	31	35	30	30	32	40	31	30	30	30	30
National Percentile Rank of Average SS	9	6	10	17	14	7	8	8	11	10	10	8	8	8	8
Percent of Students in NPR Range 75-99	20	18	22	16	11	17	28	10	15	30	18	15	15	15	15
50-74	30	38	34	26	30	44	30	41	30	18	32	39	39	39	39
25-49	41	38	33	40	45	32	34	40	44	41	39	38	38	38	38
1-24	1.6	1.5	1.5	1.5	1.4	1.4	1.4	1.4	1.4	1.6	1.4	1.5	1.5	1.5	1.5
Grade Equivalent of Average SS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
National Stanine of Average SS															

# FAIRVIEW ELEMENTARY SCHOOL 2023-2024



## BUILDING SUMMARY Iowa Assessments™

Building: Fairview

System: Newton Co SD

State: GA

Form-Level: E-7

Test Date: 03/2022

Norms: Spring 2017

Grade: 1

	English Language Arts							Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE	
	Reading	Language	Vocabulary	READING TOTAL	ELA TOTAL	Word Analysis	Listening	EXTENDED ELA TOTAL	Mathematics	Computation					MATH TOTAL
<b>Fairview Level: 7</b>															
Number of Students Tested = 86															
Number of Students Included	84	86	86	84	84	86	86	84	86	86	86	84			
Average Standard Score (SS)	143.6	141.0	139.5	141.8	141.8	136.5	139.5	140.5	138.5	143.9	140.3	141.2			
National Percentile Rank of Average SS	31	23	27	26	25	21	22	22	21	28	20	22			
Percent of Students in NPR Range 75-99	11	5	17	18	8	6	8	5	3	12	5	6			
50-74	17	10	14	12	15	13	13	17	15	12	14	15			
25-49	14	26	14	11	15	28	21	18	28	20	24	13			
1-24	58	59	55	60	61	53	58	61	53	57	57	65			
Grade Equivalent of Average SS	1.5	1.4	1.3	1.4	1.4	1.2	1.3	1.3	1.2	1.4	1.2	1.4			
National Stanine of Average SS	4	3	4	4	4	3	3	3	3	4	3	3			

**Summary:**

IOWA was administered in Spring 2022 and Spring 2023.

- The Reading Total data showed the average standard score **increased** from 141.8 to 144.3 compared to data from Spring 2022.
- The Math Total data showed the average standard score **increased** from 140.3 to 144.3 compared to data from Spring 2022.

The National Percentile Rank for Spring 2023 **increased** by 6 points from the Spring 2022 IOWA assessment in Reading. The National Percentile Rank for the Spring 2023 **increased** by 11 points from the Spring 2022 IOWA assessment in Math.

# FAIRVIEW ELEMENTARY SCHOOL 2023-2024

## Data Set N: IOWA Grade 3



### BUILDING SUMMARY Iowa Assessments™

Building: Fairview  
System: Newton Co SD  
State: GA

Form Level: E-3  
Test Date: 03/2022  
Norms: Spring 2017  
Grade: 3

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics	Computation	MATH TOTAL				
<b>Fairview Level: 3</b>													
Number of Students Tested = 72	72	71	71	72	72	70	71	72	71				
Number of Students Included	170.4	174.8	173.9	173.9	173.1	173.3	177.9	170.3	178.0				
Average Standard Score (SS)	36	33	36	31	33	33	36	34	34				
National Percentile Rank of Average SS	10	0	7	4	6	9	17	4	13				
Percent of Students in NPR Range 75-99	20	25	15	20	24	23	15	25	15				
50-74	21	33	27	36	26	24	30	38	30				
25-49	43	40	31	32	40	44	35	32	47				
1-24	3.0	3.0	3.1	3.1	3.1	3.1	3.3	3.6	3.4				
Grade Equivalent of Average SS	4	4	4	4	4	4	4	4	4				
National Stanine of Average SS													



### BUILDING SUMMARY Iowa Assessments™

Building: Fairview  
System: Newton Co SD  
State: GA

Form Level: E-9  
Test Date: 03/2022  
Norms: Spring 2017  
Grade: 3

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	EXTENDED ELA TOTAL	Mathematics	Computation				
<b>Fairview Level: 3</b>													
Number of Students Tested = 76	76	76	76	76	76	76	76	76	76	76			
Number of Students Included	170.9	170.5	173.2	173.3	172.1	171.6	174.4	174.0	174.3	172.9			
Average Standard Score (SS)	27	27	27	30	28	28	30	26	27	26			
National Percentile Rank of Average SS	9	8	1	13	13	13	9	4	8	8			
Percent of Students in NPR Range 75-99	22	17	18	22	14	12	24	16	21	18			
50-74	18	21	36	20	24	22	20	22	18	24			
25-49	50	54	42	45	49	53	47	56	53	53			
1-24	3.0	3.0	3.0	3.1	3.0	3.0	3.1	3.3	3.2	3.0			
Grade Equivalent of Average SS	4	4	4	4	4	4	4	4	4	4			
National Stanine of Average SS													

#### Summary:

IOWA was administered in Spring 2022 and Spring 2023.

- For Spring 2022 the ELA data showed an average standard score of 171.6 to 175.3.
- Reading showed 172.1 to 175.1.
- Mathematics showed 174.3 to 178.0.
- Students showed a minimal increase in all three areas.



### BUILDING SUMMARY Iowa Assessments™

Building: Fairview  
System: Newton Co SD  
State: GA

Form Level: E-10  
Test Date: 03/2022  
Norms: Spring 2017  
Grade: 4

	English Language Arts						Mathematics			CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
	Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics	Computation	MATH TOTAL				
<b>Fairview Level: 10</b>													
Number of Students Tested = 87	87	87	86	86	86	86	87	86	85				
Number of Students Included	185.0	192.1	189.8	192.0	188.3	189.1	184.7	184.2	184.6	186.7			
Average Standard Score (SS)	29	39	34	37	32	33	26	21	23	27			
National Percentile Rank of Average SS	9	9	6	13	10	12	6	5	6	4			
Percent of Students in NPR Range 75-99	17	30	23	23	22	20	11	9	20	20			
50-74	26	24	28	27	22	23	27	32	30	27			
25-49	47	37	43	37	45	45	51	52	55	49			
1-24	3.8	4.2	4.0	4.2	4.0	4.0	3.7	3.8	3.8	3.8			
Grade Equivalent of Average SS	4	4	4	4	4	4	4	3	3	4			
National Stanine of Average SS													

# FAIRVIEW ELEMENTARY SCHOOL 2023-2024

		English Language Arts				Mathematics				CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
		Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics	Computation				
<b>Fairview Level: 10</b>													
Number of Students Tested = 86													
Number of Students Included													
Average Standard Score (SS)		86	86	85	86	86	85	86	86	86	85		
National Percentile Rank of Average SS		193.2	192.4	188.7	186.7	189.9	191.2	184.7	184.7	184.7	188.0		
Percent of Students in NPR Range 75-99		40	40	33	28	34	37	26	21	23	30		
50-74		21	12	6	13	15	18	5	1	1	7		
25-49		12	33	19	17	20	18	10	7	10	15		
1-24		22	17	28	28	19	22	40	36	37	31		
Grade Equivalent of Average SS		4.5	3.8	4.7	4.4	4.7	4.2	4.5	3.8	5.1	4.7		
National Stanine of Average SS		4.3	4.2	3.9	3.9	4.1	4.1	3.7	3.8	3.8	3.9		
		4	4	4	4	4	4	4	3	3	4		

**Summary:**

IOWA was administered in Spring 2022 and Spring 2023.

- For Spring 2022 the ELA data showed an average standard score of 189.1 to 191.2.
- Reading showed 188.3 to 189.9.
- Mathematics showed 184.6 to 184.7.
- Students showed a minimal increase in all three areas.

		English Language Arts				Mathematics				CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
		Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics	Computation				
<b>Data Set P: IOWA Grade 5</b>													
<b>BUILDING SUMMARY</b>													
Number of Students Tested = 99													
Number of Students Included													
Average Standard Score (SS)		99	99	99	99	99	99	99	99	99	99		
National Percentile Rank of Average SS		206.2	198.1	207.6	206.8	206.0	203.5	199.3	199.4	199.4	201.5		208.2
Percent of Students in NPR Range 75-99		39	33	41	39	39	36	31	28	31	42		42
50-74		17	2	9	14	15	14	12	13	9	9		18
25-49		17	27	25	28	21	20	13	11	16	20		26
1-24		29	36	32	31	31	28	25	23	23	23		25
Grade Equivalent of Average SS		3.6	3.4	3.3	2.8	3.2	3.7	4.9	5.3	5.2	4.7		5.3
National Stanine of Average SS		5.2	4.8	5.3	5.3	5.2	5.0	4.7	4.7	4.7	4.8		5.3
		4	4	5	4	4	4	4	4	4	4		5

		English Language Arts				Mathematics				CORE COMPOSITE	Social Studies	Science	COMPLETE COMPOSITE
		Reading	Written Expression	Conventions of Writing	Vocabulary	READING TOTAL	ELA TOTAL	Mathematics	Computation				
<b>BUILDING SUMMARY</b>													
Number of Students Tested = 90													
Number of Students Included													
Average Standard Score (SS)		90	90	90	90	90	89	89	89	89	90		90
National Percentile Rank of Average SS		188.5	186.1	192.0	198.1	193.4	189.9	188.8	189.3	189.0	189.6		188.1
Percent of Students in NPR Range 75-99		23	22	24	27	24	21	19	15	16	18		20
50-74		8	2	2	6	7	7	3	1	1	1		1
25-49		8	9	16	21	13	9	10	8	6	11		10
1-24		23	33	23	20	19	21	19	22	24	20		29
Grade Equivalent of Average SS		4.0	3.9	4.1	4.6	4.3	4.1	4.0	4.2	4.1	4.0		4.0
National Stanine of Average SS		3	3	4	4	4	3	3	3	3	3		3

**Summary:**



IOWA was administered in Spring 2022 and Spring 2023.

# FAIRVIEW ELEMENTARY SCHOOL 2023-2024

- The Reading Total data showed the average standard score **increased** from 193.4 to 206.0 compared to data from Spring 2022.
- The Math Total data showed the average standard score **increased** from 189.0 to 199.4 compared to data from Spring 2022.

The National Percentile Rank for the Spring 2023 **increased** by 15 points from the Spring 2022 IOWA assessment in Reading. The National Percentile Rank for the Spring 2023 **increased** by 12 points from the Spring 2022 IOWA assessment in Math.

## Data Set Q: GKIDS ELA & Math - 2022-2023

School: Fairview Elementary Number of Students: 77				System: Newton County System ID: 707 School ID: 0124				
		<b>School Summary Report GKIDS Academic Progressions Spring 2022</b>						
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: small;"> <input type="checkbox"/> NYA Not Yet Assessed             </div> <div style="font-size: small;"> <input type="checkbox"/> NYD Not Yet Demonstrated             </div> <div style="font-size: small;"> <input type="checkbox"/> PC Precursor             </div> <div style="font-size: small;"> <input type="checkbox"/> BE Beginning             </div> <div style="font-size: small;"> <input type="checkbox"/> EM Emerging             </div> <div style="font-size: small;"> <input type="checkbox"/> DV Developing             </div> <div style="font-size: small;"> <input type="checkbox"/> DM Demonstrating             </div> <div style="font-size: small;"> <input type="checkbox"/> EX Exceeding             </div> </div> <p style="font-size: x-small; text-align: center;">*... indicates performance level not applicable</p>								
English Language Arts								
Learning Progressions	NYA	NYD	PC	BE	EM	DV	DM	EX
Phonemic Awareness	1%	16%	23%	6%	5%	4%	25%	19%
Phonics	1%	8%	--	13%	10%	9%	48%	10%
High-Frequency Words	1%	3%	--	6%	6%	17%	34%	32%
Comprehension	1%	3%	3%	0%	5%	22%	35%	31%
Conventions of Writing	1%	5%	0%	4%	18%	40%	31%	0%
Spelling	1%	3%	--	12%	17%	25%	43%	0%
Communication of Ideas	1%	3%	3%	8%	4%	31%	34%	17%
Mathematics								
Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX	
Shapes	1%	0%	25%	16%	25%	25%	9%	
Counting - Number	1%	1%	4%	16%	16%	53%	9%	
Counting - Objects	1%	3%	3%	14%	17%	30%	32%	
Compare	1%	17%	3%	5%	17%	21%	36%	
Addition and Subtraction	1%	19%	14%	13%	13%	13%	6%	
Science								
Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX	
Physical Attributes	68%	0%	0%	0%	0%	32%	0%	
Motion	68%	0%	0%	0%	0%	32%	0%	
Life Science	68%	0%	0%	0%	0%	32%	0%	
Space Science	68%	0%	0%	0%	0%	32%	0%	
Earth Materials	68%	0%	0%	0%	0%	32%	0%	
Social Studies								
Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX	
Historical Understandings	68%	0%	0%	0%	0%	32%	0%	
Geographic Understandings	68%	0%	0%	0%	0%	32%	0%	
Civic Understandings	68%	0%	0%	0%	0%	32%	0%	
Economic Understandings	68%	0%	0%	0%	1%	31%	0%	

# FAIRVIEW ELEMENTARY SCHOOL 2023-2024

School: Fairview Elementary  
Number of Students: 67

System: Newton County  
System ID: 707  
School ID: 0124



**School Summary Report  
GKIDS Academic Progressions  
Spring 2023**



<input type="checkbox"/> NYA Not Yet Assessed	<input type="checkbox"/> NYD Not Yet Demonstrated	<input type="checkbox"/> PC Precursor	<input type="checkbox"/> BE Beginning	<input type="checkbox"/> EM Emerging	<input type="checkbox"/> DV Developing	<input type="checkbox"/> DM Demonstrating	<input type="checkbox"/> EX Exceeding
--	--	--	--	---	---	--	--

\*-- indicates performance level not applicable

**English Language Arts**

Learning Progressions	NYA	NYD	PC	BE	EM	DV	DM	EX
Phonemic Awareness	0%	15%	15%	30%	10%	3%	21%	6%
Phonics	0%	3%	-	9%	40%	9%	31%	7%
High-Frequency Words	0%	6%	-	21%	18%	18%	19%	18%
Comprehension	0%	4%	15%	25%	6%	21%	18%	10%
Conventions of Writing	0%	6%	1%	21%	13%	34%	24%	0%
Spelling	0%	6%	-	16%	28%	27%	22%	0%
Communication of Ideas	0%	16%	7%	12%	22%	21%	21%	0%

**Mathematics**

Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Shapes	0%	0%	33%	18%	24%	24%	1%
Counting - Number	0%	3%	4%	21%	12%	40%	19%
Counting - Objects	0%	1%	6%	12%	31%	36%	13%
Compare	0%	7%	9%	24%	24%	34%	1%
Addition and Subtraction	0%	16%	24%	27%	16%	13%	3%

**Science**

Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Physical Attributes	97%	1%	0%	0%	0%	1%	0%
Motion	97%	0%	1%	0%	0%	1%	0%
Life Science	96%	1%	1%	0%	0%	1%	0%
Space Science	97%	1%	0%	0%	1%	0%	0%
Earth Materials	97%	1%	0%	0%	1%	0%	0%

**Social Studies**

Learning Progressions	NYA	NYD	BE	EM	DV	DM	EX
Historical Understandings	97%	1%	0%	0%	0%	1%	0%
Geographic Understandings	97%	1%	0%	0%	0%	1%	0%
Civic Understandings	96%	1%	1%	0%	0%	1%	0%
Economic Understandings	97%	1%	0%	0%	0%	1%	0%

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### Data Set S: 2022-2023 ELA Report Card Data

2022-2023			
Grade Level	BOY Report Card Summary Avg. Score ELA	EOY Report Card Summary Avg. Score ELA	End of Year % Mastery
1st	1.9	2.5	86%
2nd	2.2	2.5	80%
3rd	2.2	2.8	95%
4th	78.5	76.5	82%
5th	81.9	80	91%

### Data Set U: 2022-2023 Science Report Card Data

2022-2023			
Grade Level	BOY Report Card Summary Avg. Score Science	EOY Report Card Summary Avg. Score Science	End of Year % Mastery
1st	2.1	2.2	99%
2nd	2.7	2.8	86%
3rd	2.8	3.0	100%
4th	83.4	83	93%
5th	81.1	79.7	92%

### Data Set V: 2022-2023 Social Studies Report Card Data

2022-2023			
Grade Level	BOY Report Card Summary Social Studies	EOY Report Card Summary Social Studies	End of Year % Mastery

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>1st</b>	<b>2.0</b>	<b>2.2</b>	<b>87%</b>
<b>2nd</b>	<b>2.5</b>	<b>2.8</b>	<b>87%</b>
<b>3rd</b>	<b>2.8</b>	<b>2.8</b>	<b>95%</b>
<b>4th</b>	<b>83</b>	<b>81.6</b>	<b>90%</b>
<b>5th</b>	<b>81</b>	<b>84.2</b>	<b>92%</b>
<b>Summary:</b> The goal of at least 70% of students demonstrating mastery of their grade level content by progressing, meeting, or exceeding the grade level standards was met by all grade levels in all academic content areas.			

### Milestones Sub-group Performance ELA

3rd Grade English Language Arts Percentage of Students Scoring in Each Achievement Level						
Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	467	52%	26%	21%	1%	22%
Female	478	39%	36%	25%	0%	25%
Male	454	70%	12%	15%	3%	18%
Black, Non-Hispanic	471	51%	32%	15%	2%	17%
Hispanic	461	53%	21%	26%	0%	26%
White, Non-Hispanic	487	42%	17%	42%	0%	42%
Multiracial	411	80%	20%	0%	0%	0%

4th Grade English Language Arts Percentage of Students Scoring in Each Achievement Level						
Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	473	51%	34%	13%	2%	15%
Female	482	39%	41%	20%	0%	20%
	466	60%	29%	8%	4%	12%



## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

Male						
Asian/Pacific Islander	447	100%	0%	0%	0%	0%
Black, Non-Hispanic	476	42%	44%	12%	2%	14%
Hispanic	472	52%	29%	14%	5%	19%
White, Non-Hispanic	470	75%	0%	25%	0%	25%
Multiracial	439	100%	0%	0%	0%	0%

### 5th Grade English Language Arts Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	494	37%	37%	24%	2%	26%
Female	495	30%	42%	28%	0%	28%
Male	494	42%	33%	21%	4%	25%
Asian/Pacific Islander	535	0%	0%	100%	0%	100%
Black, Non-Hispanic	492	43%	30%	25%	2%	27%
Hispanic	491	33%	38%	29%	0%	29%
White, Non-Hispanic	506	25%	67%	0%	8%	8%
Multiracial	510	0%	67%	33%	0%	33%

#### Summary of Data:

Gifted learners are not scoring as distinguished learners. White/Non-Hispanic students have high levels of proficiency compared to their peers. Females outscore males in proficient and distinguished categories. 43% of Black/Non-Hispanic and 42% of males in 5<sup>th</sup> Grade performed at beginner levels. The majority of males score at beginning learner status in ELA. White/Non-Hispanic students significantly outscored peers in proficiency levels in 3<sup>rd</sup> and 4<sup>th</sup> Grades.

## Math

### 3<sup>rd</sup> Grade Mathematics Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
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## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

All Students	486	43%	39%	17%	1%	18%
Female	489	41%	41%	18%	0%	18%
Male	482	45%	36%	15%	3%	18%
Asian/Pacific Islander	-	-	-	-	-	-
Black, Non-Hispanic	488	34%	51%	12%	2%	14%
Hispanic	477	63%	21%	16%	0%	16%
White, Non-Hispanic	512	17%	42%	42%	0%	42%
Multiracial	449	100%	0%	0%	0%	0%

### 4<sup>th</sup> Grade Mathematics Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	475	55%	38%	8%	0%	8%
Female	471	54%	46%	0%	0%	0%
Male	479	56%	31%	13%	0%	13%
Asian/Pacific Islander	494	0%	100%	0%	0%	0%
Black, Non-Hispanic	475	54%	42%	3%	0%	3%
Hispanic	478	57%	24%	19%	0%	19%
White, Non-Hispanic	472	63%	25%	13%	0%	13%
Multiracial	469	50%	50%	0%	0%	0%

### 5<sup>th</sup> Grade Mathematics Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	484	51%	29%	19%	1%	20%

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

Female	478	56%	30%	14%	0%	14%
Male	488	47%	28%	23%	2%	25%
Asian/Pacific Islander	560	0%	0%	100%	0%	100%
Black, Non-Hispanic	481	52%	29%	19%	0%	19%
Hispanic	477	52%	29%	19%	0%	19%
White, Non-Hispanic	501	42%	33%	17%	8%	25%
Multiracial	482	67%	33%	0%	0%	0%

**Summary of Data:**

Beginning and developing learner percentages are extremely high in beginning and developing learner categories in third grade. Hispanic students outscored all subgroups in 4<sup>th</sup> Grade mathematics with proficiency levels. Males outscored females in 5<sup>th</sup> Grade mathematics proficiency levels. Students are not performing at distinguished levels in Mathematics when compared to ELA.

### Science

#### 5<sup>th</sup> Grade Science

##### Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (290-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-705)	Proficient (Levels 3&4)
All Students	484	46%	31%	18%	4%	22%
Female	479	50%	26%	21%	2%	23%
Male	487	44%	35%	16%	5%	21%
Asian/Pacific Islander	569	0%	0%	100%	0%	100%
Black, Non-Hispanic	477	51%	30%	14%	5%	19%
Hispanic	480	48%	29%	24%	0%	24%
White, Non-Hispanic	510	33%	42%	17%	8%	25%
Multiracial	537	0%	50%	50%	0%	50%

**Summary of Data:** 50% of females and Black/Non-Hispanic learners perform at Beginning Learner Levels in 5<sup>th</sup> Grade Science. Higher percentages of students score as Distinguished Learners in 5<sup>th</sup> Grade Science than in Mathematics or ELA.

# FAIRVIEW ELEMENTARY SCHOOL 2023-2024

## FY23 Parent and Family Engagement Survey

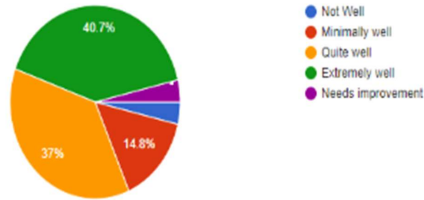
FAIRVIEW ELEMENTARY SCHOOL

### Communication

1. How well do you feel the school creates a welcoming environment for parents?

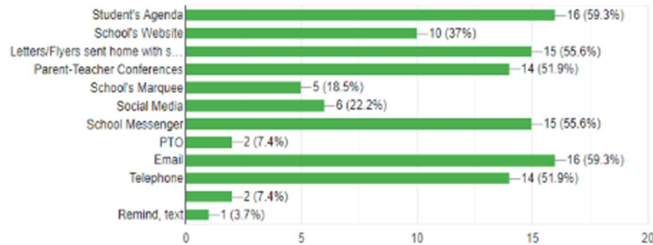
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27 responses



2. What is the most effective way to get information to you? (Check all that apply)

27 responses



If your answer to question 2 is "Other", please specify.

2 responses

Remind

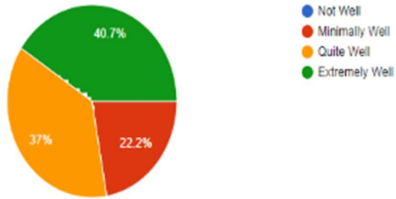
Apps

# FAIRVIEW ELEMENTARY SCHOOL 2023-2024

3. How well does your child's school provide information that is easy to understand?

[Copy](#)

27 responses

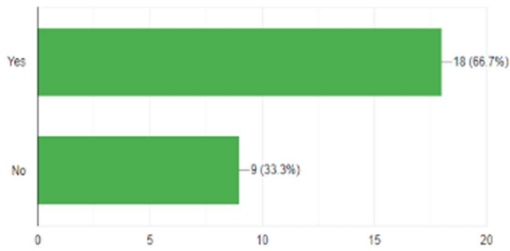


## Parent Involvement Workshops

4. Did you attend any of the Parent and Family Engagement Meetings this school year?

[Copy](#)

27 responses

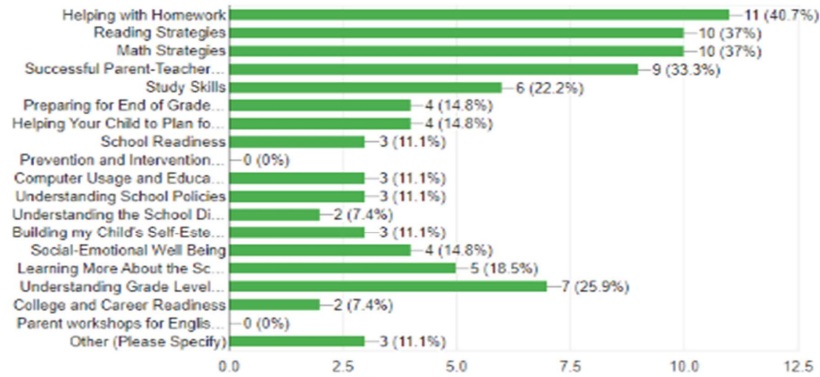


## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

5. If yes, please indicate the types of workshops in which you would be interested.  
Check all that apply.

[Copy](#)

27 responses



If your answer to question 5 is "Other", please specify.

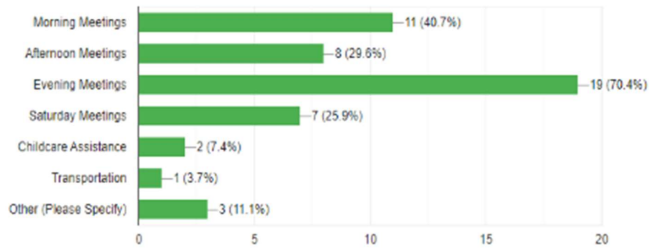
1 response

Did not attend

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

6. We would like to offer flexible meeting times. Which of the following would enable you to participate in parent engagement meetings/workshops, parent conferences, and school activities? (Check all that apply.) [Copy](#)

27 responses



If your answer to question 6 is "Other", please specify.

3 responses

Virtual

Phone meetings are acceptable... FaceTime. Zoom etc

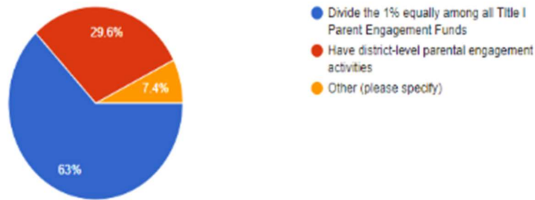
Meetings always tend to be on Wednesdays, which doesn't allow parents who can't come on that day to attend.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### Title I Parent Involvement Funds

7. How do you think Newton County School System should use the 1% required title I Parent Involvement Funds? [Copy](#)

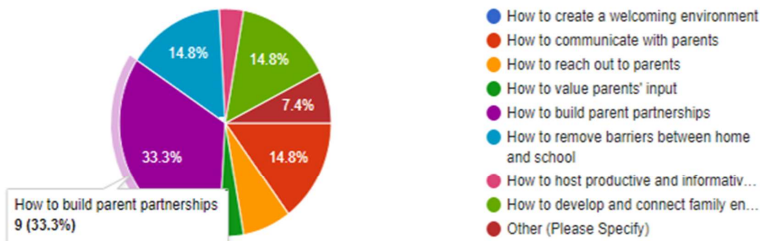
27 responses



### Building Staff Capacity

8. What would you like teachers to know when working with parents in the efforts to raise student achievement? [Copy](#)

27 responses



If your answer to question 8 is "Other", please specify.

2 responses



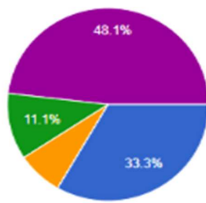
# FAIRVIEW ELEMENTARY SCHOOL 2023-2024

## School's Plan to Engage Families

### 9. School's Plan to Engage Families

[Copy](#)

27 responses

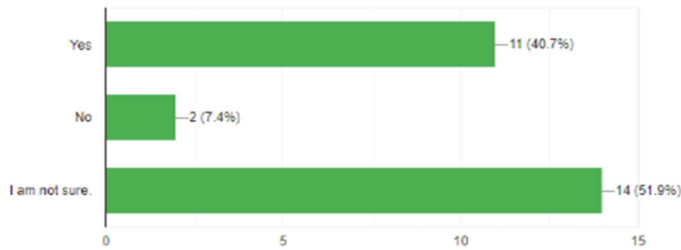


- My school asked me for feedback on the school's parent and family engage...
- The school makes the school parent and family engagement policy available to...
- The school updates, at least annually, the parent and family engagement poli...
- If requested by parents, the school addresses opportunities for regular m...
- The school explains what a School-Parent Compact is and how parents, t...

### 10. Do the goals in the school-parent compact capture areas in which your child may need help to improve?

[Copy](#)

27 responses

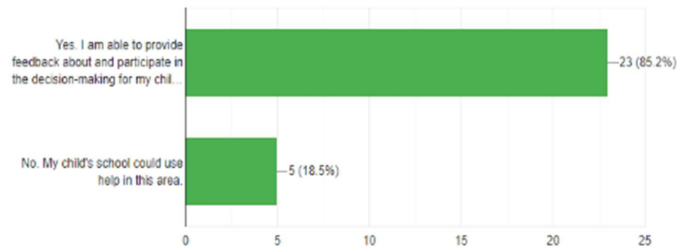


## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

12. Do you have the opportunity to provide feedback about and participate in decision-making about your child's education?

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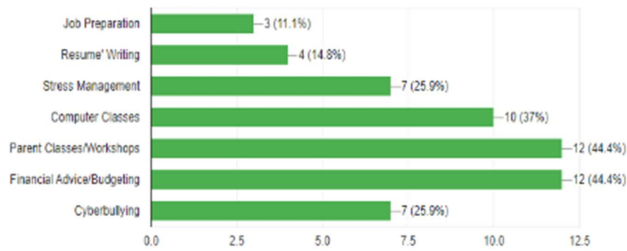
27 responses



14. Which of these classes would you attend if we were able to offer them?

[Copy](#)

27 responses



### Summary:

27 responses were submitted to the PARENT AND FAMILY ENGAGEMENT SURVEY. The feedback from those responses were reviewed and discussed at the June 15 & 16, 2022 planning meeting when this document was developed. Efforts to increase survey participation included: survey-link placed on Remind. Place survey-link on

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

school website and Facebook page; provide paper copies in the front office; calls made by our Spanish translator to our Spanish-speaking families and School Messenger messages sent to all families. Based upon the survey data 88.89% of parents completing the survey indicated that the school is a welcoming environment for parents.

Why are students not performing well in <b>Math</b> ?	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Students have not mastered higher order critical thinking and the application of interrelated math skills.	<p>Teachers will spiral concepts throughout the year for ongoing practice.</p> <p>Teachers will use informal, formative, and summative assessment data to identify individual students for whom additional instruction is needed.</p> <p>Teachers will use interactive notebooks as a study tool for their math instruction.</p> <p>Teachers will incorporate Number Talks as part of their weekly math instruction.</p> <p>Teachers will participate in district and schoolwide professional learning related to math instruction.</p>
Students lack math academic vocabulary.	<p>Teachers will spiral concepts throughout the year for ongoing practice.</p> <p>Teachers will focus on math academic vocabulary to make sure students are proficient in their understanding.</p> <p>Teachers will teach vocabulary using researched based vocabulary strategies</p>
Students lack fact fluency that enable them to reason abstractly and quantitatively.	<p>Teachers will use exemplars /three-act-tasks / framework tasks throughout the district’s curriculum map.</p> <p>Teachers will incorporate instructional technology into their lessons.</p> <p>Teachers will model their think-aloud skills to develop these same skills within students.</p> <p>Teachers will participate in district and schoolwide professional learning related to math instruction.</p>
<p><b>SMART Goal:</b> Increase the total number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in Math, as measured by the 2023-2024 Georgia Milestones EOG Math assessment. Students will show an increase from Fall 2023 to Spring 2024 of at least 3% in each benchmark category (high risk, some risk, low risk, and college pathway) according to Fastbridge data. (Grades 1-5). Kindergarten data will be measured by 60% of students achieving the “Developing” stage or greater on GKids assessment.</p>	

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

Why are students not performing well in <b>ELA/Reading</b> ?	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
<p>Students have limited grade level and academic vocabulary to understand passages as they are reading.</p> <p>Challenges with vocabulary comprehension prevent students from completely understanding and following written and verbal directions.</p> <p>Students are having difficulty with idea development, organization, and coherence.</p>	<p>Teachers will incorporate read-aloud experiences throughout the week using various texts.</p> <p>Teachers will incorporate direct vocabulary instructional strategies/Scholastic W.O.R.D. during reading instruction.</p> <p>Teachers will participate in professional learning related to direct vocabulary instructional strategies.</p> <p>There will be a schoolwide effort to include writing across the curriculum and implement hands-on main idea and key detail activities.</p>
<p>Deficits in background knowledge result in students' inability to make connections and/or inferences in the reading.</p>	<p>Teachers will help students make connections between text and their personal experiences (Text-to-Text, Text-to-Self, and Text-to-World).</p> <p>Teachers will participate in professional learning related to using higher level DOK questions and "second question" strategies.</p>
<p><b>SMART Goal:</b> Increase the total number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in Reading, as measured by the 2023-2024 Georgia Milestones EOG Math assessment. Students will show an increase from Fall 2023 to Spring 2024 of at least 3% in each benchmark category (high risk, some risk, low risk, and college pathway) according to Fastbridge data. (Grades 1-5) Kindergarten data will be measured by 50% of students achieving the "Developing" stage or greater on the GKids assessment.</p>	

Why are students not performing well in <b>Science</b> ?	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
<p>Deficits in background knowledge result in students' inability to make connections, inferences, and application of information.</p>	<p>Teachers will make connections with students' personal experiences so students will understand how text relates to their lives and teach students to make their own connections.</p> <p>Teachers will engage students in making inferences using phenomena.</p>
<p>Students lack the ability to bridge ideas and concepts to perform at a rigorous level of understanding.</p>	<p>The teachers will participate in PLCs to gain understanding on how to deconstruct science standards, develop learning targets, and success criteria.</p> <p>Teachers will also provide students with more demonstrations and/or hands-on inquiry based activities.</p>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

Students lack the ability to analyze, synthesize, and apply hands-on experiences with grade level standards.	<p>Teachers will use the GADOE Frameworks for driving their instruction.</p> <p>Teachers will plan science instructional units in advance which will include experiments and projects to increase depth of knowledge and application of concepts.</p>
<p><b>SMART Goal:</b> Increase the total number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in Science, as measured by the 2023-2024 Georgia Milestones EOG Math assessment. Students will show an increase from Fall 2023 to Spring 2024 of at least 3% in each benchmark category (high risk, some risk, low risk, and college pathway) according to Fastbridge data.</p>	

Why are students not performing well in <b>Social Studies</b> ?	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
Deficits in background knowledge result in students' inability to make connections, inferences, and application of information.	<p>Teachers will make connections with students' personal experiences to make learning deliberate and meaningful.</p> <p>Teachers will use increasing levels of DOK questions and strategies to reach students of different learning modalities.</p> <p>Teachers will use the "second question" concept to ask follow-up (deeper DOK) questions of students who will be expected to justify or evaluate their responses.</p>
Students lack the ability to bridge the continuum of ideas and concepts to perform at a rigorous level of understanding.	<p>Teachers will collaborate to meet the rigor and cross cultural needs of the students.</p> <p>Teachers will use the GADOE Frameworks and GADOE Teacher Notes for driving their instruction.</p> <p>Teachers will plan social studies instructional units in advance to spiral previous knowledge to increase depth of knowledge and project-based learning experiences.</p>
<p><b>SMART Goal:</b> Seventy percent of students in grades K-5 will demonstrate their overall mastery of their grade level Social Studies content by progressing, meeting, or exceeding the grade level standards or by achieving a minimum score of 70 as the final grade.</p>	

ROOT CAUSE	HOW TO ADDRESS CONCERNS
Due to inadequate social emotional growth and/or trauma, some students do not have viable social-emotional skills, and coping mechanisms to navigate the school environment.	<p>Conduct a schoolwide SEL needs self-assessment.</p> <p>SEL instruction to address student needs during a schoolwide Morning Meeting time and throughout the academic day</p> <p>Schoolwide culture, practices, and policies that center around our PBIS framework and SEL instruction.</p>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

	<p>Authentic partnerships that include our teachers, school counselor, administration, parents, district support staff, and community partners to assist students with their greatest identified needs.</p> <p>Teacher SEL Professional Learning Community (PLC) and RETHink Ed. Academic Connections.</p> <p>Parent/School RETHink Ed. Home Connections Tips/Resources.</p>
<p>Many students lack self-regulation, self-management, self-awareness, social awareness, conflict resolution, relationship, and responsible decision making skills.</p>	<p>Conduct a schoolwide SEL needs self-assessment.</p> <p>SEL instruction to include Habits of Mind strategies for addressing student needs during a school wide Morning Meeting time.</p> <p>Schoolwide culture, practices, and policies that center around our PBIS framework and SEL instruction</p> <p>Authentic partnerships that include our teachers, school counselor, administration, parents, district support staff, and community partners to assist students with their greatest identified needs.</p> <p>Teacher SEL Professional Learning Community (PLC) and RETHink Ed. Academic Connections.</p> <p>Parent/School RETHink Ed. Home Connections Tips/Resources.</p>
<p>SMART Goal: Decrease the number of students identified as needing social emotional interventions by 3% as measured by the SEL Self-Assessment through ReThink Ed</p>	

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

#### MATH GOAL

SMART Goal: Increase the total number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in Math, as measured by the 2023-2024 Georgia Milestones EOG Math assessment. Students will show an increase from Fall 2023 to Spring 2024 of at least 3% in each benchmark category (high risk, some risk, low risk, and college pathway) according to FastBridge data. (Grades 1-5) and Georgia Milestones data for grades 3-5. Increase the total number of kindergarten students achieving the “Developing” stage or greater on GKIDS assessment to 75%.

#### OVERARCHING MATH PROGRAM

Fairview Elementary School’s math teachers use Math Exemplars, Math Tasks, and technology-based instructional strategies throughout their math instruction. A variety of manipulatives are also used during math instruction.

<b>Person(s) Responsible:</b>	Principal, Instructional Coaches, K-5 Teachers
<b>Evaluation Methods:</b>	Lesson Plans, Observations, Informal/Formal Assessments
<b>Timeline for Implementation:</b>	August 2023 – May 2024

#### Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Teach students how to use visual representations. (Tier 1 Strong)	Math teachers will use consumable materials to implement Interactive Notebooks and other tools throughout their units of instruction. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I funds	Notebooks, Glue Sticks, Scissors, Pre-copied Notes, Crayons, Color pencils, Markers, Ink Printers
Expose students to multiple problem-solving strategies. (Tier 2 Moderate)	IXL will be used as a tool for daily scheduled intervention sessions with students in grades K-5. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I Funds	IXL subscription Computers

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Representations: Use a well-chosen set of concrete and semi-concrete representations to support students’ learning of mathematical concepts and procedures. (Tier I Strong)	Math teachers will incorporate appropriate math software, including Reflex Math, BrainPOP and technology applications, in addition to manipulatives and other instructional tools, throughout units of instruction as a means to provide student hand-on learning opportunities and practices with concepts. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I Funds	Reflex Math, BrainPOP, Computers Manipulatives (base ten blocks, geometric shapes, flash cards, counters, ) Ink, Printers Paper
Use progress monitoring to ensure that math instruction builds on what each child knows. (Tier 4 Has Rationale)	A computerized data tracking tool will be utilized, such as Fastbridge, will help determine student learning gaps, assist learning targets in the areas of ELA, Math and Science. Through use of the program, teachers will obtain insight regarding each student’s academic growth which will support them during instructional planning and implementation to target the specific needs of each student or groups of students. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I Funds	Computerized data tracking tools, such as IXL Fastbridge
Help students recognize and articulate mathematical concepts and notation. (Tier 2 Moderate)	Nearpod is a student engagement platform that engages students with interactive activities, connects them through collaborative discussions, and gains instant insight into student learning through formative assessments. The teacher can create presentations that can contain quizzes, polls, videos, images, drawing-boards, and web content.	ESSER Funds	Nearpod Subscription



## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Teachers will also have access to standards-aligned lessons.

**Logic Model Required:**

#### Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster And Homeless
We will provide additional support to students based on individual student needs through Tier 2 instruction.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
English Learners	Migrant
ELs will be served by ESOL-endorsed teachers. Supplemental resources and materials will be purchased using Title III-LEP funds.	We will work with the District’s Migrant Liaison to support the goals of improving educational outcomes for any migratory students who will enroll at Fairview in the future.
Race/Ethnicity/Minority	Students With Disabilities
We will provide additional support to students based on individual student needs through Tier 2 instruction.	Targeted interventions for SWD students will be used. IEPs will be implemented with fidelity to provide support on the individual basis in the least restrictive environment.

#### ELA/READING GOAL

Increase the total number of students performing at the Proficient and Distinguished Learner levels (combined) by 3% in Reading, as measured by the 2023-2024 Georgia Milestones EOG Math assessment. Students will show an increase from Fall 2023 to Spring 2024 of at least 3% in each benchmark category (high risk, some risk, low risk, and college pathway) according to Fastbridge data. (Grades 1-5) Kindergarten data will be measured by 50% of students achieving the “Developing” stage or greater on the GKids assessment.

#### OVERARCHING ELA/READING PROGRAM

Fairview Elementary School’s reading and ELA teachers use Scholastic Literacy as the district’s primary source of instructional materials for these subjects. They incorporate class and individual book collections, manipulatives, and paired texts, in addition to appropriate software and technology applications.

<b>Person(s) Responsible:</b>	Principal, Instructional Coaches, K-5 Teachers
<b>Evaluation Methods:</b>	Observations, Lesson Plans, Informal/Formal Assessments
<b>Timeline for Implementation:</b>	August 2023 – May 2024

#### Describe the evidence-based action steps to be taken to achieve the goals.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
K-3rd: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2 Moderate)	<p>Teachers will incorporate read-aloud experiences throughout the week using various texts.</p> <p><del>Teachers will build knowledge through content rich texts (nonfiction, literary and informational) and regular practice with complex texts and academic language.</del></p> <p><del>Teachers will establish higher order questions grounded in the reading to use as the basis for purposeful reading, discussion, and writing.</del></p> <p><del>Teachers will provide explicit, step-by-step writing instruction with clear, common requirements for writing assignments</del></p> <p><del>Teachers will assign at least one extended expository or argumentative writing assignment.</del></p> <p><b>Logic Model Required: <input type="checkbox"/></b></p>	Title I, Part A	Classroom Libraries/books Reading, mentor texts, common writing rubrics,
<u>K-3rd: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2 Moderate)</u>	<p><u>Teachers will build knowledge through content rich texts (nonfiction, literary and informational) and regular practice with complex texts and academic language.</u></p> <p><b><u>Logic Model Required: <input type="checkbox"/></u></b></p>	<u>Title I, Part A</u>	<u>Classroom Libraries/books Reading, mentor texts, common writing rubrics,</u>
<u>K-3rd: Ensure that each student reads connected text every day to support reading accuracy, fluency, and</u>	<p><u>Teachers will provide explicit, step-by-step writing instruction with clear, common requirements for writing assignments</u></p>	<u>Title I, Part A</u>	<u>mentor texts, common writing rubrics,</u>

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## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

<a href="#"><u>comprehension. (Tier 2 Moderate)</u></a>	<b>Logic Model Required:</b> <input type="checkbox"/>		
<a href="#"><u>K-3rd: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2 Moderate)</u></a>	Teachers will assign at least one extended expository or argumentative writing assignment. <b>Logic Model Required:</b> <input type="checkbox"/>	<a href="#"><u>Title I, Part A</u></a>	<a href="#"><u>mentor texts, common writing rubrics.</u></a>
Provide extensive and varied vocabulary instruction. (Tier 3 Promising) an item.	Scholastic software and IXL will be used as tools for daily scheduled intervention sessions with students in grades K-5. <b>Logic Model Required:</b> <input type="checkbox"/>	District funds/ESSER	Scholastic software subscription Computers
<a href="#"><u>K-3rd: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Tier 2 Moderate)</u></a>	Teachers will establish higher order questions grounded in the reading to use as the basis for purposeful reading, discussion, and writing. <b>Logic Model Required:</b> <input type="checkbox"/>	<a href="#"><u>Title I, Part A</u></a>	<a href="#"><u>Classroom Libraries/books Reading, mentor texts, common writing rubrics.</u></a>
Guide students through focused, high-quality discussion on the meaning of text. (Tier 4 Has Rationale)	Reading teachers will incorporate appropriate software, including BrainPOP, and technology applications to support student learning. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	BrainPOP Computers
Provide intensive small group reading interventions. (Tier 3 Promising)	Reading teachers will incorporate manipulatives and other instructional tools, to support various concepts/skills and provide hands-on learning opportunities. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Reading Manipulatives (magnetic letter trays, magnetic letters, flash cards, etc.), Glue Sticks, Scissors, Pre-copied Notes, Crayons, Color pencils, Markers, index

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

			cards, Printers, Ink, Books
Provide intensive small group reading interventions. (Tier 3 Promising)	A computerized data tracking tool, such as FastBridge will help determine student learning gaps and assist learning targets in the areas of ELA and Reading. The program will assist teachers and help them gain insight regarding each student's academic progress. This will also support them during instructional planning and implementation, which will target the specific needs of students. <b>Logic Model Required:</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Title I, Part A	Computerized data tracking tools, such as IXL FastBridge
Provide intensive small group reading interventions. (Tier 3 Promising)	Nearpod is a student engagement platform that engages students with interactive activities, connects them through collaborative discussions, and gains instant insight into student learning through formative assessments. The teacher can create presentations that can contain quizzes, polls, videos, images, drawing-boards, and web content. Teachers will also have access to standards-aligned lessons. <b>Logic Model Required:</b> <input type="checkbox"/>	ESSER Funds	Nearpod Subscription
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster And Homeless</b>	
We will provide additional support to students based on individual student needs through Tier 2 instruction.		We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.	
<b>English Learners</b>		<b>Migrant</b>	
ELs will be served by ESOL-endorsed teachers. Supplemental resources and		We will work with the District’s Migrant Liaison to support the goals of improving educational outcomes for	

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

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- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

materials will be purchased using Title III-LEP funds.	any migratory students who will enroll at Fairview in the future.
<b>Race/Ethnicity/Minority</b>	<b>Students With Disabilities</b>
We will provide additional support to students based on individual student needs through Tier 2 instruction.	Targeted interventions for SWD students will be used. IEPs will be implemented with fidelity to provide support on the individual basis in the least restrictive environment.

SCIENCE GOAL
Increase the total number of students performing at the Proficient and Distinguished Learner levels by 3% in Science, as measured by the 2023-2024 Georgia Milestones EOG Science assessment (Grade 5 only). Increase the total number of students performing at Meets or Exceeds on Performance Based Standards by EOY (Grades 1-3). Increase the total number of students receiving a grade of 70% or higher on the EOY report card (Grades 4-5).

OVERARCHING SCIENCE PROGRAM
Fairview Elementary School’s science teachers use GADOE Science Frameworks and McGraw-Hill Science Series as their primary source of text to support state standards. They also use a variety of informational text sources as well as instructional technology components throughout their lessons.

<b>Person(s) Responsible:</b>	Principal, Instructional Coaches, K-5 Teachers
<b>Evaluation Methods:</b>	Observations, Lesson Plans, Informal/Formal Assessments
<b>Timeline for Implementation:</b>	August 2023 – May 2024

Describe the evidence-based action steps to be taken to achieve the goal(s).			
Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Grades 4-5: Routinely use a set of comprehension-building practices to help students make	Science teachers will include periodicals and other sources of informational text within their classroom libraries. Science teachers will use probes that require students to develop their scientific ideas, to revise and modify their ideas.	Title 1, Part A	Science Leveled Readers Informational Texts (Readworks.org) (Newsela.org found on Launch Pad) NSTA

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## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

sense of the text (Tier 1 Strong)	Logic Model Required: <input checked="" type="checkbox"/> <input type="checkbox"/>		Uncovering Student Ideas Science Studies Weekly
Connect and integrate abstract and concrete representations of concepts. (Tier 3 Promising)	Science teachers will plan science instructional units in advance which will include experiments and projects with consumable materials to increase depth of knowledge and application of concepts. Logic Model Required: <input type="checkbox"/>	Title 1, Part A	Science Lab Materials (examples: microscopes, beakers, soil, balance beams, cover slips, etc.) Paper, Pencils, Markers, Crayons, Clay, paper, ink, printers
Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Tier 1 Strong)	Science teachers will incorporate appropriate software, including BrainPop, and technology applications throughout their units of instruction. Logic Model Required: <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Title 1, Part A	BrainPop software Computers
Provide engaging learning experiences. (Tier 4 Has Rationale)	Science teachers will incorporate Generation Genius which is a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more. The videos are produced in partnership with the National Science Teaching Association and aligned to standards in all 50 states. Logic Model Required: <input checked="" type="checkbox"/>	ESSER Funds	Generation Genius Subscription
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster And Homeless</b>	

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# FAIRVIEW ELEMENTARY SCHOOL 2023-2024

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- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

We will provide additional support to students based on individual student needs through Tier 2 instruction.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
<b>English Learners</b>	<b>Migrant</b>
ELs will be served by ESOL-endorsed teachers. Supplemental resources and materials will be purchased using Title III-LEP funds.	We will work with the District’s Migrant Liaison to support the goals of improving educational outcomes for any migratory students who will enroll at Fairview in the future.
<b>Race/Ethnicity/Minority</b>	<b>Students With Disabilities</b>
We will provide additional support to students based on individual student needs through Tier 2 instruction.	Targeted interventions for SWD students will be used. IEPs will be implemented with fidelity to provide support on the individual basis in the least restrictive environment.

### SOCIAL STUDIES GOAL

Increase the total number of students in grades K-5 who demonstrate their overall mastery of grade level content. Increase the total number of students performing at Meets or Exceeds Standards by 4th quarter (Grades 1-3). Increase the total number of students receiving a grade of 70% or higher by the 4th quarter (Grades 4-5).

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### OVERARCHING SOCIAL STUDIES PROGRAM

Fairview Elementary School’s Social Studies teachers use GADOE Social Studies Frameworks, GADOE Teacher Notes, and Georgia Experience social studies series and Studies Weekly periodicals as their primary sources of text to support state standards. They also use a variety of informational text sources as well as instructional technology components throughout their lessons.

<b>Person(s) Responsible:</b>	Principal, Instructional Coaches, K-5 Teachers
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<b>Evaluation Methods:</b>	Observations, Lesson Plans, Informal/Formal Assessments
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## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

<b>Timeline for Implementation:</b>	August 2023 – May 2024		
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>			
Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Ask deep explanatory questions. (Tier 3 Promising)	Social Studies teachers will include periodicals and other sources of informational text within their classroom libraries. <b>Logic Model Required:</b> <input type="checkbox"/> <input checked="" type="checkbox"/>	Title 1, Part A	Studies Weekly Weekly Reader Time For Kids National Geographic Kids Periodicals Ink paper
Connect and integrate abstract and concrete representations of concepts. (Tier 3 Promising)	Social Studies teachers will incorporate appropriate software, including BrainPop, and technology applications throughout their units of instruction.  <i>Teachers will incorporate read-aloud experiences throughout the week using various texts.</i>  <i>Teachers will build knowledge through content rich texts (nonfiction, literary and informational) and regular practice with complex texts and academic language.</i>  <i>Teachers will establish higher order questions grounded in the reading to use as the basis for purposeful reading, discussion, and writing.</i>  <i>Teachers will provide explicit, step-by-step writing instruction with clear,</i>	Title 1, Part A	BrainPop Software Computers History Alive Primary and secondary source documents Images Habits of Mind

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## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

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	<p><del>common requirements for writing assignments.</del></p> <p><del>Teachers will assign at least one extended expository or argumentative writing assignment.</del></p> <p><del>Teachers will incorporate primary source document.</del></p> <p><del>Teachers will develop guiding questions for primary source documents to assist students in analysis.</del></p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>		
Provide engaging learning experiences. (Tier 4 Has Rationale)	<p>Social Studies teachers will receive support to deeply understand the content and expected outcomes related to their content standards.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	Title I, Part A/General Funds	Instructional Coach Professional Learning
Connect and integrate abstract and concrete representations of concepts. (Tier 3 Promising)	<p>Nearpod is a student engagement platform that engages students with interactive activities, connects them through collaborative discussions, and gains instant insight into student learning through formative assessments. The teacher can Create presentations that can contain quizzes, polls, videos, images, drawing-boards, and web content. Teachers will also have access to standards-aligned lessons.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	<del>ESSER District</del> Funds	Nearpod Subscription Habits of Mind History Alive Primary and secondary source documents Images
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>	<b>Foster And Homeless</b>		

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b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

We will provide additional support to students based on individual student needs through Tier 2 instruction.	We will work with the Foster Care and Homeless Liaison to support the goals of improving educational outcomes for homeless and foster care students.
<b>English Learners</b>	<b>Migrant</b>
ELs will be served by ESOL-endorsed teachers. Supplemental resources and materials will be purchased using Title III-LEP funds.	We will work with the District’s Migrant Liaison to support the goals of improving educational outcomes for any migratory students who will enroll at Fairview in the future.
<b>Race/Ethnicity/Minority</b>	<b>Students With Disabilities</b>
We will provide additional support to students based on individual student needs through Tier 2 instruction.	Targeted interventions for SWD students will be used. IEPs will be implemented with fidelity to provide support on the individual basis in the least restrictive environment.

#### OTHER INSTRUCTIONAL METHODS

- Use effective instructional methods that increase the quality and amount of learning time.
- Increase the amount and quality of learning time, such as providing an extended school year, before, after-school, and summer programs and opportunities, as well as help provide an enriched and accelerated curriculum.
  - Increase the amount and quality of learning time, such as class-size reduction teachers, supplemental teachers, and paraprofessionals, etc.

<b>Person(s) Responsible:</b>	Principal, Instructional Coaches, K-5 Teachers
<b>Evaluation Methods:</b>	Observations, Lesson Plans, Informal/Formal Assessments
<b>Timeline for Implementation:</b>	August 2023 – May 2024

**Describe the evidence-based action steps to be taken to achieve the goals.**

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

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Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Establish a clear vision for schoolwide data use. (Tier 4 Has Rationale)	The Title I Instructional Coach will work with the faculty to promote learning that impacts student achievement. <b>Logic Model Required:</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<b>Title I, Part A</b>	Title I Coach
Collaborative teams use data to support student learning.	Schoolwide approach to supporting tier 2 and tier 3 interventions. <b>Logic Model Required:</b> <input type="checkbox"/>	<b>ESSER</b>	Modern Curriculum Press Computerized data tracking tools Performance Coach / Milestones EOG Assessment Test Preparation Guide (3-5)
Adapt instruction to individual and small group needs. (Tier 3 Promising)	Tutoring will increase the amount and quality of learning time to help provide intense remediation to help students meet the state’s proficient and advanced levels of student academic achievement. The areas of focus will be ELA/Reading and Math. <b>Logic Model Required:</b> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<b>Title I, Part A</b>	Coach Books, Paper, pencils, Notebooks,

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#### PARENT AND FAMILY ENGAGEMENT PROGRAM

<b>Person(s) Responsible:</b>	Principal, Instructional Coaches, K-5 Teachers
<b>Evaluation Methods:</b>	Meeting Evaluations, Parent Survey, Parent Conferences, Observations, Lesson Plans, Informal/Formal Assessments, <u>Logic Model</u>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

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- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

<b>Timeline for Implementation:</b>	August 2023 – May 2024	
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>		
<b>Intervention/Practice (If Title I Funded, a Logic Model is required.)</b>	<b>Funding Source</b>	<b>Resources Needed</b>
A parent and family resource area will be maintained with literature and resources related to parental support of student learning. <b>Logic Model Required:</b> <input type="checkbox"/>	Title 1 Family Engagement Funds	Pamphlets Handouts Parent resource cabinets
Linked to learning parent and family engagement events will be held in which teachers provide reading and math strategies and resources to participants. <b>Logic Model Required:</b> <input type="checkbox"/>	Title 1 Family Engagement Funds	Parent Night Materials Light Snacks Manipulatives
Parents make the difference! (Early Childhood & Elementary School versions) and Parents still make the difference! are four-page, Research-based newsletters that provide practical, proven information for parents, on a comprehensive array of school success topics. <b>Logic Model Required:</b> <input type="checkbox"/>	District Funds	Parents Make A Difference Handouts
We will offer ongoing support and training to teachers to assist teachers in building the capacity to work with parents as equal partners. <b>Logic Model Required:</b> <input type="checkbox"/>	Title 1 Family Engagement Funds	PPT Copy of Parent Compacts/Policy Handouts/Articles
Remind will be used to further support the schools efforts in activating and sustaining two-way communication between students, families, and educators. Teachers will use this tool to reach out to parents and improve communication with families and students to build partnerships to support academic success. <b>Logic Model Required:</b> <input type="checkbox"/>	<u>ESSR-District</u> Funds	Remind Subscription
We will provide continuous communication to parents and families in the quest of achieving academic	Title 1 Family Engagement Funds	Copy paper, Ink, Printer, Scanner, Remind,

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

success for all students to ensure that learning continues beyond the school day. <del>Logic Model Required:</del> <input checked="" type="checkbox"/>		School Messenger
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#### PROFESSIONAL LEARNING

<b>Person(s) Responsible:</b>	Administrators, Instructional Coaches, K-5 Teachers
<b>Evaluation Methods:</b>	PLCs, Coach Log, Informal/Formal Assessment Data, TKES Evaluations
<b>Timeline for Implementation:</b>	August 2023 – May 2024

#### Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	The Title I Instructional Coach will work with the faculty to promote learning that impacts student achievement. <b>Logic Model Required:</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Title I, Part A	Paper Chart Paper Laptops Pens History Alive Primary and secondary source documents Images Habits of Mind Writing Rubrics

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## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

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a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.

b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Teach students to examine their own data and set learning goals. (Tier 4 Has Rationale)	Teachers and coaches will participate in professional learning related to using higher level DOK questions and “second question” strategies.  <b>Logic Model Required:</b> <input checked="" type="checkbox"/> <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	Paper Chart Paper Laptops Pens
Establish a clear vision for schoolwide data use. (Tier 4 Has Rationale)	Teachers and Contributing Professionals will include one of the Title I Strategies within their Evaluation Goals. <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	TKES Platform
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	ELA teachers will participate in District and schoolwide professional learning related to reading and writing instruction. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title, I Part A	Paper Chart Paper Laptops Pens
<u>Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)</u>	<u>Utilize Professional Learning Communities to address the following: collaboration among content teachers, increase common planning among content teachers, and</u>	<u>Local Funds Title I, Part A</u>	<u>Copy Paper PPT Ink Handouts/Articles Instructional Coach</u>

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## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

	<a href="#">address concerns through data analysis.</a> <a href="#">Logic Model Required:</a> <input checked="" type="checkbox"/>		<a href="#">Professional Learning Books</a>
<a href="#">Make data part of an ongoing cycle of instructional improvement.</a> <a href="#">(Tier 4 Has Rationale)</a>	<a href="#">Continued use of common planning time to facilitate effective professional learning communities.</a> <a href="#">Logic Model Required:</a> <input checked="" type="checkbox"/>	<a href="#">Local Funds</a>	<a href="#">Copy Paper</a> <a href="#">PPT</a> <a href="#">Ink</a> <a href="#">Handouts/Articles</a> <a href="#">Conference registration</a> <a href="#">Substitutes</a> <a href="#">Travel expenses</a>

#### TECHNOLOGY EQUIPMENT TO SUPPORT THE CORE CURRICULUM

<b>Person(s) Responsible:</b>	Principal, Instructional Coaches, K-5 Teachers, SELT, District Tech Specialist, Media Specialist	
<b>Evaluation Methods:</b>	Lessons Plans, Informal/Formal Assessments, Report Card Grades	
<b>Timeline for Implementation:</b>	August 2023 – May 2024	
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>		
<b>Intervention/Practice (If Title I Funded, a Logic Model is required.)</b>	<b>Funding Source</b>	<b>Resources Needed</b>
We will use technology to promote critical thinking and collaboration among students and to facilitate problem-based learning and team-based learning by having students integrate laptops as devices for research, communication, and development in our K-5 classrooms. Teachers will incorporate rigorous and engaging apps, software (BrainPOP, IXL, etc.), and other digital resources through the use of iPads and laptop(Chromebook) computers, storage carts, laptop carry bags, interactive panels, document cameras, and accompanying peripherals (wireless keyboard and mouse, etc.) to increase students’ use of instructional technology. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I Funds District Funds	Media Center Specialist iPad Laptop Computers Storage Carts Interactive Panels Necessary Peripherals Document Cameras Chromebooks

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

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- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

			Digital input tablet/creative pen Wireless keyboard & mice
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#### STUDENT BEHAVIOR/ATTENDANCE

<b>Person(s) Responsible:</b>	Principal, School Counselor, School Registrar, County Social Worker, Instructional Coaches, K-5 Teachers, SELT, and MTSS Coordinator
<b>Evaluation Methods:</b>	PBIS Meetings, Behavior/Discipline Records, Tier II Records PBIS Meetings, Behavior/Discipline Records, Student Needs Assessments, Student Attendance Logs, and MTSS Files
<b>Timeline for Implementation:</b>	August 2023 – May 2024

#### Describe the evidence-based action steps to be taken to achieve the goals.

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Tier 3 Promising)	Teachers will continue to use PBIS Tier 2 interventions with fidelity as a positive behavior intervention. <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	Student Incentives Copy Paper Card Stock
Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions. (Tier 3 Promising)	Teachers will continue to use the schoolwide discipline initiative with fidelity as the PBIS Tier 1 framework. <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	Student Incentives Copy Paper Card Stock

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#### BUILDING FAMILY FRIENDLY SCHOOLS

In the section below, describe strategies to build family-friendly schools by providing a high-quality customer service.



## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 1. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

- a). Provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards.
- b). use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

**Front Office Staff:** The front office staff is committed to returning emails and phone messages promptly, to conducting themselves professionally in all interactions with guests, to maintaining a pleasant front office area (both visually and socially) and to obtaining assistance from an administrator when needed.

**Administrators:** Fairview Elementary School’s administrators are committed to returning emails and phone messages within 48 hours, to conducting themselves professionally in all interactions with guests, staff, and students, to maintaining a positive school climate, and to work collaboratively with district and school staff members, support staff members, and students’ families through special events and meetings as requested.

**Classroom Teachers:** Fairview Elementary School’s classroom teachers are committed to returning emails and phone messages within 48 hours, to conducting themselves professionally in all interactions with guests, staff, and students, to maintaining a positive school climate, and to work collaboratively with district and school and support staff members; and to actively participate with students’ families during special events and meetings as requested.

**Counselor:** Fairview Elementary School’s counselor is committed to returning emails and phone messages within 48 hours, demonstrate professional conduct in all interactions with guests, staff, and students, to maintaining a positive school climate, to work collaboratively with district and school staff members, and to actively participate with students’ families during special events and meetings as requested.

**Other Faculty/Staff:** Other faculty and staff members at Fairview Elementary School are committed to returning emails and phone messages within 48 hours, to demonstrate professional conduct in all interactions with guests, staff, and students, to maintaining a positive school climate, to work collaboratively with district and school staff members, and to actively participate with students’ families during special events and meetings as requested.

### 2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

c). address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include -

i). counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students' skills outside the academic subject areas;

Fairview Elementary School's counselor will work collaboratively with community mental health clinicians and community resources, school staff, district staff members, and parents to promote social, mental, and emotional well-being of every student.

ii). preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

Fairview Elementary School's counselor, College & Career Ready Teacher Leader, instructional coaches, classroom teachers, and administrators will work collaboratively with other district and staff members to implement career ready initiatives through special events such as Career Day, College Days, Career Clusters instruction, to prepare students for growth in career learning and life readiness.

iii). implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Fairview Elementary School's PBIS, Tier 1, and Tier 2 teams will work collaboratively with school and district staff members to maintain a positive school climate and to continue reducing student discipline-related issues. Fairview Elementary School's special education teachers, EIP teachers, instructional coaches, administrators, and counselor will work collaboratively with school and district staff members to promote success for all students.

iv). professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Root Cause	Professional Learning to Address Root Cause
Students lack the adequate vocabulary to understand passages as they are read. Challenges with vocabulary prevent students from completely understanding written and spoken (listening skills) directions.	Teachers will participate in professional learning related to direct vocabulary instruction strategies.
-Deficits in background knowledge result in students' inability to make connections and/or inferences in the reading.	Teachers will participate in professional learning related to using higher level DOK questions and "second question" strategies.
-Students have not internalized math concepts. -Students have not mastered computation skills and fact fluency.	Math teachers will participate in District and schoolwide professional learning related to math instruction.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<p>-Students struggle when presented with real-world applications and project-based learning.</p>	
<p>-Students are not consistently taught to a rigorous level of understanding, often receiving surface-level instruction of Science and Social Studies.</p>	<p>Science and Social Studies teachers will receive support to deeply understand the content and expected outcomes related to the content standards.</p>

We have included teachers in professional development activities regarding the use of academic assessments, such as Georgia Milestones, Illuminate, Iowa, and teacher-created formative assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways: (1) Teachers and support staff meet during professional learning communities at the grade levels to review results of student assessment results as the data becomes available; (2) teachers and support staff brainstorm root causes of poor performance and select strategies to address the most probable causes; (3) administrators meet with grade level teams each nine weeks to discuss student performance data and review strategies selected to address individual students' and groups of students' weaknesses; (4) administrators and the Guided Coalition will discuss results of data findings and determine how instructional programs need to be improved; (5) teachers meet weekly (Professional Learning Communities) with the instructional coaches to analyze data and identify student needs, and participate in professional development to increase effective teaching strategies; and (5) continuous review of data by administrators and the Guided Coalition results in updates to the school's improvement plan.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems and to recruit and retain effective teachers, particularly in high need subjects. We use our county-allotted professional learning funds to support professional learning needs which may arise during the school year, such as a specific class at Griffin RESA, and to provide substitutes for teachers to be released to attend. We use Title I money to employ 1.5 full-time instructional coaches. We provide common planning time for teachers and allocate time for three weekly PLCs in each grade-level. We have allocated sufficient money to provide appropriate professional development and resources needed to address the root causes of our academic problems.

v). strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

A school wide continuum exists from grade to grade and from home to school, to provide transition services for students. Pre-K teachers hold conferences with parents to provide information on students' transition to kindergarten. Opportunities will be provided for children attending community-based day care programs to visit Fairview's kindergarten classes. Kindergarten Roundup will be held to provide an open forum for parents to register their children for kindergarten classes. All students at Fairview will be provided with a registration packet. Students who enroll during the school year will be assigned a peer partner in their classroom who will assist with transition to our school.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### 3. Schoolwide Plan Development– Section 1114(2)(B) (i-iv)

- a). Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

Fairview Elementary School was approved by the Georgia Department of Education to be restored to previous schoolwide Title I status. Fairview’s Leadership Team (consisting of administrators and staff members from various grades and departments) initiated the development of the Schoolwide Title I Plan process during summer planning sessions before the 2011-2012 school year. The plan was drafted and finalized during the first month of school. Likewise, the Schoolwide Title I Plan is revised during the first month of each new school year.

- b). Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

Fairview’s Leadership Team is composed of representatives from every grade level and department. Initially, the Leadership Team met in summer sessions before the 2011-2012 school year to develop its School-wide Title I Plan after an analysis of available data. An overview of the plan was provided to Fairview’s School Council at its first meeting of the school year. The Title I plan has been and will continue to be reviewed and updated yearly and will include parent involvement in the update process.

- c). Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

We will monitor our Title I Plan regularly by reviewing data and adjusting prioritize our needs with input from all stakeholders. The Title I Plan will be posted on our school’s website to give all stakeholders the opportunity to review and give input. Copies of the Title I plan will be made available at the request of any stakeholder. All stakeholders will be invited to our annual Title I input meeting where they may give feedback on the Title I Plan.

- d). Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform

Fairview’s Schoolwide Title I Plan is posted to the district SharePoint site and to the school’s OneDrive for review by faculty and staff. The plan is discussed at the School Council Meetings and is available for review in the school office and on the school’s website. The plan will be updated annually and made available through the process described here.

- e). Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

We coordinate and integrate available resources and programs to include Title I, Part A, 21st Century Program, Title III, Title IV, Title IX, Food & Nutrition programs, and other local and state programs to create comprehensive support aimed to promote school improvement while increasing student achievement.

### 4. ESSA Requirements to Include in the Schoolwide Plan- Sections 1112(b)(10) 1116 (b)(1)

- a). Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

#### *Response:*

All students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in all parent and family engagement opportunities. **Fairview Elementary School** will provide full opportunity for the participation of parents and family members by...

#### **Linked to Learning Meetings**

- We will provide assistance to parents regarding understanding the state standards, state and local assessments, provide materials and training to help parents work with their children to improve their achievement (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement using primary and secondary methods.

#### **Annual Title I Parent Orientation**

- Invite all parents in multiple ways to our annual parent orientation meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

#### **Accessibility**

- We will share information related to school and parent programs, meetings, and other activities to the parents of participating children (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in a format and, to the extent practicable, in a language the parents can understand.

#### **Annual Parent Input Meeting**

- Jointly developing with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by conducting an annual parent input meeting and by providing feedback forms on our school's website, in our front office or parent resource room.

#### **Coordinating Programs**

- Coordinating and integrating parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, that encourage and support parents to fully participating in the education of their children.

#### **Flexible Meeting Times**

- We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits.

#### **Other Reasonable Support**

- Providing such other reasonable support for parental involvement activities, as parents may request.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

b). If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

- i. through coordination with institutions of higher education, employers, and other local partners; and

Fairview is not a middle or high school.

- ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Fairview is not a middle or high school.

### 5. Evaluation of the Schoolwide Plan—34 CFR § 200.26

- a). Address the regular monitoring and implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- b). Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
- c). Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

*Response:* We plan to evaluate our plan yearly using data from the State's assessments, other student performance data, including perception data to determine if the schoolwide program has been effective in addressing the areas of need. We will use the Title I Program Evaluation and Logic Model evaluations to determine if the identified strategies/interventions/activities were effective in addressing the major problem areas and root causes as identified in our Comprehensive Needs Assessment. We will revise our plan during the Annual Summer Planning meeting and as new data becomes available revealing a need to implement new strategies and interventions to ensure continuous improvement.

We are using evidence-based or other effective strategies to improve student achievement using Logic Models.

**See Appendix for Instructional Coach Logic Model.**

**See Appendix for Instructional Supports, Books and Supplies Logic Model.**

**See Appendix for Software Logic Model.**

**See Appendix for Professional Learning.**

**See Appendix for Building Parent Capacity Logic Model.**

**See Appendix for Building Staff Capacity Logic Model.**

**See Appendix for Parent Survey.**

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>IXL Implementation Plan</b>	
<b>MODEL</b>	<b>RESPONSES</b>
<b>Goal:</b>	Show an increase of 3% on the Fastbridge assessments from the Fall to the Spring Administration in Reading and Math as measured by the pre and post test data.
<b>Describe Intervention/Strategy/Practice that this software will be used as a resource:</b>	IXL is a standard based comprehensive program that will aid in reinforcing skills taught to students. IXL provides class and individual reports with item analysis, usage, and trouble spots that allow teachers to get the specific information they need to differentiate instruction for their students
<b>Intervention Population:</b>	Grades K-5 Students
<b>Person(s) Responsible:</b>	Teachers, Academic Instructional Paras, Computer Teacher, Instructional Coach (Support), MTSS Specialist (Support), Administrators (Support)
Current Research Available that demonstrated rationale that suggests it may work: <a href="https://www.evidenceforessa.org/">https://www.evidenceforessa.org/</a> <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a> <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a>	
Measuring the Impact of IXL Math and IXL Language Arts in Georgia Schools. <a href="https://www.ixl.com/research/Impact-of-IXL-in-Georgia.pdf">https://www.ixl.com/research/Impact-of-IXL-in-Georgia.pdf</a>	
IXL Design Principles: Core Features Grounded in Learning Science Research <a href="https://www.ixl.com/research/IXL_Design_Principles.pdf">https://www.ixl.com/research/IXL_Design_Principles.pdf</a>	
Measuring the Impact of IXL Math and IXL Language Arts in Smarter Balanced States <a href="https://www.ixl.com/research/The-IXL-Effect-Smarter-Balanced-States.pdf">https://www.ixl.com/research/The-IXL-Effect-Smarter-Balanced-States.pdf</a>	
IXL Improves Math Skills for 4 <sup>th</sup> Grade Students in Title I School <a href="https://www.ixl.com/research/IXL-Improves-Math-Skills-in-Title-I-School.pdf">https://www.ixl.com/research/IXL-Improves-Math-Skills-in-Title-I-School.pdf</a>	
<b>Implementation Plan of Action:</b>	
<ul style="list-style-type: none"> <li>● IXL will be used as a tool for regularly scheduled intervention sessions with students in grades K-5.</li> <li>● Classroom teachers will oversee the students' usage of the software each week during intervention sessions and in any other usage sessions.</li> <li>● Instructional coaches will monitor student usage and academic achievement.</li> <li>● Instructional coaches will conference with teachers regarding student usage and academic achievement.</li> <li>● MTSS Specialist will conference with teachers regarding Tier 2 &amp; 3 student usage and academic achievement.</li> <li>● Instructional coaches will acknowledge student usage and academic achievement periodically with announcements and tangible incentives.</li> </ul>	
<b>How will success be measured?</b>	Success will be measured using the Fall and Spring administration of the Fastbridge Assessment, with student achievement increasing by at least 3% in the areas of Reading and Math.
<b>What are the outcomes or milestones that will evaluate success?</b>	Success will be evaluated based on the meeting of the Goals in Reading and Math.

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> October 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 24, 2024</b>



## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### Instructional Supports, Books and Supplies

MODEL	RESPONSES
<b>Goal:</b>	Increase Reading and Math in grades K-5 by 3% as measured by Fastbridge data by the end of the 2023-2024 SY.
<b>Intervention/Strategy/Practice:</b>	Incorporating technology and informational and Literary books into teaching and learning practices.
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>Why Do We Need Technology Integration?: The myriad benefits of integrating technology into the classroom. <a href="https://www.edutopia.org/technology-integration-guide-importance">https://www.edutopia.org/technology-integration-guide-importance</a></p> <p>Technology use in instruction and teacher perceptions of school support for technology use in Iowa high schools <a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599</a></p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices Improving Adolescent Literacy: Effective Classroom and Intervention Practices <a href="https://ies.ed.gov/ncee/wvc/docs/practiceguide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wvc/docs/practiceguide/adlit_pg_082608.pdf</a></p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade <a href="https://ies.ed.gov/ncee/wvc/Docs/practiceGuide/wvc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wvc/Docs/practiceGuide/wvc_foundationalreading_040717.pdf</a></p> <p>How to Get the Benefits of Interactive Notebooks in Digital Formats <a href="https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats">https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats</a></p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
<b>Person Responsible:</b>	Classroom Teacher, Paraprofessional, Administration
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Collect baseline data using formal and informal assessments.</li> <li>2. Establish benchmarks for the year.</li> <li>3. Incorporate the use of technology, books (informational and literary), and interactive notebooks into teaching and learning practices through various instructional practices to include:                             <ol style="list-style-type: none"> <li>a. Whole Class Instruction- Whole class instruction brings teachers, techniques, students, and a shared learning goal together through direct, explicit instruction</li> <li>b. Small Group Instruction- Small group instruction usually follows whole group instruction to reinforce or re teach specific skills and concepts and provides a reduced student-teacher ratio.</li> <li>c. Flexible Grouping-Flexible Grouping ensures that students are receiving instruction that is tailored to their individual needs. The groups change according to the results of informal/formal assessments. This model of instruction emphasizes intervention rather than remediation.</li> <li>d. Extended Learning – Extended learning refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.</li> </ol> </li> <li>4. Progress monitor to analyze student learning and to assess effectiveness of the learning tools.</li> <li>5. Adjust teaching and learning practices.</li> </ol>	

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

	<ol style="list-style-type: none"> <li>6. Progress monitor to analyze student learning and to assess effectiveness of the learning tools after adjustments.</li> <li>7. Complete a final assessment of student learning.</li> <li>8. Communicate progress with parents, administrators, and other related staff.</li> </ol>
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured using formal and informal assessments. The team theorizes that providing hands on tools that support all modalities of learning will help to increase student achievement.
<b>What are the outcomes or milestones that will evaluate success?</b>	Success will be evaluated based on the meeting of the intervention/strategy goal.
<b>Progress Monitoring Dates:</b>	<b>Beginning of Year:</b> October 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 24, 2024</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### SOFTWARE: BrainPOP

MODEL	RESPONSES
<b>Goal:</b>	<u>Show an increase of 3% on the Fastbridge assessments from the Fall to the Spring Administration in Reading and Math as measured by the pre and post test data.</u> <del>Increase usage of the BrainPOP software program by 25% by the end of the school year as measured by the software usage report.</del> -
<b>Describe Intervention/Strategy/Practice that this software will be used as a resource:</b>	BrainPOP helps develop students' prior knowledge and academic vocabulary in all subject areas. The program allows students to engage in each of the "Six Steps of Direct Vocabulary" instruction.
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<b>Response:</b> BrainPop is an instructional tool for activating prior knowledge and developing vocabulary knowledge. Research has demonstrated strong evidence (per ESSA rating guidelines) regarding the positive benefits of direct vocabulary instruction as outlined in Marzano's <i>Classroom Instruction that Works</i> . BrainPOP provides opportunities for students to engage in each of the "Six Steps of Direct Vocabulary" identified by Marzano. Gersten, Russell, (December 2007) Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. NCEE 2007-4011 U.S. Department of Education. Obtained from <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf</a> Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	K-5th
<b>Person Responsible:</b>	Classroom Teacher, Instructional Coaches
<b>Implementation Plan of Action:</b>	
Teachers will use BrainPOP videos and quizzes weekly to activate student learning and develop vocabulary and build background.  Gather baseline data in the fall using the BrainPOP usage reports.  Gather mid-year and end of the year data to determine how many teachers used the software program.	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	The success of BrainPOP will be measured from reviewing the usage reports. The school theorizes that using the software program will increase student achievement.
<b>What are the outcomes or milestones that will evaluate success?</b>	<u>Show an increase of 3% on the Fastbridge assessments from the Fall to the Spring Administration in Reading and Math as measured by the pre and post test data.</u> <del>The end of the year outcome will be measured by the BrainPOP software usage reports to show at least a 25% increase of software usage.</del>
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> October 2023

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

	<b>Middle of the Year:</b> January 2024
	<b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 24, 2024</b>

### TITLE I INSTRUCTIONAL COACH

MODEL	RESPONSES
<b>Goal:</b>	Increase student achievement by 3% by the end of the 2023-2024 school year as measured by Fastbridge.
<b>Intervention/Strategy/Practice:</b>	<b>Instructional Coaches</b>
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<a href="https://www.evidenceforessa.org/">https://www.evidenceforessa.org/</a> <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a> <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a>	
<b>Response:</b>	
Instructional Coaching By: Lucy Steiner, Julie Kowal <a href="http://www.readingrockets.org/article/instructional-coaching">http://www.readingrockets.org/article/instructional-coaching</a> Three Steps to Great Coaching <a href="http://cabooseit.s3.amazonaws.com/makes_sense_strategies/3-steps-to-great-coaching.pdf">http://cabooseit.s3.amazonaws.com/makes_sense_strategies/3-steps-to-great-coaching.pdf</a> Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	Instructional coaches work with teachers on a variety of instructional-related topics.
<b>Person Responsible:</b>	Principal, Instructional Coaches
<b>Implementation Plan of Action:</b>	
<b>Response:</b>	
<ul style="list-style-type: none"> <li>Instructional coaches meet once weekly to lead grade-level PLCs, focusing on topics including instructional strategies, instructional planning, and data analysis.</li> <li>Instructional Coaches complete walk-throughs to assess instructional needs.</li> <li>Instructional Coaches will provide individual professional learning and instructional modeling as needed.</li> </ul>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Administrator participation in (and evaluation of) PLCs led by instructional coaches will be one way the success of this position is measured. CCRPI scores, Fastbridge Assessment scores, GMAS and report card grades will be an additional measure of the successful impact of this position.
<b>What are the outcomes or milestones that will evaluate success?</b>	Spring 2024 Fastbridge and GMAS data will be the primary source used to determine effectiveness of the schoolwide instructional program. Correlation of these data sources to professional learning which occurred during the year will be reviewed as indicators of success of this position.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> October 2023

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	<b>Mid-Year:</b> January 2024
	<b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 24, 2024</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>PROFESSIONAL LEARNING</b>	
<b>MODEL</b>	<b>RESPONSES</b>
<b>Goal:</b>	Increase student achievement by 3% by the end of the 2023-2024 school year as measured by the Fastbridge and GMAS.
<b>Intervention/Strategy/Practice:</b>	Professional Learning activities as outlined in the professional learning section of the SIP requiring logic model.
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: Association for Supervision and Curriculum Development.	
Five Phases of Professional Development: North Central Regional Educational Laboratory	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	Administration and certified teachers
<b>Person Responsible:</b>	Instructional Coaches, Administration
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Gather information through self-assessments, walkthroughs, observations, classroom data, and surveys to determine professional learning needs.</li> <li>2. Determine which staff will benefit from the professional learning session.</li> <li>3. Identify objectives and measurable evidence for building teacher capacity and student achievement.</li> <li>4. Specify additional learning opportunities and follow-up sessions to support implementation, plan for differentiated opportunities when necessary.</li> <li>5. Identify and allocate resources to properly support professional learning.</li> <li>6. Determine how professional learning will be evaluated.</li> </ol>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	<ul style="list-style-type: none"> <li>● Sign in sheets from each Professional Learning activity</li> <li>● Walkthrough Forms/Data</li> <li>● Evaluation Forms</li> <li>● Fastbridge and GMAS scores</li> </ul>
<b>What are the outcomes or milestones that will evaluate success?</b>	To increase achievement in all subject areas by 3% as measured by Fastbridge and GMAS by the end of the 2023-2024 school year.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> October 2023
	<b>Mid-Year:</b> January 2024
	<b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 23, 2024</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### TITLE I PARENT ENGAGEMENT PROGRAM

MODEL	RESPONSES
<b>SMART Goal:</b>	To have at least 33% of parents participate in primary building parent capacity activities as measured by parent meeting attendance by the end of the 2023-2024 school year.
<b>Intervention/Strategy/Practice:</b>	Building Parent Capacity using Primary and Secondary Methods
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region <a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf</a>	
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
<b>Person Responsible:</b>	<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Convene an annual parent orientation that informs parents about the Title I Program, the parents’ requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.</li> <li>2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school by implementing purposely designed parent and family engagement opportunities that impact student achievement, providing interpreters for parents of ELL students, and offering flexible meeting times.</li> <li>3. Review grade-level content area data and determine the skills/focus areas to strengthen school-improvement goals. Use the parent and family engagement planning forms to develop workshops that share strategies and activities linked to the skills/focus areas in the efforts to build the capacity of the parents to complete the strategies/activities with their child effectively.</li> <li>4. Provide continuous communication to parents through / flyers / handouts / weekly folders/ brochures/emails / text messages / social media posts / website / parent portal <b>or</b> newsletter that shares links to video / tip sheets / that promotes effective school-parent partnerships in a format and language that parents can understand.</li> <li>5. Provide full opportunity for the participation of parents with limited English, parents with disabilities, and parents of migratory children.</li> <li>6. Host schoolwide parent-teacher conference days to share student progress at school, share academic and/or behavioral strategies and activities to propel students towards academic success.</li> </ol>	

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

7. Inform and invite parents to our Parent Resource Room that provides parents and families with a variety of materials (books, tip sheets, manipulatives, strategy cards, etc.) and resources to help support specific academic needs.
  
8. Convene an annual parent input meeting to gather feedback on the Title I Program, school and LEA parent and family engagement policies, the schoolwide plan, and the school-parent compact, building staff capacity, 1% parent budget, and the CLIP.

<b>How will success be measured? What is the school's theory of change for this intervention?</b>	<p>We will use the feedback gathered from parent meeting evaluations, stakeholder meetings, and the parent surveys to evaluate the effectiveness of our Parent and Family Engagement Program.</p> <p>We theorize that parents will become supporters, encouragers, monitors, advocates, decision makers, and collaborators in the efforts to increase student achievement.</p>
<b>What are the outcomes or milestones that will evaluate success?</b>	Higher grades and test scores, high school attendance, greater likelihood of graduating from high school, better chance of postsecondary enrollment, fewer discipline issues,
<b>Evidence-Based Evaluation</b>	<b>Due:</b> May 23, 2024



## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>SOFTWARE: Generation Genius</b>	
<b>MODEL</b>	<b>RESPONSES</b>
<b>Goal:</b>	Fastbridge Assessments by showing an increase of 3% from the Fall to the Spring Administration.
<b>Name of Intervention/Strategy/Practice:</b>	Generation Genius
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<a href="https://www.evidenceforessa.org/">https://www.evidenceforessa.org/</a> <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a> <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a> Common Sense Education Review <a href="https://www.commonsense.org/education/website/generation-genius">https://www.commonsense.org/education/website/generation-genius</a> EdTech Review <a href="https://edtechreview.in/reviews/3258-generation-genius-the-next-generation-in-science-videos">https://edtechreview.in/reviews/3258-generation-genius-the-next-generation-in-science-videos</a> An independent study by WestEd <a href="https://www.nsta.org/generation-genius">https://www.nsta.org/generation-genius</a>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<b>School:</b> Fairview Elementary School
<b>Person Responsible:</b>	Principal, Teachers, Instructional Coaches
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Gather baseline data from the Generation Genius software program usage report and Fastbridge Assessment Data.</li> <li>2. Classroom teachers will use the software program to support instruction and engage students in the lessons.</li> <li>3. Gather data at mid-year and the end of the year to determine how much teachers used the software program and how the program impacts student achievement.</li> </ol>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured using formal and informal assessments. The team theorizes that providing hands on tools that support all modalities of learning will help to increase student achievement.
<b>What are the outcomes or milestones that will evaluate success?</b>	Success will be evaluated based on the meeting of the intervention/strategy goal.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> October 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 2024</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>SOFTWARE: Reflex Math</b>	
<b>MODEL</b>	<b>RESPONSES</b>
<b>Goal:</b>	Fastbridge Assessments by showing an increase of 3% from the Fall to the Spring Administration.
<b>Name of Intervention/Strategy/Practice:</b>	Reflex Math
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<a href="https://www.evidenceforessa.org/">https://www.evidenceforessa.org/</a> <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a> <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a> Common Sense Education Review <a href="https://www.commonensemedia.org/website-reviews/explorelearning-reflex">https://www.commonensemedia.org/website-reviews/explorelearning-reflex</a>  EdTech Review <a href="https://www.educatorstechnology.com/2023/01/reflex-math-learn-math-fact-fluency.html">https://www.educatorstechnology.com/2023/01/reflex-math-learn-math-fact-fluency.html</a>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<b>School:</b> Fairview Elementary School
<b>Person Responsible:</b>	Principal, Teachers, Instructional Coaches
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Gather baseline data from the Reflex Math software program usage report and Fastbridge Assessment Data.</li> <li>2. Classroom teachers will use the software program to support instruction and engage students in the lessons.</li> <li>3. Gather data at mid-year and the end of the year to determine how much teachers used the software program and how the program impacts student achievement.</li> </ol>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured using formal and informal assessments. The team theorizes that providing hands on tools that support all modalities of learning will help to increase student achievement.
<b>What are the outcomes or milestones that will evaluate success?</b>	Success will be evaluated based on the meeting of the intervention/strategy goal.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> October 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 2024</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>SOFTWARE: UFLI Foundations</b>	
<b>MODEL</b>	<b>RESPONSES</b>
<b>Goal:</b>	Students will increase their scores from the beginning of the year to the end of the year by 3% in ELA from the beginning of the year Fastbridge to the end of the year Fastbridge.
<b>Describe Intervention/Strategy/Practice that this software will be used as a resource:</b>	UFLI Foundations is an explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading. Teachers will follow a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
Response: <a href="https://www.flocabulary.com/results-achievement/">https://www.flocabulary.com/results-achievement/</a>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input checked="" type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input type="checkbox"/>
<b>Intervention Population:</b>	<b>K-5<sup>th</sup></b>
<b>Person Responsible:</b>	Teacher, Instructional Coach and Administration
<b>Implementation Plan of Action:</b>	
<b>Response:</b> <ul style="list-style-type: none"> <li>Gather baseline data from the program implementation report.</li> <li>Students will access the UFLI Foundations program during whole and small group rotations.</li> <li>Students may access the program at home for additional practice.</li> <li>Gather data at mid-year and the end of the year to determine software program usage and effectiveness.</li> </ul>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured from progress monitoring, common assessments, and software progression reports. Fairview theorizes that the software program will increase student achievement.
<b>What are the outcomes or milestones that will evaluate success?</b>	Student growth will be measured through analysis of the beginning grade level and ending grade level assessment data obtained from the software program and Fastbridge. Achievement of the goal will be determined through a review of the summary reports.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> October 2023 <b>Middle of the Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 2024</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

TITLE I TUTORING PROGRAM (GMAS Focus)	
MODEL	RESPONSES
<b>Goal:</b>	To increase ELA/Reading and Math student scores by 3% as measured by pre and post assessment from Progress Learning and the Fastbridge assessment by the end of the 2023-2024 tutoring program.
<b>Intervention/Strategy/Practice:</b>	Tutoring Program
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
The Effectiveness of Afterschool Tutoring Programs on Student Achievement. <a href="https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/45666/IsikEffAftTut.pdf?s">https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/45666/IsikEffAftTut.pdf?s</a>	
The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students <a href="http://journals.sagepub.com/doi/10.1177/074193250102200305">http://journals.sagepub.com/doi/10.1177/074193250102200305</a>	
<b>Intervention Population:</b>	3 <sup>rd</sup> – 5 <sup>th</sup> Grades
<b>Person Responsible:</b>	Principal, Assistant Principal, Instructional Coach, Classroom Teachers
<b>Implementation Plan of Action:</b>	
<ul style="list-style-type: none"> <li>The tutoring program will be offered to all 3rd-5th graders and will provide tutoring services with the goal of improving student achievement.</li> <li>Teachers will identify students who continue to not demonstrate progress with a focus on reading comprehension, vocabulary, problem solving, and numbers and operations.</li> <li>Gather pre and post test data to use as baseline date for the tutoring program.</li> <li>Small group instruction will address the needs of students.</li> <li>The program will meet twice per week 3:00 – 5:00 pm.</li> <li>Classes will not exceed a 1:14 ratio.</li> <li>Growth data from the students' pre-and post-assessments from Illuminate and Fastbridge will be used to evaluate the program.</li> </ul>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured using the pre and post assessments from Progress Learning in Reading and Math on the Fastbridge assessment. Fairview school theorizes that the after-school tutoring program will help to increase student achievement by implementing small groups and research-based instructional strategies.
<b>What are the outcomes or milestones that will evaluate success?</b>	Students in grades 3-5 will increase their ELA/Reading and Math scores by 3% as measured by the pre and post assessment in Progress Learning and Fastbridge Assessments by the end of the 2023-2024 school year.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> September 2023 <b>Middle of the Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation:</b>	<b>Due May 2024.</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

### TITLE I PARENT ENGAGEMENT PROGRAM

MODEL	RESPONSES		
<b>SMART Goal:</b>	To provide four or more opportunities to build staff capacity to work with parents as equal partners by the end of the 2023-2024 school year.		
<b>Intervention/Strategy/Practice:</b>	Building Staff Capacity using Primary and Secondary Methods		
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>			
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region <a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf</a>			
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a>			
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>		
<b>Intervention Population:</b>	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12		
<b>Person Responsible:</b>	<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>		
<b>Implementation Plan of Action:</b>			
<b>Primary Method</b> In-Person Faculty Meeting	1 <sup>st</sup> Nine Weeks	Due by August 31 of each school year	Powerful Partnerships: Staff Parent and Family Engagement Orientation
<b>*Secondary Method</b> Handouts, Tip Sheets, Videos	2 <sup>nd</sup> Nine Weeks	Due by the end of the 2 <sup>nd</sup> nine weeks	Optional tools to address topics identified with the assistance of parents.
<b>Primary Method</b> In-Person Faculty Meeting	3 <sup>rd</sup> Nine Weeks	Due by January 31 of each school year	Powerful Partnerships: Building Powerful Partnerships: School Parent Compacts
<b>*Secondary Method</b> Handouts, Tip Sheets, Videos	4 <sup>th</sup> Nine Weeks	Due by the end of the 4 <sup>th</sup> nine weeks	Optional tools to address topics identified with the assistance of parents.
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	We will measure the success by having each participant complete an evaluation form after the building staff capacity professional learning sessions. We will also collect feedback after each secondary method on how we can use the strategies shared to enhance our parent and family engagement program.  We theorize that our faculty and staff will provide high-quality customer service, honor, and recognize families'		

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

funds of knowledge, connect family engagement to student learning, and create a welcoming and an inviting school culture.

**What are the outcomes or milestones that will evaluate success?**

Parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement.

The students' education becomes a shared responsibility.

**Evidence-Based Evaluation**

**Due:** May 23, 2024

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>TITLE I PARENT ENGAGEMENT PROGRAM</b>	
<b>MODEL</b>	<b>RESPONSES</b>
<b>SMART Goal:</b>	To have at least 33% of parents that offer input on our Title I Parent and Family Engagement Program as measured by the 2023-2024 Parent and Family Engagement Survey.
<b>Intervention/Strategy/Practice:</b>	<b>Parent Survey</b>
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
Partners Education in A Dual Capacity-Building Framework for Family-School Partnerships <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<input checked="" type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12
<b>Person Responsible:</b>	<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>
<b>Implementation Plan of Action:</b>	
<p>1. Offer ongoing opportunities to build the capacity of parents and staff to work together as equal partners by focusing on the following areas:</p> <ul style="list-style-type: none"> <li>Coherent vision</li> <li>Communication</li> <li>Strong collaborative culture</li> <li>Building Parent Capacity Parent Involvement Workshops/Conferences/Activities</li> <li>Flexible Meeting Times</li> <li>Balance of coherence and ownership</li> </ul> <p>2. The Parent and Family Engagement Survey is designed to be a tool that produces family and staff capacity outcomes for Effective Family-School Partnerships that support student achievement and school improvement.</p>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	
We will measure the success of these sessions by at least 33% of our parents and family completing the survey by the end of the 2023-2024 school year. We theorize that parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement. The students' education becomes a shared responsibility.	
<b>What are the outcomes or milestones that will evaluate success?</b>	
Family and Staff Capacity Outcomes <b>School and Program Staff Who Can:</b> <ul style="list-style-type: none"> <li>Honor and recognize families' funds of knowledge</li> <li>Connect family engagement to student learning</li> <li>Create a welcoming and an inviting school culture</li> </ul>	<b>Families who can negotiate multiple roles</b> Supporters Encouragers Monitors Advocates Decision Makers Collaborators
<b>2021-2022 Student Enrollment</b>	<b>616</b>
<b>2021-2022 # of Parents who took the survey</b>	<b>27</b>

## FAIRVIEW ELEMENTARY SCHOOL 2023-2024

<b>2022-2023 Student Enrollment</b>	<b>595</b>
<b>2022-2023 # of Parents who took the survey</b>	<b>27</b>
<b>2023-2024 Student Enrollment</b>	
<b>2023-2024 # of Parents who took the survey</b>	