

Comprehensive Progress Report

Mission: Every child, every day, do your best the eagle way.

Vision: Preparing students to be a positive part of their communities by doing their best.

Goals:

Our EC subgroup will grow from 9% to 25% proficiency on the Reading and Mathematics End-of-Grade Tests by the year 2020.

70% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade reading test by the year 2020.

60% of students will demonstrate proficiency (level 3, 4 or 5) on the End-of-Grade mathematics test by the year 2020.

Our EL subgroup will grow from 23% to 30% proficiency on the Reading and Mathematics End-of-Grade Tests by the year 2020.



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Dimension A - Instructional Excellence and Alignment

Effective Practice:

High expectations for all staff and students

	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2017) We have established a PBIS team that has attended Module 1 training. This team consists of a wide range of professionals throughout the school. The PBIS team met over the summer to create a discipline system that involved the use of "STOP AND THINK" cards that created a system where students had ownership of their behavior and parent contact and consequences were built into the system. They also created a tiered matrix for teachers to refer to when deciding between a "STOP AND THINK" card and direct office referral. The PBIS team implemented the use of positive reward cards and a school store using the cards to purchase reward items. The PBIS team also created a common expectation matrix to be used by teachers when there is any question of what behaviors are expected in all common areas. In addition to this, expectations posters were also placed in common areas for students and teachers to refer to when necessary. The PBIS team created an acronym (E.A.G.L.E. P.R.I.D.E) to use as a character education teaching tool for each month of the school year.	Limited Development 09/18/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			When this objective is in full implementation students will be able to show responsibility, manage their emotions, solve problems creatively, respect others, communicate effectively, build relationships, negotiate fairly, refuse provocations, seek help, and act ethically. These behaviors will be explicitly taught and reinforced positively. Teachers will demonstrate "withitness" and approach behaviors proactively as opposed to reactively. Common expectations and language surrounding behavior will be used school-wide. These will be posted throughout the school as well as explicitly taught. The PBIS team will be trained in Tier level supports and will meet regularly to support staff in maintaining a positive behavior system with logical consequences. Examples of evidences for this indicator include: PBIS implementation checklist, PBIS self-assessment, office referral data, parent communication examples, examples of positive rewards, PBIS professional development PowerPoints, notes from module trainings, PBIS committee minutes, PBIS matrix, PBIS poster examples, character education information, and PBIS walkthrough data.		Holly Whisnant	06/01/2021
Actions				23 of 25 (92%)		
	10/8/17	The Curriculum Committee will consult in teams and compile a list of ideas for academic incentives.		Complete 05/01/2018	Eleanor Macaulay	06/01/2018

	<i>Notes:</i> All members of the Curriculum Committee will contribute to this action.			
10/8/17	The PBIS Committee will create a school PBIS website that will include behavior guidelines for parents and students.	Complete 05/01/2018	Teresa Vreeland	06/01/2018
	<i>Notes:</i> Will upload link to website upon completion.			
10/8/17	The PBIS Committee will complete an audit of our school-wide PBIS implementation status.	Complete 05/01/2018	Teresa Vreeland	06/01/2018
	<i>Notes:</i>			
10/8/17	The PBIS committee will conduct a parent survey about PBIS to allow parents the chance to provide feedback.	Complete 06/01/2018	Teresa Vreeland	06/01/2018
	<i>Notes:</i>			
10/8/17	Our school will achieve full implementation of explicit instruction and use of the school-wide behavior matrix.	Complete 05/01/2018	Teresa Vreeland	06/01/2018
	<i>Notes:</i>			
9/20/18	Dana Tucker will provide professional development in PBIS for all staff.	Complete 08/17/2018	Dana Tucker	08/17/2018
	<i>Notes:</i>			
9/20/18	Behavior data will be analyzed in the first quarter using the Educators Handbook program.	Complete 10/19/2018	Holly Whisnant	10/19/2018
	<i>Notes:</i>			
9/20/18	All red card data will be entered in Educators Handbook for the first Quarter.	Complete 10/19/2018	Holly Whisnant	10/19/2018
	<i>Notes:</i>			
9/10/18	Red card and office referral data will be reviewed into Educator's Handbook for the 1st Quarter.	Complete 10/19/2018	Holly Whisnant	10/19/2018
	<i>Notes:</i>			
10/2/18	The PBIS Committee will conduct a bracelet fundraiser in October for Anti-Bullying to raise money for the school store.	Complete 10/31/2018	Ciera Wiggins	10/31/2018
	<i>Notes:</i>			
11/5/18	1st quarter school store will be held November 6th-8th.	Complete 11/08/2018	Ciera Wiggins	11/08/2018
	<i>Notes:</i>			
2/12/19	The PBIS team will add Communication Each Month to the Fairview Newsletter to Promote PBIS behaviors.	Complete 02/01/2019	Ciera Wiggins	02/01/2019
	<i>Notes:</i>			
3/21/19	Problem solving and progress monitoring documents were distributed to teachers electronically.	Complete 02/04/2019	Eleanor Macaulay	02/04/2019
	<i>Notes:</i>			

2/12/19	The PBIS committee will conduct will open the school store two day a week, each month. Students will help run and inventory the school store.	Complete 02/28/2019	Ciera Wiggins	02/28/2019
<i>Notes:</i>				
2/12/19	The PBIS team will gather ideas from teachers and staff in order to start implementing valuable incentives when staff complete specific PBIS tasks. We will monitor this by having staff add their names to PBIS tickets when given to students and by assigning specific PBIS related tasks.	Complete 04/01/2019	Ciera Wiggins	04/01/2019
<i>Notes:</i>				
2/12/19	The PBIS committee will make PBIS EAGLE PRIDE posters more visible around school to encourage common language and behaviors.	Complete 10/01/2019	Ciera Wiggins	05/01/2019
<i>Notes:</i>				
10/8/17	Our school will achieve full implementation of Tier I in PBIS.	Complete 10/01/2019	Ciera Wiggins	06/01/2019
<i>Notes:</i>				
10/1/19	PBIS training will be provided for the PBIS Committee.	Complete 10/01/2019	Jessica Wheatley	06/01/2019
<i>Notes:</i>				
10/8/17	Our school will have achieved full implementation of a PBIS school store.	Complete 05/01/2018	Holly Whisnant	06/01/2019
<i>Notes:</i>				
10/8/17	Our school will achieve full-implementation of positive reward tickets.	Complete 06/01/2019	Ciera Wiggins	06/01/2019
<i>Notes:</i>				
10/8/17	Our school will achieve full implementation of character education. A new character trait will be taught each month according to our school acronym, EAGLE PRIDE.	Complete 05/01/2018	Teresa Vreeland	06/01/2019
<i>Notes:</i> Will upload the character education document upon completion.				
10/8/19	Beginning teachers will attend Amie Dean training.	Complete 11/08/2019	Eleanor Macaulay	11/08/2019
<i>Notes:</i>				
11/25/19	PBIS Committee will order new items for the school store	Complete 05/20/2020	Jessica Wheatley	12/31/2019
<i>Notes:</i>				
8/13/20	Teachers will submit behavior plans to administration. These plans will be reviewed by administration and the PBIS committee.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				

5/20/20	New teachers will meet monthly to discuss classroom management among other topics. They will use the book Teach Like a Champion as a resource along with the videos by Amie Dean about behavior interventions.		Kathee Jones	06/01/2022
<i>Notes:</i> Kathee and Stacey will work on this together.				
Implementation:		05/20/2020		
Evidence	5/20/2020			
Experience	5/20/2020			
Sustainability	5/20/2020			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			(2017) When our state transitioned to the Common Core and Essential Standards, teachers participated in a curriculum alignment for ELA, Math, Science, and Social Studies. For the past four years the staff at Fairview has been evaluating core instruction. After giving the DIBELS assessment we noticed our students really struggled with nonsense word fluency. We addressed this by training teachers in the Foundations program. Our TRC levels were below the 80% proficiency expectation so we began cross class and cross grade level grouping for guided reading. Our county purchased the Investigations and Connected Math programs. TERC training was provided for all K-5 teachers to define best practices in math instruction. Instructors modeled research based activities and coached teachers to incorporate the activities into their instruction. All math and science teachers attended collaborative sessions to review math standards, analyze gaps, and create pacing guides. In addition they created materials, lessons and assessments aligned to the Investigations program. Our PE staff met to create a K-8 pacing guide in PE and health. They restructured their time, materials, and types of units based on a modified schedule to ensure a more safe environment and reduce discipline referrals. Curriculum committee researched, created and presented tier II vocabulary information to all teachers. Grade level vocabulary lists were created, and all staff embraced this as a goal into their PDP.	Limited Development 09/19/2016		
<i>How it will look when fully met:</i>			When this objective is fully met, all state standards will be woven into units of instruction with vertical and horizontal alignment, including summative and formative assessments to support differentiated instruction and ensure alignment of instruction to standards. Units will be planned, recorded and revised using a systemic process with effective PLCs on a common template. Some examples of evidences include: Pacing guides, tier II vocabulary lists, professional development handouts, PLC summaries, unit plan templates, and samples of research-based summative and formative assessments.		Eleanor Macaulay	06/01/2022
<i>Actions</i>				9 of 11 (82%)		
	10/17/17		All mathematics teachers will attend Star Math Training on 10/20/17. They will learn how to use the data provided from the assessment to guide their instruction in mathematics. They will also use the data to provide targeted interventions.	Complete 10/23/2017	Eleanor Macaulay	10/23/2017

<i>Notes:</i>				
10/8/17	Health teachers will complete an inventory in their team to determine where they are in the process of creating units of instruction.	Complete 10/23/2017	Eleanor Macaulay	11/01/2017
<i>Notes:</i>				
10/17/17	Foundations observations will occur periodically to ensure that we are continuing to teach Foundations with fidelity in grades K-3. Extra support will be given to new teachers.	Complete 05/08/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>				
10/8/17	The Curriculum Committee will provide support and training for Tier II vocabulary instruction during departmental meetings.	Complete 05/08/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>				
10/8/17	Our leadership team will continue to provide support of work done this summer in implementing the use of Investigations school-wide.	Complete 05/08/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>				
10/8/17	Math teachers will complete and inventory in teams to determine where they are in the process of creating units of instruction with Investigations.	Complete 05/08/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>				
9/20/18	The math and literacy committee will meet in September and discuss their goals for the year.	Complete 09/11/2018	Committee Chairs	09/11/2018
<i>Notes:</i>				
5/28/20	Our school will create a core inventory for reading and math. This will define what core instruction looks like for each subject area.	Complete 11/04/2019	Eleanor Macaulay	10/01/2019
<i>Notes:</i>				
5/28/20	During remote learning, we created a school plan to continue to provide direct instruction. In grades K-4 each teacher taught one subject area. They videoed direct instruction and these videos were shared with families online or by zip drives. 5-8 teachers provided video instruction for their subject area.	Complete 06/04/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
10/8/17	K-4 teachers will plan literacy instruction together with Kathee Jones serving as the facilitator. This will involve integrating content standards. They will also plan math instruction with Stacey Collins serving as the facilitator.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				

10/8/17			5-8 teachers will plan literacy instruction with Kathee Jones serving as the facilitator. They will also plan math instruction with Stacey Collins serving as the facilitator.		Eleanor Macaulay	06/01/2021
Notes:						
		A2.06	ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.(5096)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2018) Many teachers use review and reteaching in their classrooms as seen in classroom observations. This may occur mid-lesson, when needed or after review of data that shows a need to reteach. Intervention blocks have also been implemented school-wide which allows teachers to reteach or extend learning when needed. Many teachers also use effective questioning that is clear, purposeful, brief, appropriate to class level, sequential, and thought provoking. This has been a focus this year with 4-8 teachers receiving SIMS strategy training. Many teachers also use recitation as a teaching strategy.	Limited Development 08/24/2018		
How it will look when fully met:						
Actions						
Notes:						

		A2.14	Units of instruction include specific learning activities aligned to objectives.(5104)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2018) With changes being made this year to current Common Core State standards, pacing guides have been updated. Teachers will be required this year to post "I Can Statements" to their lesson plans and visibly post them in their classroom. The purpose of this is to ensure that all activities taught correlate to state standards. K-3 teachers received training in implementation of a 90-minute literacy block and schedules have been adjusted to support this initiative. In addition, 4-8 teachers have received training with SIMS (Strategic Instruction Model Strategies). All teachers have had training in Star Math, a universal screening tool for math. The data from this assessment will be used to drive instruction in the classroom. Our school has also maintained fidelity with the Foundations program. Many teachers also added aligned instruction as a goal in their PDP (Professional Development Plan).	Limited Development 08/24/2018		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:			When this goal is fully met vertically aligned unit plans will be established across all grade levels. These unit plans will include specific learning activities aligned to the objectives. Teachers will work together to create these units and discuss which activities best meet the objectives. These activities will include an essential question, a learning objective, activities, and an assignment that is targeted to each student's level of mastery. Teachers will plan together, share learning activities, and use levels of mastery to determine which activities are best for the students they have. Evidences of this objective being fully met include pacing guides, unit plans, and lesson plans.		Eleanor Macaulay	06/01/2021
Actions				5 of 6 (83%)		
	9/9/18	K-3 Teachers will establish a 90-minute literacy block.		Complete 06/01/2019	Eleanor Macaulay	06/01/2019
<i>Notes:</i>						
	9/9/18	All teachers will post "I Can" statements visibly in their classroom that show which learning objectives they are targeting each day.		Complete 06/01/2019	Eleanor Macaulay	06/01/2019
<i>Notes:</i>						
	9/9/18	All teachers will add "I Can" statements into their lesson plans.		Complete 06/01/2019	Eleanor Macaulay	06/01/2019
<i>Notes:</i>						
	10/8/19	K-8 teachers will implement new NC reading standards into instruction.		Complete 05/20/2020	Pam Martin	06/01/2020

<i>Notes:</i>				
5/28/20	The school purchases online subscriptions to support instruction. These include BrainPop/BrainPop Jr., Raz-kids, Learning A to Z, Edutyping, Zearn, Scholastic News, and IXL. These were purchased with local allotment funds.	Complete 08/13/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
8/13/20	All teachers added a PDP goal focusing on instructional practice this year. They will be meeting with instructional coaches weekly.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
Implementation:		05/28/2020		
Evidence	5/28/2020 Master Schedule, Teacher Lesson Plans, Pacing Guides			
Experience	5/28/2020 We have created a master schedule that gives all K-4 teachers at least a 90 minute literacy block. Teachers are posting I Can statements for students so they understand what they are learning. Teachers include I Can statements in their lesson planning. They are using the current state standards to plan instruction.			
Sustainability	5/28/2020 A 90 minute literacy block will continue to be a scheduling priority. I Can statements will still be required in lesson plans and to be posted in classrooms. Teachers will plan with the school's instructional coaches using state standards for this.			

		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2018) This year we have implemented the use of "I Can" statements that will be both posted in classrooms and included in lesson plans. Some grade levels have implemented a Parent Information Night where they share information about standards, curriculum, and other information that will help them understand what their child will be expected to accomplish in the coming year. In 2017, we trained teachers and implemented Tier II vocabulary into daily classroom instruction. This instruction is both explicit and practiced daily. Teachers at our school ensure that their teaching is aligned to state standards and this is reflected in classroom observations by administration.	Limited Development 08/24/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			When this objective is fully implemented ALL teachers and ALL students will have a clear understanding of state standards. Teachers AND parents will understand the standards, curriculum, and the basics of brain development that will allow them to support their child in the learning experience. Teacher will focus on a conceptual understanding of vocabulary as well as rich reading, writing, and memorization. Teachers will explicitly model and instruct students in reading strategies during independent reading. Teacher will promote Cognitive Competency in teaching reading AND writing in complimentary ways. Evidence of full implementation will include vocabulary lists, pacing guides, lesson plans, parent night presentations.	Objective Met 05/28/20	Eleanor Macaulay	06/02/2021
Actions						
	9/10/18	Pacing guides will be updated to reflect amendments to state standards.		Complete 08/28/2018	Eleanor Macaulay	08/28/2018
Notes:						
	9/10/18	All teachers will include Tier II vocabulary instruction in their weekly lesson plans.		Complete 10/01/2019	Eleanor Macaulay	06/01/2019
Notes:						
	9/10/18	Teachers will post "I Can" statements in the classroom and include them in their lesson plans.		Complete 06/01/2019	Eleanor Macaulay	06/01/2019
Notes:						

10/8/19	K-8 teachers will implement new NC reading standards into instruction.	Complete 05/20/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
Implementation:		05/28/2020		
Evidence	5/28/2020 Pacing guides, tier II vocabulary lists, lesson plans			
Experience	5/28/2020 All teachers/grade levels have created pacing guides. They are aligned now to NC Check-ins. Each year, teachers make needed changes to them. We have created tier II grade level vocabulary lists and teachers include vocabulary instruction into their instructional day. I Can statements are required in lesson plans and are posted in classrooms. All planning is aligned to the state standards.			
Sustainability	5/28/2020 Teachers will continue to revise pacing guides, teach tier II vocabulary, include I Can statements in planning and instruction, and align both (planning and instruction) to the state standards.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			(2016) Fairview has created a master schedule that incorporates an intervention time for all students. Students are receiving core and more during the instructional day. Our school has a system in place where grade level teams look at individual students. Teachers identify research-based strategies and progress monitor student growth. Fairview will continue to make adjustments to the master schedule and exam core instruction to make sure 80% of our students are performing to mastery. We will be looking at research-based interventions to make sure we are meeting the needs of our tier 2 and tier 3 students.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			When this objective is fully met we will see a reduction in in the disproportionality of special education referrals. Grade level teams will meet regularly to discuss interventions and the use of research-based strategies that intensify and tailor instruction in a way that meets individual student needs. Students in the tier process will receive intervention in addition to core instruction. Special Education teachers and General Education teachers will collaborate to coordinate instruction occurring within the tiers to maximize effectiveness of interventions. Our MTSS leadership team also will meet regularly to ensure that classroom teachers are implementing effective teaching practices and alignment and provide support in the tier process. Evidences of full implementation include: MTSS team minutes, self-assessment data, research-based intervention samples, intervention schedules, and benchmark/ assessment data.		Eleanor Macaulay	06/01/2022
Actions				14 of 18 (78%)		
	2/15/18	Academic Incentives – grade level representatives will go back and talk with teams. An academic recognition system will be created to be implemented during the upcoming school year.		Complete 05/01/2018	Eleanor Macaulay	05/01/2018
<i>Notes:</i>						
	10/8/17	The MTSS Leadership Team will attend all monthly trainings.		Complete 04/19/2018	Eleanor Macaulay	06/01/2018
<i>Notes:</i>						
	9/20/18	A licensed therapist will be hired to assist with Tier III behavior.		Complete 08/20/2018	Eleanor Macaulay	08/20/2018
<i>Notes:</i>						
	9/20/18	The EC schedule will be updated to ensure that EC students are not missing core instruction.		Complete 08/24/2018	Eleanor Macaulay	08/24/2018

<i>Notes:</i>				
3/21/19	Problem solving and progress monitoring documents were distributed to teachers electronically.	Complete 02/04/2019	Eleanor Macaulay	02/04/2019
<i>Notes:</i>				
11/12/18	K-3 teachers will work with the MTSS team to complete the CORE instruction inventory for Literacy. The MTSS team will review these at our next scheduled meeting.	Complete 03/08/2019	Eleanor Macaulay	03/06/2019
<i>Notes:</i>				
4/1/19	MTSS Leadership Team will meet with Adam Holt and Kelly Doppke to complete the FAM-S.	Complete 04/01/2019	Eleanor Macaulay	04/01/2019
<i>Notes:</i>				
9/16/19	Math, ELA, and Behavior/ Attendance MTSS teams will attend Module 2 training provided by the county office on 9/09/2019.	Complete 09/09/2019	Eleanor Macaulay	09/09/2019
<i>Notes:</i>				
9/16/19	Math, ELA, and Behavior/ Attendance MTSS teams will attend module 2 training on 09/17/2019.	Complete 09/17/2019	Eleanor Macaulay	09/17/2019
<i>Notes:</i>				
9/16/19	ELA MTSS team will attend module 2 training at the county office on 10/28/2019.	Complete 10/28/2019	Eleanor Macaulay	10/28/2019
<i>Notes:</i>				
2/27/20	The MTSS team will complete the Facilitated Assessment of MTSS – School Level (FAM-S) during the month of April.	Complete 04/23/2020	Eleanor Macaulay	05/01/2020
<i>Notes:</i>				
3/21/19	CORE inventory will be completed in grade level teams for Mathematics.	Complete 05/20/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
10/8/17	The PBIS Leadership Team will establish a referral process for students in the tier process for behavior.	Complete 05/20/2020	Eleanor Macaulay	06/01/2020
<i>Notes:</i>				
9/16/19	Math MTSS team will attend module 2 training at the county office on 10/21/2019.	Complete 10/21/2019	Eleanor Macaulay	10/21/2020
<i>Notes:</i>				
8/13/20	ECATS will be used to document MTSS process.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
10/8/17	The PBIS Team will attend all module trainings.		Eleanor Macaulay	06/01/2021

Notes:						
10/8/17	The Curriculum Committee will create a list of resources and interventions that teachers can implement in their classrooms.			Eleanor Macaulay	06/01/2021	
Notes: Will upload resources upon completion.						
10/8/17	The PBIS Committee will establish a Tier II and Tier III PBIS Team.			Eleanor Macaulay	06/01/2021	
Notes:						
	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2016) Our school is implementing the PBIS model to create a nurturing environment and build rapport with all students. This model provides core behavior support to all students. Fairview has added a morning meeting to the start of each school day. This is a time for teachers and students to build positive relationships outside of instruction. Our school support team in conjunction with administration problem solve to meet tier 2 and tier 3 behavior concerns. We are continuing to learn the behavior aspects of MTSS and how to meet students' emotional needs at all levels.	Limited Development 09/26/2016		
How it will look when fully met:			Student Support Team will use the results of the BESS screener to plan and implement interventions for students. We will use the results of the BESS screener, teacher observation, discipline referrals, and student/family interview.		Ashley Miller	06/01/2021
Actions				2 of 3 (67%)		
5/20/20	Create a script and letter to use when reporting results to families.		Complete 12/02/2019	Erika Geary	01/10/2020	
Notes:						
5/20/20	Teachers and other staff will reach out to parents to share the results of the BESS screener.		Complete 05/20/2020	Erika Geary	06/01/2020	
Notes:						
5/20/20	Student support team will use the results of the BESS screener to determine what students need intervention. The team will discuss the level of support needed.			Erika Geary	06/01/2021	
Notes:						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2017) This year our school has implemented a Pre-K classroom. We also have Kindergarten Academy during the summer to aid students in the transition to Kindergarten in the fall. Many grade levels hold parent night where they share curriculum information as well as expectations for their grade levels. Students leaving eight grade and moving to the secondary school participate in several activities to support a smooth transition. They do a site visit, a schedule exploration, and meet and greet secondary staff. Our EC teachers support students receiving EC services as they transition into the next grade level.	Limited Development 10/16/2017		
How it will look when fully met:						
Actions						
<i>Notes:</i>						

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2016) The LEA has a County Office Leadership Team (COLT) made up of curriculum leaders, directors, Associate Superintendent, and Superintendent. The COLT is responsible for developing and implementing district initiatives and supporting individual school improvement at the district level. The Jackson County central office provides each school with an assigned district liaison to serve the school. This liaison is also a member of the school improvement team.	Full Implementation 02/12/2019		

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			(2016) Fairview has developed a School Improvement Leadership team which will meet regularly to assess, discuss, and monitor the school improvement plan. Teachers meet weekly as grade level teams to discuss curriculum and grade level happenings. Our school has departmental meetings monthly for grades K-2, 3-5, and 6-8 to meet and discuss vertical alignment across subject areas. Our school has restructured committees in order to better meet the needs of all stakeholders. These committees meet monthly to discuss and address the concerns of stakeholders. This year we have also established an MTSS team to monitor and addresses student needs.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Fairview has a system in place where grade level teams have weekly meetings with the administrative team. In addition to this meeting, they have additional time for instructional planning. The school is making an effort to increase this time. They looked at the master schedule this summer and tried to build in more instructional planning for the lower grade levels.	Limited Development 09/26/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			When this objective is fully implemented, Fairview School will have committees with an operational structure embracing shared leadership and collaborative work done as the norm. The instructional teams will work effectively in PLCs while embracing a continuous improvement process and shared accountability for academic success. The school governance will embody this design with a leadership team coordinating efforts of all committees.	Objective Met 05/28/20	Eleanor Macaulay	05/23/2019
<i>Actions</i>						
	10/3/16		Staff will self-select at least one committee to serve on. Committees will review the “why” of their group prior to reflecting on and creating a vision for their committee.	Complete 10/18/2016	Fred Osborn	11/24/2016
<i>Notes:</i>						
	10/3/16		The BIT/SIP will set expectations for each committee by developing a common way to record and communicate information, record tasks or actions, and setting a process for coordination of actions, meetings, and accountability.	Complete 10/19/2017	Fred Osborn	10/19/2017
<i>Notes:</i>						
	10/3/16		The chairs from each committee will serve on the Building Leadership Team (BLT or maybe the SIT) and will participate in training and skill development for facilitating teams. Specific tasks and outcomes with timelines will be developed for accomplishing this.	Complete 09/04/2018	Fred Osborn	10/19/2019
<i>Notes:</i>						
<i>Implementation:</i>				05/28/2020		
<i>Evidence</i>			9/10/2018 The master schedule, list of committee members and leadership team members, and teacher duty schedule will be uploaded as evidences of this objective being fully implemented.			

Experience	9/10/2018 Our school has successfully implemented a master scheduling system which includes time for planning and intervention. We have established a system for building leadership opportunities withing our school. Faculty is able to self choose which committee they would like to serve on. These committees then vote on a chair who also will serve on the SIT. We have also established a MTSS leadership team.			
Sustainability	9/10/2018 We will continue to rework the master schedule when needed to best serve the needs of the students that we have. We will continue to use the system for selecting committees and SIT members.			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			(2016) The principal uses the North Carolina Educator Evaluation System (NCEES) to observe instruction and provide specific feedback to all teachers. Each teacher is observed 3 to 4 times during the school year. A pre and post conference are included in the observation.	Limited Development 09/26/2016		
How it will look when fully met:						
Actions						
<i>Notes:</i>						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			(2016) Budget constraints limit professional development significantly. The district office as well as Fairview conduct surveys to identify professional development needs. Our district attends a multi-district professional development day held at Cherokee Central Schools. Continual emphasis on aligning professional development with school needs is necessary.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			When this objective is fully implemented, the BLT/SIT will be functioning as a high performing PLC utilizing a variety of data to determine the distribution of resources and professional development needs.		Eleanor Macaulay	06/07/2021
Actions				33 of 35 (94%)		
	9/10/18	K-3 teachers will attend 90-Minute Literacy Block training the week of 7/16/2018 to 7/18/2018. Title I funds were used to pay for subsequent meeting days for teachers.		Complete 07/18/2018	Eleanor Macaulay	07/18/2018
<i>Notes:</i>						
	9/10/18	Adam Holt will meet with all classroom teachers to discuss 2017-2018 performance data.		Complete 08/28/2018	Eleanor Macaulay	08/28/2018
<i>Notes:</i>						
	9/10/18	Adam Holt will meet with all faculty on 9/4/18 to discuss 2017-2018 data and our school report card data.		Complete 09/04/2018	Eleanor Macaulay	09/04/2018
<i>Notes:</i>						
	9/20/18	Committees will meet in September and report to Eleanor Macaulay with professional development needs.		Complete 10/11/2018	Eleanor Macaulay	09/11/2018
<i>Notes:</i>						
	9/20/18	A group of teachers will attend training with Ralph Fletcher on September 20th.		Complete 09/20/2018	Eleanor Macaulay	09/20/2018
<i>Notes:</i>						
	9/10/18	BOY mCLASS assessments will be completed by September 21st.		Complete 10/01/2018	Holly Whisnant	09/21/2018
<i>Notes:</i>						
	9/10/18	The MTSS Leadership Team will create 3 SMART goals that are related to EOG data and expected growth information.		Complete 10/01/2018	Eleanor Macaulay	10/01/2018

	Notes: Comprehensive report from 2018-2019 will serve as evidence of completion.			
9/20/18	First observations will be completed for all licensed teachers.	Complete 10/01/2018	Holly Whisnant	10/01/2018
	Notes:			
9/10/18	BOY Star Math Assessments will be completed by October 10th.	Complete 10/03/2018	Holly Whisnant	10/03/2018
	Notes:			
9/20/18	Classroom teachers will attend CREW professional development on October 4th.	Complete 10/04/2018	Eleanor Macaulay	10/04/2018
	Notes:			
11/5/18	Kathee Jones will lead a K-3 non-fiction writing PLC.	Complete 10/23/2018	Kathee Jones	10/23/2018
	Notes:			
10/9/18	All math teachers grades 3-8 will attend training at NCAAT on October 30th. Title I funds were used to pay for substitutes on this day.	Complete 10/30/2018	Eleanor Macaulay	10/30/2018
	Notes:			
11/6/18	NC Check-Ins will be completed by 11/20/2018.	Complete 11/20/2018	Holly Whisnant	11/20/2018
	Notes:			
11/5/18	PLC training for all certified staff provided by Brent Speckhardt and Jake Buchanan at Fairview in media center.	Complete 11/27/2018	Eleanor Macaulay	11/27/2018
	Notes:			
11/5/18	Professional Development – Word Mapping/Paraphrasing and Summarizing	Complete 12/18/2018	Eleanor Macaulay	12/18/2018
	Notes:			
3/21/19	K-8 math teachers will attend training sessions with Bonnie Bolado on 3/27/19	Complete 03/27/2019	Eleanor Macaulay	03/27/2019
	Notes:			
4/1/19	5-8 ELA teachers will attend Inference SIMS strategy training form 1:00-4:00.	Complete 04/02/2019	Kathee Jones	04/02/2019
	Notes:			
4/1/19	Vyanne Fisher and Kathee Jones will attend word mapping SIMS strategy training from 1:00-4:00	Complete 04/03/2019	Kathee Jones	04/03/2019
	Notes:			
4/1/19	K-3 teachers and Kathee Jones will attend Sentence Writing SIMS strategy training from 9:00-12:00.	Complete 04/03/2019	Kathee Jones	04/03/2019
	Notes:			
3/21/19	NC-Check Ins will be completed on April 1-2, 2019	Complete 04/05/2019	Holly Whisnant	04/05/2019

<i>Notes:</i>				
3/21/19	K-8 teachers will attend a Number Talks training session with Bonnie Bolado on 04/23/2019.	Complete 04/23/2019	Eleanor Macaulay	04/23/2019
<i>Notes:</i>				
10/8/19	K-8 teachers will attend iReady training. K-3 teachers will attend iStation training.	Complete 08/14/2019	Holly Whisnant	08/14/2019
<i>Notes:</i>				
9/16/19	K-8 teachers will attend meeting with Bonnie Bolado on 9-5-2019.	Complete 09/05/2019	Eleanor Macaulay	09/05/2019
<i>Notes:</i>				
10/8/19	Adam Holt will meet with all classroom teachers to discuss 2018-219 performance data.	Complete 09/25/2019	Eleanor Macaulay	09/25/2019
<i>Notes:</i>				
9/16/19	K-8 teachers will meet with Bonnie Bolado on 10-15-2019.	Complete 10/15/2019	Eleanor Macaulay	10/15/2019
<i>Notes:</i>				
10/8/19	K-8 will attend iReady training for progress monitoring.	Complete 10/18/2019	Holly Whisnant	10/18/2019
<i>Notes:</i>				
10/8/19	K-8 teachers will attend literacy training with Kathee Jones.	Complete 11/20/2019	Kathee Jones	10/31/2019
<i>Notes:</i>				
9/16/19	K-8 teachers will attend meeting with Bonnie Bolado on 12-11-2019.	Complete 12/11/2019	Eleanor Macaulay	12/11/2019
<i>Notes:</i>				
12/19/19	K-8 ELA teachers will attend a literacy work session with Kathee Jones	Complete 12/16/2019	Kathee Jones	12/16/2019
<i>Notes:</i>				
12/19/19	K-8 math teachers will attend three read strategy training with Bonnie Bolado.	Complete 02/20/2020	Eleanor Macaulay	02/20/2020
<i>Notes:</i>				
3/3/20	Teachers will meet with Adam Holt to review data decisions and early intervention rules.	Complete 02/28/2020	Eleanor Macaulay	02/28/2020
<i>Notes:</i>				
5/28/20	SIT will create and distribute student surveys to classroom teachers. There will be an elementary survey and a middle school survey.	Complete 02/28/2020	Eleanor Macaulay	02/28/2020
<i>Notes:</i>				
5/28/20	The SIT decided to turn an assistant principal position into a math coach position. A math coach will be hired to work with teachers beginning in 2020-2021	Complete 08/13/2020	Eleanor Macaulay	08/11/2020

<i>Notes:</i>				
8/13/20	ECATS will be used to document MTSS process.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
8/13/20	Data cards will be created for each student and updated after each assessment.		Eleanor Macaulay	06/01/2022
<i>Notes:</i>				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			(2016) Jackson County offers a \$1000 signing bonus to recruit new hires. Our county also has a 2% supplement in place for all certified school employees to attract and retain teachers in our schools. A formal system of evaluating teachers exists and is governed by the NCESS system. A fair and equitable system of replacing staff is present; positions are advertised on a state-run database and advertised within the system through email and the Jackson County website. Challenges exist in trying to reward current certified and non-certified staff due to budget concerns. Fairview's retention rate is good with low yearly turn-over. The faculty and staff at Fairview consider ourselves a family, treating each other with mutual respect and kindness. 82% of the teachers at Fairview have taught in our school for more than 4 years making teacher retention a strength for our school.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>						
<i>Actions</i>						
<i>Notes:</i>						

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			(2016) Fairview has several lines of communication put in place to inform parents of expectations and the importance of curriculum. Each year parents purchase agendas for his/her child. These agendas are used to inform parents of homework assignments and upcoming happenings of the school. A monthly newsletter is provided to parents which contains upcoming events, the lunch menu, PTA events, and helpful hints for parents about keeping his/her child healthy or studying skills. Teachers also create classroom newsletters to inform parents of occurrences in the classroom. Connect-ed calls are also made by leadership to parents to share pertinent information or reminders on a regular basis.	Limited Development 09/26/2016		
<i>How it will look when fully met:</i>			Fairview will have a system in place to provide continued communication and support to parents so they know what is happening in school, know how their child is doing, and understand how to help at home. We will use results from parents surveys to help determine if we have fully met this objective.		Erik Wilson	06/01/2021
Actions				4 of 8 (50%)		
	5/28/20		The school will send out parent surveys to get information about how to better support students and families. We issued one in the fall and one during remote learning.	Complete 05/04/2020	Eleanor Macaulay	05/01/2020
<i>Notes:</i>						
	5/28/20		Principal will send out an all call on Sundays to communicate weekly information with families.	Complete 08/01/2020	Eleanor Macaulay	06/08/2020
<i>Notes:</i>						
	5/28/20		Fairview School will schedule curriculum nights for families - STEM, literacy, PE. Title I funds will be used to purchase materials.	Complete 08/01/2020	Eleanor Macaulay	06/08/2020
<i>Notes:</i>						
	5/28/20		All students in K-6 will receive an agenda book to use for home and school communication. Title 1 funds were used to purchase these for the 2020-2021 school year.	Complete 08/01/2020	Eleanor Macaulay	08/17/2020
<i>Notes:</i>						

8/13/20	Teachers have created a PDP goal centered on parent communication.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
8/13/20	Teachers will hold 2 parent conferences this school year.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
8/13/20	Teachers will use the Remind app to communicate with parents this year.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				
8/13/20	Mrs. Macaulay will update the school web page as necessary with information about virtual learning, scheduling, and other important information.		Eleanor Macaulay	06/01/2021
<i>Notes:</i>				