Fairview Elementary School
School Improvement Plan
And
Standards Assessment Report
2008-2011

Updated May, 2009
2008-2009 Fairview NCA Staff Agreement Sheet

In signing this proposal, I indicate my support for and agreement of this plan:

Sandy Saylor  Kirsten Phillips
Cindy Murphy  Dawn Sonsini
Jan Robbins  Rumphillips
Kathy Saline  Rachael Phillips
Kathy Sabine  Mindy Wampler
Jane Monroe  Kathy Redden
Rhonda Allen  Diane Vernon
(on maternity leave)  Jennifer McDonald
Rachael Sweet  Kelli Dalbey
Leah Alexander  Brittany Stewart
Katie Bledsoe  Patsy Baker
Sheila Hobbs  Jodi Prater
(not present - injured)  Lindsey Redden
Patricia Harmon  (See Attached)
Sara Frakes  Suzanna Marty
Gail Bratton  Leah Hoffman
(See Attached)  Dr. Lou Ann Moore, Principal
Carole Lee  Cherie Williams
Ginger Middleton  Duwayne Hoefer
Fairview Elementary School
School Improvement Team

Dr. Lou Ann Moore, Principal
Cindy Murphy, Primary Literacy Coordinator
Brittany Stewart, Intermediate Literacy Coordinator
Dawn Sonsini, Kindergarten Teacher/ESL Consultant
Kathy Redden, Grade Two Teacher/Math-Science Resource Teacher
Lindsay Rodden, Grade Six Teacher
Jodi Prater, Speech/Communications Teacher
Dwayne Heeter, President, Fairview Neighborhood Association
Vergie Gabbard, Study Buddy/Fairview Neighborhood Association Member
Cherie Williams, Parent/PTO Vice-President
Kim Kelly, Former Fairview Parent

Fairview Elementary School
School Improvement Team Meeting Dates

November 8, 2007  12:00 – 3:00
November 13, 2007  4:00 – 5:30
January 30, 2008  8:00 – 3:00
February 5, 2008  2:00 – 3:00
February 19, 2008  8:00 – 1:30
February 19, 2008  2:00 – 3:00 (Staff share)
April 14, 2008  3:00 – 4:00 (Staff share)
April 22, 2008  4:00 – 5:00
May 12, 2008 (Staff share)
May 13, 2008  4:00 – 5:00
May 19, 2008  3:00 (Staff Sign-off)
Fairview Elementary School is a part of the Richmond Community Schools Corporation. As a member school, it is aligned with the district’s Mission Statement, Vision Statement and Goals.

**BOARD VISION**
Richmond Community Schools will be a high performing, well respected public school system that will make the community proud. Excellent student achievement, graduation rate, and attendance will be our hallmarks.

**BOARD GOALS**
Brain research indicates there is a window of opportunity, birth through nine, during which students must acquire a mastery of literacy capabilities essential for reading; thus promoting student success in school, society, and the workplace. We, therefore, pledge intense determination to ensure that all students read before age ten. Further we pledge that:

- RCS students will experience appropriate, research based instruction.
- Each student’s potential, abilities and interests will be enhanced by their learning experiences.
- All students will graduate understanding the value of education, learning and personal responsibility.
- Students will be prepared to be successful in college or the workforce.
- The curriculum will be aligned to Indiana academic standards.
- All students will experience ongoing appropriate literacy instruction through their school careers.

**BOARD PRACTICES**
- Our employees will be recognized, evaluated, and rewarded for their contributions to the success of all our students.
- Available resources will be deliberately allocated to support high performance goals.
- Accountability will be demonstrated through continuous improvement with data driven measurables.

**MISSION STATEMENT**
Richmond Schools in partnership with the community will help all children believe in themselves, respect others, and experience the joy of learning.

Through effective teaching, children will first learn the basic skills, including thinking skills, using words, numbers and ideas. In addition, children will be given the opportunity to learn more of what they want and need to know.

Adults will model behavior that will teach children to resolve conflict successfully, take risks with new ideas, and understand that they can err without being judged.
Richmond Community Schools Goals, Benchmarks and Measures:

**GOAL: CONTINUOUS IMPROVEMENT IN STUDENT ACHIEVEMENT IS EVIDENT**

Students will be academically prepared to move to their next educational level.

a. First grade students will have 80% or higher automaticity with addition and subtraction facts.
   i. Pass level 18 in Math Facts In A Flash

b. Second grade students will read to learn by 3rd grade.
   i. Fountas & Pinnell Benchmark Reading Level M

c. Third grade students will summarize their thoughts and concepts in simple paragraphs.
   i. Pass Indiana 3rd Grade Writing Assessment

d. Fourth grade students will have 80% or higher automaticity with multiplication and division facts.
   i. Pass levels 26 and 27 of Math Facts In A Flash

e. Sixth grade students will read expository text at grade level and write grade appropriate reports
   i. Fountas & Pinnell Benchmark Reading Level Y
   ii. Pass Indiana 6th Grade Writing Assessment

f. Eighth grade students will be ready to take Algebra 1 in 9th grade
   i. Pass District Math Assessment and/or 8th Grade Math ISTEP

gh. Eighth grade students will be ready to read and write to learn in high school.
   i. Pass English/Language Arts ISTEP

h. Students will pass Indiana End of Course Assessments
   i. Pass Algebra 1, Algebra 2, Biology, & English 10 End of Course Assessments

i. An integrated and focused intervention system will provide acceleration for students who are off track for success.
   i. Percent of students receiving interventions who get back on track to succeed.

j. Students will graduate
   i. Graduation Rate
GOAL: CONTINUOUS IMPROVEMENT IN QUALITY IS EVIDENT FOR EVERY INDIVIDUAL, EVERY SCHOOL, AND THE DISTRICT.

Students will be socially prepared to move to their next academic level.

a. All students will demonstrate personal responsibility with good attendance and behavior choices.
   i. Percent of students with 95% or higher Attendance Rate
   ii. Percent of students with no office referrals

b. All students will understand and use conflict resolution skills
   i. Percent of students with no suspensions

c. All students will have a post secondary education and career plan.
   i. 6th grade survey of education and career goals
   ii. Key Stone/Cap Stone post secondary goal setting and implementation project.
   iii. Percent of eligible students enrolled in 21st Century Scholars Plan

All schools will be learning communities that maximize the individual potential of community members.

a. Schools are safe and secure
   i. Student and Parent Surveys

b. Students participate in extracurricular activities
   i. Percent of students actively participating in extracurricular clubs/activities

c. Teachers model the importance of personal growth
   i. Participation in School Improvement Professional Development Plans

d. Parents and the community are involved in meaningful support of education
   i. Log of participation at each building
Community Demographics:
  • Facts about the school’s community:

<table>
<thead>
<tr>
<th>Quick Facts</th>
<th>Richmond</th>
<th>Indiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population, 2003 estimate</td>
<td>38,201</td>
<td>6,195,643</td>
</tr>
<tr>
<td>Population, percent change, April 1, 2000 to July 1, 2003</td>
<td>-2.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Population, 2000</td>
<td>39,124</td>
<td>6,080,485</td>
</tr>
<tr>
<td>Population, percent change, 1990 to 2000</td>
<td>-1.5%</td>
<td>9.7%</td>
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<tr>
<td>Persons under 5 years old, percent, 2000</td>
<td>6.8%</td>
<td>7.0%</td>
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<td>Persons under 18 years old, percent, 2000</td>
<td>23.4%</td>
<td>25.9%</td>
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<tr>
<td>Persons 65 years old and over, percent, 2000</td>
<td>16.4%</td>
<td>12.4%</td>
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<tr>
<td>Female persons, percent, 2000</td>
<td>53.0%</td>
<td>51.0%</td>
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<tr>
<td>White persons, percent, 2000 (a)</td>
<td>86.8%</td>
<td>87.5%</td>
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<tr>
<td>Black or African American persons, percent, 2000 (a)</td>
<td>8.9%</td>
<td>8.4%</td>
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<tr>
<td>American Indian and Alaska Native persons, percent, 2000 (a)</td>
<td>0.3%</td>
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<tr>
<td>Asian persons, percent, 2000 (a)</td>
<td>0.8%</td>
<td>1.0%</td>
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<tr>
<td>Native Hawaiian and Other Pacific Islander, percent, 2000 (a)</td>
<td>0.1%</td>
<td>Z</td>
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<tr>
<td>Persons reporting some other race, percent, 2000 (a)</td>
<td>1.1%</td>
<td>1.6%</td>
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<tr>
<td>Persons reporting two or more races, percent, 2000</td>
<td>2.1%</td>
<td>1.2%</td>
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<tr>
<td>Persons of Hispanic or Latino origin, percent, 2000</td>
<td>2.0%</td>
<td>3.5%</td>
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<tr>
<td>Living in same house in 1995 and 2000, pct 5 yrs old &amp; over</td>
<td>50.3%</td>
<td>55.0%</td>
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<tr>
<td>Foreign born persons, percent, 2000</td>
<td>2.4%</td>
<td>3.1%</td>
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<tr>
<td>Language other than English spoken at home, pct age 5+, 2000</td>
<td>5.0%</td>
<td>6.4%</td>
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<td>High school graduates, percent of persons age 25+, 2000</td>
<td>74.6%</td>
<td>82.1%</td>
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<tr>
<td>Bachelor's degree or higher, pct of persons age 25+, 2000</td>
<td>13.8%</td>
<td>19.4%</td>
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<tr>
<td>Mean travel time to work (minutes), workers age 16+, 2000</td>
<td>14.9</td>
<td>22.6</td>
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<tr>
<td>Housing units, 2000</td>
<td>17,647</td>
<td>2,532,319</td>
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<tr>
<td>Homeownership rate, 2000</td>
<td>58.7%</td>
<td>71.4%</td>
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<tr>
<td>Median value of owner-occupied housing units, 2000</td>
<td>$73,000</td>
<td>$94,300</td>
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<tr>
<td>Households, 2000</td>
<td>16,287</td>
<td>2,336,306</td>
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<tr>
<td>Persons per household, 2000</td>
<td>2.29</td>
<td>2.53</td>
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<tr>
<td>Median household income, 1999</td>
<td>$30,210</td>
<td>$41,567</td>
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<td>Per capita money income, 1999</td>
<td>$17,096</td>
<td>$20,397</td>
</tr>
<tr>
<td>Persons below poverty, percent, 1999</td>
<td>15.7%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>
Summary of Fairview Elementary School

Fairview Elementary School is a 349 pupil neighborhood school located in an older, industrial area of northwest Richmond, a community of approximately 40,000 residents located in east-central Indiana. The area was once known for the large industrial base that offered good wages and a high quality of life for residents. Over the years, many of these industries, including several around this school site, have closed or moved elsewhere. The immediate neighborhood of Fairview experienced a decline in housing value and home ownership, while at the same time experiencing an increase in rental properties and a transient population. The Fairview neighborhood currently consists of single-family homes (with an upward trend to home ownership rather than renting), mobile home parks, and once single family homes turned into multiple apartments.

Fairview School is one of the oldest schools still in use in the Richmond-Wayne County area, and is the center of the Fairview neighborhood for children and families. It was built in 1928-29, with an addition added in the late 1950’s. This beautiful, extremely well-kept brick structure lacked air-conditioning and enough space to effectively house all programs required of more modern structures. As a result, Fairview received an extensive renovation, along with new construction, during the 2003-2004 school year.

The school population reflects the ethnic make-up of the neighborhood in general, consisting of a somewhat diverse ethnic constituency, but is predominately white (75%). The neighborhood has seen a huge growth in Latino families and this remains our fastest growing population. Approximately 87% of our students now receive free/reduced lunch. As such, Fairview receives Federal funding as a Schoolwide Title I project to assist students’ academic achievement.

Fairview parents participate in two literacy night and parent-teacher conferences two times per year. A Communities In School parent coordinator provides support to parents individually and through school-wide parent education meetings.

In an effort to improve student achievement, Fairview hires highly qualified teachers. Fairview attracts high quality, highly qualified teachers to our school in various ways. One strategy is to build into the teacher work-day time for teachers to participate in ongoing professional development provided by a highly qualified literacy coordinator and a behavior specialist. Another way Fairview attracts highly qualified teachers is by placing pre-service teachers from various universities in the classrooms. Fairview seeks to build on student success and strengthen community by being involved with the Fairview Neighborhood Association. Highly qualified teachers are also attracted to Fairview because of some unique opportunities for professional growth. Fairview has an international connection with Spanish speaking Bonner scholars from Earlham College who earn their field experience hours at Fairview, Richmond High School cadet teachers, and student teachers from various universities around the area who come to Fairview for their trainings future educators. All of this and more attracts high quality, highly qualified teachers to our school. In addition to the school corporations mentoring procedures for new teachers, teachers at Fairview participate in grade level team planning. Teachers who would benefit from more structured mentoring programs receive guidance from Master teachers, an Intensive Support Plan program.
To meet the diverse needs of all students, a highly trained 31 member certified instructional team is in place. This team consists of kindergarten through sixth grade classroom teachers, a speech teacher, three special education teachers, four creative arts and physical education teachers, a librarian, three intervention teachers, and a half-time counselor. The leadership team consists of primary and intermediate literacy coordinators, primary and intermediate math/science resource teachers, primary and intermediate GEI/RTI (general education intervention/response to intervention) team facilitators, primary and intermediate technology consultants, a high ability consulting teacher, and an ESL translator. A small, but highly capable, 20 member support staff assists the instructional team. This non-certified team consists of the school secretary/treasurer, a school nurse, an office clerical/clinic assistant, three environmental service employees, three food service employees, one Communities-in-Schools parent liaison, and nine paraprofessionals. In addition, Fairview School is fully supported by a number of district-level employees through departments such as central administration, maintenance, transportation, and food services.

School Mission Statement:
Fairview School works in partnership with the community to
• ensure each student’s highest achievement,
• promote continuous learning,
• encourage responsible citizenship, and
• create a safe, nurturing environment.

School Vision Statements:

To insure each student’s highest achievement:
  o The Fairview Community uses data to drive instruction, set goals, and motivate students.
  o The Fairview Community responds to the instructional needs of students by differentiating instruction through both interventions and enrichment.

To promote continuous learning:
  o The Fairview Community embraces and implements district-wide literacy and mathematics curriculum to increase academic achievement for all learners.
  o The Fairview Community meets individual student needs through a variety of resources and activities before, during, and after the school day.

To encourage responsible citizenship:
  o The Fairview Community teaches and models positive character traits.
  o The Fairview Community promotes self-reflection and goal setting.
  o The Fairview Community recognizes individuals or groups who demonstrate strong character.
To create a safe, nurturing environment:
  o The Fairview Community fosters positive relationships.
  o The Fairview Community embraces and utilizes positive character education and behavior support.
  o The Fairview Community engages in “wrap-around” student support services.
  o The Fairview Community practices safety precautions based on local policy and state law.

Fairview Student Pledge:

I am a member of the Fairview Family.
  I take pride in my school.
  I pledge to be responsible for my actions.
  I pledge to have a positive attitude in all that I do.
  I pledge to do my personal best everyday.
  I pledge to be a good citizen.

Fairview Student PBS Pledge:

Practice Respect
Accept Responsibility
Work Together
Self-Control
School Demographics for Fairview Elementary

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
<th>Free Lunch Count</th>
<th>Reduced Lunch Count</th>
<th>Free Lunch Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>95.2%</td>
<td>111</td>
<td>37</td>
<td>50%</td>
</tr>
<tr>
<td>2001-02</td>
<td>95.4%</td>
<td>119</td>
<td>28</td>
<td>54%</td>
</tr>
<tr>
<td>2002-03</td>
<td>94.6%</td>
<td>141</td>
<td>32</td>
<td>56%</td>
</tr>
<tr>
<td>2003-04</td>
<td>94.6%</td>
<td>145</td>
<td>26</td>
<td>59%</td>
</tr>
<tr>
<td>2004-05</td>
<td>94.5%</td>
<td>213</td>
<td>39</td>
<td>62%</td>
</tr>
<tr>
<td>2005-06</td>
<td>94.9%</td>
<td>204</td>
<td>29</td>
<td>67%</td>
</tr>
<tr>
<td>2006-07</td>
<td>94.9%</td>
<td>212</td>
<td>45</td>
<td>65%</td>
</tr>
<tr>
<td>2007-08</td>
<td>96.0%</td>
<td>254</td>
<td>33</td>
<td>75%</td>
</tr>
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**Enrollment Data**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
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<tbody>
<tr>
<td>2000-01</td>
<td>224</td>
</tr>
<tr>
<td>2001-02</td>
<td>219</td>
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<tr>
<td>2002-03</td>
<td>251</td>
</tr>
<tr>
<td>2003-04</td>
<td>247</td>
</tr>
<tr>
<td>2004-05</td>
<td>344</td>
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<tr>
<td>2005-06</td>
<td>305</td>
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<tr>
<td>2006-07</td>
<td>327</td>
</tr>
<tr>
<td>2007-08</td>
<td>340</td>
</tr>
<tr>
<td>2008-09</td>
<td>349</td>
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<table>
<thead>
<tr>
<th></th>
<th>2007-08 Ethnic Breakdown</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>256</td>
<td>263</td>
</tr>
<tr>
<td>Black</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>36</td>
<td>38</td>
</tr>
</tbody>
</table>

**Summary Statement:**
The free and reduced lunch count indicates that during the 2008-2009 85% of Fairview students receive assistance in the lunch and textbook programs. The current enrollment of 349 students is a decrease from 361 as of May 2008. The attendance rate at Fairview increased to a rate of 96.041%, which is above the state average.

The free and reduced lunch count graph above indicates the data available at the end of the 2006-2007 school year, with 78.5% of Fairview students receiving assistance in the lunch and textbook programs. As of April 1, 2008, this percentage had increased to approximately 87% of our 354 students. Our enrollment continues to grow and our ethnicity has continued to maintain as well. The Latino student population has grown from four students in 2000-2001 to 28 students in 2007-2008, with a current enrollment of 23 students. Attendance, overall, has remained flat at 94.5% to 94.9% over the past five years in spite of numerous and constant interventions and work to raise the level to,
at minimum, the state average of 95+% each year. In April of 2008, with much effort and support from our families, the attendance rate hovered around 96%. As of April, 2009, attendance at Fairview has remained in the 96% range. We are hopeful that we can not only maintain, but show growth by the end of the year.

School Performance

Fairview Language Arts NCLB Goals to 2013

Fairview Math NCLB Goals to 2013
Fairview Gr. 3 Compared to State Avg. Passing ISTEP+ Eng/Lang Arts

Fairview Gr. 4 Compared to State Average Passing ISTEP+ Math Standards

Fairview Gr. 4 Compared to State Average Passing ISTEP+ Eng/Lang Arts

Fairview Gr. 4 Compared to State Average Passing ISTEP+ Math Standards
Summary Statement:

Fairview continues to perform at state average at grade three on the ISTEP+ assessment in reading and math. We know that if students have at least eighteen months in our primary instructional program, 85%-88% will pass the state assessment. The trend data for ISTEP at grade three is skewed based on an unusually high performing group of students during the baseline year of 2003-2004. This has made the ability to show real growth from that point more difficult.

As can be seen by ISTEP English/LA and Math data, as well as Fountas and Pinnel Reading Levels, overall student academic performance declines at grade four. Much more emphasis is being placed on intermediate interventions and individualized/small group instruction to insure student academic success starting in grade three, with greater emphasis in grades four through six. Intermediate classroom teachers and supporting teachers are in the second year of an intensive professional development initiative to improve instructional strategies in literacy, to better define student needs based on a variety of data, and to recommend interventions as early as possible for students not meeting criteria on district and/or state assessments. Progress monitoring in guided reading and writing is on-going. The same is true for mathematics. As a result of these
efforts, at grade five, we have begun to see improvement in ISTEP scores, which continues through grade six. Trend data for grade six indicates a positive growth line.

The district’s reading level assessment tool, Benchmark Assessments, follow the Fountas and Pinnel leveling system. As can be seen in the F and P graph above, which represents all students who attended Fairview with pre-post test results during 2006-2007, a decline in attainment of reading levels begins to occur in grade three and continues through each subsequent grade level. Data will be gathered at the end of the current year to determine if efforts to reverse this trend are working.

With the exception of grade five, mathematics results are improving. We feel this is due to the Everyday Math curriculum now in place and the small group work that is being done to target specific math skills that are not mastered at each grade level.

Fairview did not make AYP during the 2008-2009 school year and has moved into corrective action. In addition to newspaper coverage, written notice was sent in June 2009 informing parent of the improvement status of the school. Mailings are also translated into Spanish. A copy of the letter is listed below.

Fairview Elementary School

60 Northwest L Street
Richmond, IN  47374
765 973-3442

June 5, 2009

Dear Fairview Parent or Guardian,

I am writing to let you know that Fairview did not make Adequate Yearly Progress (AYP) for the 2008-2009 school year based on state ISTEP+ test results. Our school did not make AYP in the following areas:

Overall English/Language Arts Performance
Overall Mathematics Performance
White Subgroup English/Language Arts Performance
White Subgroup Mathematics Performance
Free/Reduced Lunch Subgroup English/Language Arts Performance
Free/Reduced Lunch Subgroup Mathematics Performance
Special Education Subgroup English/Language Arts Performance
Special Education Subgroup Mathematics Performance
Enclosed is a report showing how Fairview’s performance compares to other schools in our district and our state. Additional information about Fairview’s performance can be found at www.doe.state.gov/data/.

A school is identified for improvement after it has not made AYP for two consecutive years. Although Fairview made AYP during the 2007-2008 school year, we did not make AYP during the 2008-2009 school year, moving Fairview into its third year in improvement status. Schools in improvement status are placed into one of two groups depending on the extent to which the school needs to improve:

- Focused improvement schools did not may AYP in a few areas.
- Comprehensive improvement schools did not make AYP in many areas.

The levels of support and the requirements from the Indiana Department of Education are different for focused schools and for comprehensive schools. Designed to target resources based on the level of need, this approach for supporting schools is called the Differentiated Accountability Model and has been approved by the U.S. Department of Education. Fairview has been identified for Year 3, Comprehensive Improvement.

**HOW OUR SCHOOL WILL BE IMPROVING**

Being identified as a school in Year 3, Comprehensive Improvement means several things for our school. First, and most importantly, Fairview will continue to focus on additional ways to achieve success for the at-risk learners who did not pass ISTEP+. We have identified the following key instructional strategies:

- Broadening our implantation of Leveled Literacy Intervention (a small group, highly focused intervention program with trained certified teachers providing services) from primary into intermediate grade levels.
- Implementation of Wilson Language for at-risk readers who need more direct instruction in literacy areas;
- Continued use of progress monitoring, classroom data boards and data notebooks by students;
- Continued immediate attention to any student who demonstrates a pattern of absence.
- Implementation of SuccessMaker, a computer-based intervention program. The reading course reinforces concepts and skills to address a variety of instructional needs within the five major components of reading for K-5 students. The mathematics course enables teachers to give one-to-one support to a wide spectrum of K-8 students who have difficulty with grade-level math concepts. The Learning Management System of SuccessMaker provides on-demand reports for quickly assessing progress by classroom or student.

Fairview will be developing and submitting to the Indiana Department of Education a corrective action plan that will meet the needs of all students. The Indiana
Department of Education provides various opportunities for schools and districts in improvement to receive technical assistance to address specific areas of low student achievement. We will be taking advantage of this assistance. The district will provide our staff with training in the Leveled Literacy Intervention Program and will provide training for our special education teachers in the Wilson Language System and My Reading Coach computer program. We will also continue to implement the Literacy Collaborative framework of instruction K-6. Additionally, we will:

- Hire a full-time instructional data coach to work with our teachers to effectively use data to tailor instruction to meet individual student needs.
- Primary teachers will participate in the Indiana Reading Academy.
- Fairview will use state assessments in Reading and Mathematics to regularly check the progress of our students.
- Parents will have the option to transfer their child to another school or to enroll him/her in free tutoring services.

AS A PARENT, WHAT ARE MY OPTIONS UNDER SCHOOL IMPROVEMENT?

School Choice: For the coming year, all parents with children enrolled in our school may send their child to a different school in our district. Parents are not required to transfer their child, but may do so if they wish. Transportation costs will be covered by the school district as long as the school continues to be in improvement. If Fairview makes AYP during the next two school years, the district will no longer transport students from Fairview to your chosen school. Your child will be given the opportunity to remain in your school of choice until he or she completes the sixth grade, but you will have to provide transportation.

<table>
<thead>
<tr>
<th>School Options</th>
<th>Grades Served</th>
<th>Location</th>
<th>Fall 2008 ISTEP+ Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highland Heights</td>
<td>K-6</td>
<td>1751 East Chester Road</td>
<td>English Math</td>
</tr>
<tr>
<td>Elizabeth Starr Academy</td>
<td>K-6</td>
<td>301 North 19th Street</td>
<td>New School as of 08/09 No Data Available</td>
</tr>
<tr>
<td>State Performance Data</td>
<td>K-12</td>
<td></td>
<td>English: 72% Math: 75%</td>
</tr>
</tbody>
</table>

Further information about these schools is available at [www.rcs.k12.in.us](http://www.rcs.k12.in.us), and at [www.doe.state.gov/data/](http://www.doe.state.gov/data/). If you would like to have your child transferred to another school, please complete the enclosed Request for Transfer form return it to the address indicated not later than July 10, 2009. A transfer cannot be considered if your request is not received by July 10th. You will be notified by mail once the transfer has been approved. Again, please keep in mind that when Fairview is no longer in school improvement, you will have to provide transportation to the choice school.
**Free Tutoring:** If your child remains at Fairview, he/she may be eligible for free reading or math tutoring. Your child is eligible if:

- He/she receives free/reduced price lunch, and
- Did not pass ISTEP+ (or other measure of academic success).

Tutoring programs, known as Supplemental Educational Services (SES), may be offered before or after the regular school day, on weekends, or in the summer. Tutoring may be provided in a number of settings, including Fairview School. Transportation for tutoring at Fairview will be provided. More information, including a list of approved tutoring providers and enrollment information, will be sent to you in August. Additional information about SES may be found at [www.rcs.k12.in.us](http://www.rcs.k12.in.us).

**HOW PARENTS CAN BE INVOLVED**

Parent support is essential to Fairview School. Communicating with your child’s teachers, making sure your child attends school regularly, helping your child with homework, monitoring your child’s television time, volunteering in the classroom, and participating in school decision-making are important.

Our school’s parent involvement policy will be reviewed this fall. If you would like to be involved in this process, please call me at 973-3442. In addition, Fairview will have its annual meeting in the Library/Media Center to review parent rights under Title I, as well as our home-school compact, when school resumes in August. At that time, we will also detail other ways in which you can be involved in your child’s school and be a part of the school improvement process.

Please feel free to contact us if you have any questions about Fairview’s academic progress or your options to transfer your child or to receive supplemental educational services. I look forward to hearing from you and working with you to make our school the very best place for all children to reach high academic achievement.

Sincerely,

Mrs. Jennifer O’Brien
Principal
School Programs:

- Literacy Collaborative Framework of Literacy Instruction: The Fairview staff utilizes a comprehensive approach to literacy instruction in order to meet Indiana’s academic standards. Through professional development, teachers are better aware of, and more inclined to include all areas of the following Indiana Standards in their instructional strategies:
  - **Standard 1: Word Recognition, Fluency, and Vocabulary Development**
  - **Standard 2: Reading Comprehension**
  - **Standard 3: Literacy Response and Analysis**

- Purdue University trained Primary and Intermediate Literacy Coordinators provide professional development to the instructional staff.

- Reading Recovery, a one-on-one pullout program, provides a safety net for those in need of more in-depth reading assistance at grade one.

- Leveled Literacy Intervention (LLI), a small group pullout program, provides additional guided reading intervention for those in need of “a second helping” of reading instruction in grades K-2. Two teachers were trained in LLI during 2007-2008 and an additional three-four teachers will be trained during 2008-2009. This will permit the expansion of LLI interventions into grades 3-6.

- Everyday Mathematics: Two years ago Fairview staff opted to move forward with this math curriculum K-6 rather than just 2-6. It is now the district’s math curriculum at all elementary grade levels.

- Fairview integrates science, social studies, and health curriculum and standards into the literacy block whenever possible. Students in grades 2-6 participate in a schoolwide science fair each February with projects judged by a team of university judges, environmental specialists, and science instructors. The top three winners of the Fairview Science Fair participate in the Regional Science Fair in Muncie. Real and cyber field trips enhance science, social studies, and health curriculum. Fairview promotes student wellness through a strong physical education program that promotes life-long exercise and healthy activities. The school nurse collaborates with teachers in grades five and six to promote healthy lifestyles and practices as students begin to reach puberty, and with third and fourth grade for hygiene and wellness classes.

- Music and art curriculum are standards-based and product/performance aligned. Students showcase their talents through art displays within the school and at the administration building. A grade 4-6 choir entertains often throughout the year. High ability singers participate in the *Circle the State with Song* each year. An intermediate music performance takes place in the fall and a primary performance is presented in the spring. The latter group performs on the stage of the Civic Hall Performing Arts Center which gives students the opportunity to appreciate performance arts through experience on “the big stage.” During such performances, the physical education teacher incorporates student dance and movement as part of the show.

- Fairview has a well-stocked student media center with automated checkout and reference capabilities under the guidance of a certified librarian. A state of the art
The computer lab is just off the media center where students may do research projects and other technology work throughout the student day. In addition, Fairview’s staff enjoys a separate and extensive professional library and book room where resources and materials for all curricular areas are available for check-out through an automated system similar to the student library.

- All day kindergarten insures greater time on task for kindergarten students.

- Fairview’s Special Education program consists of speech/communications assistance and resource room assistance from three special education teachers. These individuals meet the needs of our students with learning disabilities, mild mental disabilities, emotional disabilities, hearing or visual impairments, multiple disabilities, and autism spectrum disorders. Additional itinerant special education resource personnel are available in occupational, physical, hearing impaired, and visually impaired areas.

- Fairview has formed a Positive Behavior Support Team. The team received training through Indiana University. In addition, the staff has been trained and is implementing the Second Step Curriculum.

- During the fall of 2007 to the Spring of 2008, Fairview piloted implemented a computerized intervention program called Fast ForWord. This program is an intensive 60 minutes of specific brain-oriented strategies that assists students with poor oral language development.

- SuccessMaker software, currently offered as a supplement service for Fairview students, will be implemented during the school day. SuccessMaker promotes the development and maintenance of essential concepts, strategies, and skills in reading and mathematics while combining realistic content with state-of-the-art multimedia to create interactive environments for thinking and reasoning. SuccessMaker constantly monitors each student's performance and selects activities to fit the student's needs with just the right instruction at just the right time. The curriculum software is grounded in the latest research being used. The program presents math and reading skills through questions and if the child understands the concept, then he/she moves on. If the child misses a question, then he/she is led to the correct answer through a tutorial. Teachers evaluate their students and decide where to start them in SuccessMaker. By evaluating the student’s responses to questions, the software further determines the true instructional level for the student. SuccessMaker software is designed to take a student from where he/she is in math and reading and help him/her learn new concepts and skills, as well as review previously introduced skills. The program will run continuously during the school day with 45 students on computers at a time. Classes will be scheduled for a minimum of three, 30 minute sessions a week. Students in need of intensive instruction as indicated on personal education contracts and or RTI, will receive daily computer seat time.

- Extended Summer School Bootcamp held at Fairview, June 22, 2009 to July 29, 2009 for grades K-6. Includes Leveled Literacy Intervention.
In addition to SES services offered at the home of students, SES services will be offered one hour after school daily with transportation provided.

School Services:

● Fairview has a school based counselor 25 hours per week under a contract agreement with a local mental health agency. The school based counselor supports our Positive Behavior Support efforts, teaches anti-bullying curriculum in the classrooms, and meets with individual students and small groups to support emotional, social, or behavioral needs of students. The school based counselor conducts a girls self esteem group one day per week and works with a positive alternative to suspension behavior group two days per week after school.

● A Richmond Community Schools’ nurse visits Fairview each Wednesday to maintain appropriate health records, do vision screenings, assist with special medical needs of individual students, and to assist with human growth and development curricula for fifth and sixth grade students. The office clerical also serves as the clinic resource person in the absence of the school nurse.

● Health Services Programs are available through visits from dentists and eye doctors.

● Communities-in-Schools program – parent outreach and support liaison who works with staff to support home-school communications, provide parent training, and assist with social agency needs of families so that children may concentrate on school. The Community-in-Schools liaison assists in coordinating the 21st Century Scholars and Early College programs. The liaison also tracks and supports the progress of Third Grade Academy Students.

● Honor Roll and Merit Roll programs were reestablished during the 2007-2008 school year to recognize and celebrate student academic achievement.

● Extra-curricular programs include an annual K-6 fall/spring musical, 4-6 grade choir, Circle the State with Song singers, grades 3-6 boys’ and girls’ basketball teams, Boston Run for grades 4-6 boys and girls, Daisy and Brownie Scouts, and Cub and Boy Scouts, and Jump Rope for Heart, and Student Council.

● Supplemental Services, including Success Maker and Club Z Tutoring, are available to students qualifying for free and reduced lunch.

● Parent resource room added in 2009. The area is for parents and volunteers to meet and obtain school and community information.
School Partnerships

- Fairview PTO – assists with Family Literacy Nights, Book Fair, Sucker Sales for students, fundraisers to support the renovation of the playground and staff classroom resources, student recognition programs, Grandparents’ Day.
- Individual Parents – room parents, field trip chaperones, and special programs Assistance.
- Fairview Neighborhood Association – meets at the school, concerned with quality of life in the Fairview neighborhood – assists with Family Literacy Night in December and organizes a spring festival for the community that will be held on the Fairview School grounds; president and historian serve on the Fairview NCA School Improvement Team.
- First English Lutheran Church – members volunteer for after-school Literacy Club for students in grades 3 through 6.
- Fairview Baptist Church – Fairview’s Partner-in-Safety – evacuation site in Emergencies.
- Indiana University East, Earlham College, IVY-Tech State College – Grade one health fair; tutoring volunteers; Spanish-speaking volunteers for Latino students; work in classrooms with individuals and small groups as part of their field experiences
- Richmond Fire Department’s Safety Program – encourages students’ awareness of fire safety and other issues.
- Kiwanis-sponsored “Safety Town” – encourages students’ awareness of overall safety in home/community environments, bicycle safety, and bus safety.
- Study Buddies – adult volunteers from throughout the community who meet with students during lunch to work on areas of need, such as reading or spelling.
- Richmond High School PEER Helpers – student volunteers who bring safety programs to elementary students.
- Richmond Symphony Orchestra, Richmond High School and Dennis Middle School Music Departments, and private music groups – to explore music curriculum.
- Richmond Art Museum – opportunities to explore culture of other countries through Art.
- Civic Hall Associates – opportunities to experience stage plays/literacy as a performing art.
- State and local elected officials – visits assist with Indiana government and history
- Palladium-Item’s Newspaper in Education Program – opportunity to provide literacy materials/resources to all classrooms.
- Service Organization programs – American Legion flag program; Disability Awareness program; Junior Achievement program
- Richmond High School Cadet Teacher Program – two students worked in a classroom for one-half of their student day to assist individual or small groups of students in literacy and math.
- Fountain City Wesleyan Church- holds a winter donation drive and provides hats and gloves to students.
- Newton’s Auto Service- provides memberships for the Boys and Girls Club.
- Shriner’s Club of Richmond- provides attendance incentives for Fairview, such as tickets to the circus.
- Fairacres Home Extension Club- provides clothing, school supplies, and volunteer services.
• Christ United Church- provides goods for the parent resource room.
• Earlham College- Bonner scholar program provides support, tutoring, translating, and family communication for our ESL population.

School Stakeholder Summary:

Parent/guardian and student surveys over the past five years have indicated that Fairview is a safe and well-disciplined school. This year, 141 families returned the survey in April for a 67% return rate. Of the surveys returned, 70% of respondents marked agree or strongly agree on all items listed. Ninety-six percent of the respondents feel that Fairview is an excellent school with an excellent staff. Of concern to parents of primary students was the new report card. It was seen as being difficult to understand. Student surveys are also completed each spring to gather information and feedback from the children. Student surveys reflect those of their parents in the children feeling safe and cared for while at school and that they know what they are supposed to be learning. Both oral and written comments have been documented praising the staff’s efforts on behalf of the children – socially, emotionally, behaviorally, and academically. Other adults who work with our students have indicated a positive attitude and behavior exists among our students. These adults include long-time Study Buddies who volunteer in the school weekly, bus drivers who transport the students, and the Richmond Police Department DARE officer who provided programs for all students.

An evaluation survey for the Environmental Services Department rated Fairview very high. The survey indicated that our school is clean and well maintained. Such a climate encourages pride and ownership for the physical plant itself, as well as for optimal learning environments in each classroom.

Surveys are sent home each year to update and receive feedback on the school’s mission. The recent survey returns were 99% positive that our mission is appropriate and being met. Surveys were done in February and March to update our belief (vision) statements. Stakeholders were again 99% positive in the statements developed by the NCA Team and revised by various constituents prior to being presented in survey format to all stakeholders.

Meeting the needs of all students:

Fairview staff was trained in Response to Instruction/Intervention (RTI) strategies during the 2008-2009 school year in an effort to formalize the process of student interventions for those who are not meeting grade level criteria. An even tighter and more rigorous monitoring of student progress is needed for certain of our sub-populations, especially students with special needs. This district-level initiative has received full support from the Fairview staff. Appropriate documentation and strategic interventions will be in place in the very near future for any student not able to meet grade level standards. The goals of RTI are to meet the needs of any struggling student as well as to reduce the number of students who are labeled as needing special education support. We believe that more intervention can and must occur within the general education classroom and with such other interventions as Level Literacy Interventions.
All staff has been trained in the RTI process during the 2008-2009 school year. As a result, the number of special education referrals have declined, but the amount of interventions has increased. Additional staff will also be trained as Leveled Literacy Interventionists during 2008-2009. Progress monitoring is also in place for each special education student and IEP goals reflect specific areas of need for “power” standards attainment. Strong collaboration between the general education teacher and the special education teacher is in place and will continue to be. Sharing of data and progress is essential for meeting IEP goals’ instruction and to monitor progress. Parent involvement in the process is essential. Home-School communications continue to be a high priority for staff engaged in improving student academic performance.

RCS began the identification process for high ability services in March 2008. The state of Indiana requires differentiated services for students who learn at a faster rate than their age-mates, or who have the aptitude for more complex instruction. The RCS Logos elementary services, in its current format, provides weekly enrichment experiences in history, research, and science (by trimester). At the middle school level, students may enroll in the Logos program at Test Middle School. Teachers recommend students to be tested for Logos based on current assessments in reading and math. Parents may also request this testing for their child. Once placed, the key to providing for these high ability students is, again, through progress monitoring, data collection, and continuous differentiation of instruction to meet the needs of each child. The general education staff must work closely with creative arts teachers, the librarian, and the high ability teacher and consultants to meet these needs.

With the RTI process and high ability services in place, along with the increased and intense professional development for all staff in differentiated instructional strategies to meet the needs of every learner, the Fairview staff believes we have the components in place for our students to catch up and excel in academic performance. To this end, we believe that we have fairly and accurately rated our efforts and abilities in the standards that follow.

Richmond Community Schools will be participating in Curriculum Mapping as a District with all schools participating at every level. Aided by a software program, teachers will work to align curriculum and pacing at grade levels and in content areas as well as vertically to assure that all standards are covered. This will provide a consistent guide for all teachers as subjects are added to the map. All curriculum, shared lesson plans, resources, and common end of course or unit assessments will be available in a central web location. Mapping is an evolving process that will continue as research based strategies are identified and added to the best practices of Richmond Community Schools.

**Transition Elementary to Middle School:**

Social and Emotional Support:

1. Middle School Counselors visit sixth grade students during the spring to talk about expectations, review scheduling options, share information about orientation meetings, and answer questions that students have.

2. All sixth grade students come together for a half day orientation with all of their future classmates. Students participate in activities to acclimate to middle school
expectations such as working lockers, following schedules and using the daily planner. During the activities the students are grouped with students from other middle school feeder schools to begin getting to know future classmates. At this time students make a commitment to graduating from high school.

3. Students visit the middle school to see classes in session and begin to learn their way around the building. The Principal speaks to the students about middle school expectations and answers any questions students might have.

4. Parent/family orientation opportunities are offered at several different times to provide families with a chance to tour the middle school building, and hear an overview of middle school expectations and procedures from the principal and school leadership. This is followed by a question and answer period.

5. Families are encouraged to seek additional support through meetings with the principal and school counselor.

6. Sixth grade girls have the opportunity to participate in an afterschool self esteem group with the school based counselor.

7. Sixth grade students participate in a an overnight team building field trip in the spring.

Academic Support:

1. Sixth grade teachers complete academic profiles on each student that include the most recent achievement data, recommendations the teacher has about the student’s academic needs, and intervention status or IEP status.

2. Sixth grade students take a locally developed math test that is used to probe their overall ability. This test result along with teacher recommendation and spring achievement information on the district’s nationally normed assessment are used to place students appropriately in math classes.

3. Sixth Grade students complete a Post Secondary Interest Survey that is used in middle school to help teachers support student interests and continue post secondary goal setting activities.

4. Teachers are starting to work on strengthening curriculum alignment from elementary school to middles school. This includes identifying hose skills that should be secure prior to middles schools and building on the skills and instructional strategies that have been started in elementary school.

5. Opportunities are available for Early College and for 21st Century Scholars Programming at the 6th grade level. Students work with the Community in Schools facilitator to learn about and sign-up for such programming.

Vision & Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school’s vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and
school effectiveness. The school’s vision guides allocations of time and human, material, and fiscal resources.

**Indicators Rubric**

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td>In fulfillment of this standard, the school:</td>
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<tr>
<td>1.1 Establishes a vision for the school in collaboration with its stakeholders</td>
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<td>X</td>
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<tr>
<td>1.2 Communicates the vision and purpose to build stakeholder understanding and support</td>
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<td>X</td>
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<tr>
<td>1.3 Identifies goals to advance the vision</td>
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<tr>
<td>1.4 Develops and continuously maintains a profile of the school, its students, and the community</td>
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<td>X</td>
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<tr>
<td>1.5 Ensures that the school’s vision and purpose guide the teaching and learning process</td>
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<td>X</td>
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<tr>
<td>1.6 Reviews its vision and purpose systematically and revises them when appropriate</td>
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<td>X</td>
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</table>

**Definitions of Indicators Rubric**

Not Evident  Little or no evidence exists

Emerging  Evidence indicates early or preliminary stages of implementation of practice

Operational  Evidence indicates practices and procedures are actively implemented

Highly Functional  Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**Focus Questions**

Please respond to the following questions regarding the processes that are in place to support the school’s implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment
1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

There is a process in place for establishing a commitment to the vision statement among all stakeholders. The vision serves as a filter through which decisions are made by the staff. The vision is used as a guide in making decisions in the best interests of students. There is a shared sense of purpose and direction among the staff regarding their beliefs and the school vision. This year the staff developed vision statements that are aligned with the mission statement that specifically address how the staff is working to accomplish the school mission. The school improvement team has representation from staff, families, and the community who work together to improve the school based on what the staff believes about teaching and learning. The school mission statement and vision statements are revisited at the beginning of each school by both staff and families to ensure they are still aligned with our beliefs regarding student learning and motivation. The school communicates the mission statement and vision statements with families through distributions and surveys. Each year the families are asked to review the statements and provide suggestions for improvement. The school improvement team reviews the surveys and provides feedback to the staff. There also is a school-wide behavior matrix in place to communicate expectations to staff, students, and families. We have developed a school pledge that is posted in the classroom and recited each morning. We have also developed a school PBS motto. It incorporates different components of the school mission statement and vision statements in a more common language for children. We currently consider Fairview to be in the operation phase, because although our vision is present and was a collaborative effort, not all stakeholders are aware or share our vision. It will be our job to ensure the vision is communicated with our stakeholders.

2. What is the school’s process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

Each teacher is responsible for inserting data into our school report card. This data includes student demographics and academic progress. It is collected at the beginning, middle, and end of the school year. The school uses this information to target individual students and provide interventions and enrichment as needed. The data is also analyzed across grade levels to determine curriculum alignment. We have specifically addressed the gap that exists between second and third grade. Grade level teams meet on a weekly basis to discuss instruction. The primary/intermediate teams meet on a monthly basis to analyze data and discuss grade level expectations. Each teacher determines the percentage of students at or above grade level in all academic areas. For students who are below grade level, interventions are established and in place to assist students. The primary and intermediate literacy coaches track trajectory data for students who remain at Fairview throughout the primary grades to determine the school’s curriculum effectiveness in preparation for state testing. A data wall is present in the main hallway of the school. Students, with the support of the teacher, chart their progress on the data wall. An additional data
wall, indicating student reading level benchmarks, is posted in the teacher workroom and is consistently updated.

3. How does the leadership ensure that the school’s vision, purpose, and goals guide the teaching and learning process?

There is a leadership team in place to promote the mission, vision, and goals of the school. The leadership team consists of the Primary/Intermediate Literacy Coordinators, Math/Science Resource, General Education Intervention/Response to Intervention Coordinator, Language Arts Resource, High Ability Coordinator, Counselor, Richmond Education Association Representative, Spanish Translator, PBS Team, RTI team, and Primary/Intermediate Technology Consultants. Grade level teams meet on a weekly basis to discuss teaching and learning. In addition, primary and intermediate teams have been established to provide opportunities for professional development and curriculum alignment among grade levels.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school’s expectations for student learning and school effectiveness?

The school improvement team leads the staff and families in revisiting the school mission statement each year. Surveys are distributed to all stakeholders and feedback is valued and used to improve the overall effectiveness of the school. This year the staff developed belief statements that specify what is being done to carry out the school mission. Another survey was distributed to families to gain additional feedback on the belief statements. The school improvement team recently proposed the idea of including a student pledge to communicate these expectations with students. The school vision and purpose are currently being communicated on the school website, in newsletters, and in the parent resource room.

What **EVIDENCE** supports this Standard? Where is it located? Can evidence be scanned in for addendum?

- Vision Statement (School Website)
- Vision Statement Survey (Results in Office)
- Belief Statement (School Website)
- Belief Statement Survey (Results in Office)
- Student Pledge (School Website, posted in each classroom)
- Positive Behavior Matrix (Matrix/Voice Levels Posted in Classrooms and Throughout School)
- Positive Behavior Support Motto (Posted throughout the school)
- School Improvement Team (Representation from Staff)
- Student Home-School Compact (Displayed Outside of Classrooms)
- Classroom Assessment Data (Student Portfolios)
- School Report Card (Online)
- Leadership Team (Representation from Staff)
• School Improvement Team (Representation from All Stakeholder Groups)
• Data wall (main hallway, teacher workroom)

Governance & Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

<table>
<thead>
<tr>
<th>INDICATORS</th>
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<tbody>
<tr>
<td><strong>In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:</strong></td>
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<tr>
<td>2.1 Establishes policies and procedures that provide for the effective operation of the school</td>
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<td>X</td>
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<tr>
<td>2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school</td>
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<tr>
<td>2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations</td>
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<td>X</td>
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<tr>
<td><strong>In fulfillment of this standard, the school has leadership that:</strong></td>
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<tr>
<td>2.4 Employs a system that provides for analysis and review of student performance and school effectiveness</td>
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<td>X</td>
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<tr>
<td>2.5 Fosters a learning community</td>
<td>X</td>
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<td>2.6 Provides teachers and students opportunities to lead</td>
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<tr>
<td>2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership</td>
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<tr>
<td>2.8 Controls curricular and extracurricular activities that are sponsored by the school</td>
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<tr>
<td>2.9</td>
<td>Responds to community expectations and stakeholder satisfaction</td>
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<td>X</td>
<td></td>
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<tr>
<td>2.10</td>
<td>Implements an evaluation system that provides for the professional growth of all personnel</td>
<td></td>
<td>X</td>
<td></td>
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</tbody>
</table>

**Definitions of Indicator Rubric**

<table>
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<th>Description</th>
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</tr>
<tr>
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<td>Evidence indicates practices and procedures are actively implemented</td>
</tr>
<tr>
<td>Highly Functional</td>
<td>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</td>
</tr>
</tbody>
</table>

**Focus Questions**

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

   We have a Leadership Team and NCA Team in place. Teachers attend faculty meetings. On Professional Development Days the agenda reflects the needs of the staff. One Tuesday each month is dedicated to: grade level meetings, team meetings, GEI meets as needed, and Literacy Collaborative PD. Staff members also receive written communication and are asked to partake in evaluations.

2. What process does the school’s leadership use to evaluate school effectiveness and student performance?

   There is constant student data gathering and analysis in Literacy Collaborative meetings, along with grade level and staff meetings. Interventionists are in place in both primary and intermediate levels. Surveys are conducted periodically and data spreadsheets are completed for all grades. C-PASS and GAP analysis are used to monitor student progress.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

   Input and decisions are shared with PTO, Fairview Neighborhood Association
(FNA) in partnership with the school leadership team members. The community on resources liaison communicates with stakeholders and shares input with staff.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Students in need have Personal Education Contracts (PECs). *Pathways* is the support mechanism/evaluation plan for all teachers. Leadership team encourages the Literacy Collaborative Model and Everyday Math (EM). The GEI/RTI process is in place. The primary and intermediate teams have been expertly trained in most areas. Fairview will participate in the corporate curriculum mapping initiative.

What **EVIDENCE** supports this Standard? Where is it located? Can evidence be scanned in for addendum?

- Reports on student achievement include report cards, progress reports, Acuity, ISTEP.
- Individualized Education Plans (IEP) plans are in place for Special Needs Students.
- Principal has personnel evaluations.
- Calendar/agendas/minutes of stakeholder meetings are available.
- Community in Schools Service Plan located in the CIS office.
Teaching & Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
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</thead>
<tbody>
<tr>
<td>In fulfillment of this standard, the school:</td>
<td></td>
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<tr>
<td>3.1 Develops and implements curriculum based on clearly defined expectations for student learning</td>
<td>X</td>
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<tr>
<td>3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning</td>
<td>X</td>
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<tr>
<td>3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices</td>
<td>X</td>
<td></td>
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<tr>
<td>3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice</td>
<td>X</td>
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<tr>
<td>3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity</td>
<td>X</td>
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<tr>
<td>3.6 Allocates and protects instructional time to support student learning</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>3.7 Provides for articulation and alignment between and among all levels of schools</td>
<td>X</td>
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<tr>
<td>3.8 Implements interventions to help students meet expectations for student learning</td>
<td>X</td>
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<tr>
<td>3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning</td>
<td>X</td>
<td></td>
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<tr>
<td>3.10 Provides comprehensive information and media services that support the curricular and instructional programs</td>
<td>X</td>
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<tr>
<td>3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program</td>
<td>X</td>
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</table>
Definitions of Indicator Rubric

Not Evident  Little or no evidence exists
Emerging  Evidence indicates early or preliminary stages of implementation of practice
Operational  Evidence indicates practices and procedures are actively implemented
Highly Functional  Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

By implementing a school wide Professional Development plan, the school ensures the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning. Grade level and intermediate/primary team meetings involve discussion on standards-based, research-based learning and instruction as well as cross grade level curriculum alignment.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The school ensures the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students through the use of a school leadership team. The leadership team presents and trains teachers on new ways of teaching and learning and has the expectation the teachers use these best practices in their instruction. Every Tuesday, teachers participate in Professional development in either literacy, math/science, gifted and talented, and or data analysis. During the 2009-2010 school year, Staff members will attend professional development sponsored by the Indiana Department of education and will participate in the corporate curriculum mapping initiative.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?
To ensure that teachers are well-prepared and effectively implementing curriculum, *Pathways* is used as the support mechanism/evaluation plan for all teachers. During formal and informal administrator observations preceded and followed by conferences between administrator and teacher, goals are set collaboratively by the teacher and principal to improve teaching and learning in the classroom. Teachers attend data meetings to discuss progress monitoring and student expectations. Teachers use this data to prepare lessons needed to aid student achievement. By progress monitoring, teachers are able to see areas of strengths and weaknesses in order to develop and implement a curriculum suitable to the students’ learning needs. Teachers also attend Professional Development on Tuesday afternoons. Teachers are given information on the latest research-based teaching and learning strategies to implement into their classrooms. An analysis of Literacy Collaborative implementation was conducted during the 2009 school year. The results were analyzed and professional development was offered in needed areas of improvement. New staff members were trained in Literacy Collaborative and additional staff members participated in refresher courses. The school administrator will receive additional training in 2009 to support Literacy Collaborative.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

Students have access to comprehensive information, instructional technology, and media services through handouts, newsletters, and flyers. Students are exposed to media services regularly during a scheduled time. Students are exposed to instructional technology in classrooms on classroom computers as well as in the media center computer lab. Fairview is a recipient of the Indiana Department of Education 2nd Grade Laptop Grant. All 2nd grade students have received a laptop computer and the use of the laptop is embedded into their classroom curriculum.

What **EVIDENCE** supports this Standard? Where is it located? Can evidence be scanned in for addendum?

- Curriculum Guides for grade levels in each classroom
- Calendars for curriculum renewal or review- LC Syllabus and Training Schedule, Tuesday Professional Development Master Schedule
- Grade level meeting minutes
- LC Agendas
- School Discipline Plan- Found in office
- Comprehensive Library Materials Collection- Media Center Database
- Policy for utilizing media materials- Found in media center
- Policy for utilizing library- Found in media center
- Agendas/minutes of articulation or transition meetings between schools- Notes taken by Language Arts Resource Teachers, Math/Science Resource Teachers, GT Resource Teacher
- Pilots for Practices based on research- FastForward, Literacy Collaborative
- Student Achievement Results from formative and summative assessments located in student portfolios as well as C-1’s
• Professional development charts and data posting in main hallway and teacher workroom

Documenting & Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

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<tr>
<td>4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning</td>
<td></td>
<td>X</td>
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<tr>
<td>4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes</td>
<td></td>
<td>X</td>
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<tr>
<td>4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance</td>
<td></td>
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<td>X</td>
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<tr>
<td>4.5 Communicates the results of student performance and school effectiveness to all stakeholders</td>
<td></td>
<td>X</td>
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<tr>
<td>4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>4.7 Demonstrates verifiable growth in student performance</td>
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<tr>
<td>4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations</td>
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**Definitions of Indicator Rubric**

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**Focus Questions**

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How is the assessment system currently used in your school to analyze changes in student performance?

To analyze changes in student performance, the school uses Personal Educational Contracts for students who are not meeting grade level standards. These contracts are used to set goals for these students to ensure that school, parents, and students are working together to close the achievement gap.

Intervention discussions through the RTI are used to identify the needs of a student and identify interventions that can be used to help the student meet set educational goals. The RTI team and the classroom teacher meet periodically to discuss the goals and decide if the intervention strategies are being effective. If the interventions are not being successful and the goals are not being met, new intervention strategies are tried. Teachers meet with parents and sign a contract stating what new strategies will be used to improve learning. Documentation such as running records, LLI records, and other intervention anecdotal notes are kept to monitor progress. If the student attends tutoring or Jump Start, records are kept of strategies used and progress made. If a paraprofessional works with a student under the guidance of a classroom teacher, a form is used on which the parapro records strategy used and success of that strategy.

Another assessment system being used to analyze change in student performance is the use of an LC data team. The LC data team meets together to discuss student reading levels as indicated by the Benchmark assessments and writing scores as indicated by the 6-traits of writing. By comparing reading levels and writing scores over time, the data team is able to see where there is a need for further intervention
to help improve student learning. Teachers are accessing and evaluating Acuity data and utilizing Acuity practice as an indicator for ISTEP performance.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

There are many ways Fairview Elementary School ensures that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students. One of these ways is through the use of a District/School assessment schedule. District tests are given at the same times to ensure that the assessment results are timely and being used for progress monitoring. There are also some assessments such as the Benchmark Reading Assessment that is used more than what is indicated on the assessment schedule to keep a closer watch on student performance. Along with the assessment schedule, there are cut scores in all of the assessments so teachers, parents, students, and external stakeholders know what is expected of students in a specific grade level.

Along with the assessment schedule, teachers progress monitor the students on a regular basis to aid the performance of individual students. Teachers use everyday classroom activities such as guided reading group and math boxes to ensure that students are meeting the classroom educational goals. To keep parents up to date on student performance, progress reports and IEP’s (Individual Education Plan) for special education students are mailed home every 6 weeks. Teachers also make contact and have conferences with parents when needed for students who are having difficulties meeting educational goals. If necessary, students are placed on Personal Educational Contracts with input from students and parents to set goals for learning and assessment scores. Our goal is 100% attendance at parent teacher conferences. We continue to seek ways to improve attendance and increase stakeholder communication.

3. How are data used to understand and improve overall school effectiveness?

Data are used to guide instruction. By knowing each individual student’s strengths and needs, teachers can plan lessons which emphasize the learning goals of the whole classroom, focused small groups, and individual learning. Data also helps determine which students need intervention or enrichment activities so that student learning can be strengthened for all students – high, medium, and low. With individual student data in hand, teachers are able to make informed decisions by grade levels, by primary and intermediate levels regarding overall school effectiveness. Multiple measures of student performance are compared for this purpose: Dibels, Spelling Inventory, Fountas and Pinnell Benchmark Reading Assessments, 6+1 Traits of Writing, Observation Survey Results, ISTEP +, the district’s Acuity assessments in reading, language arts, and math, Dolch word checks, and so on. Each classroom and grade level has a report card grid on which data is entered so that a complete picture is available. This information is then analyzed for the school’s report card, C-PASS, that is submitted to the central office. A data wall is being constructed as an ongoing visible document of school
performance and progress. LLI teachers are in the emergent stage of creative an interact system for students to monitor their own reading benchmark data.

4. How are teachers trained to understand and use data in the classroom?

Because data plays such a key part in the school, teachers spend time during Literacy Collaborative training understanding and analyzing data. Assessments are modeled for teachers by LC coordinators and teachers are trained in the use of the results. Intermediate teachers have been trained in the use of Acuity testing, how to use the software to analyze data, group students, and use resources from the software as intervention pieces. There have also been teachers trained as LLI (Leveled Literacy Intervention) interventionists. These teachers work with small, focused student groups and collect data to progress monitor student achievement. Another teacher has been trained in Reading Recovery. This teacher uses and shares data with the primary teachers to ensure students are getting needed literacy skills.

What EVIDENCE supports this Standard? Where is it located? Can evidence be scanned in for addendum?

- Student Portfolios which contain student assessment scores as well as sample work (In Classrooms)
- Student Achievement Data- Benchmark Progress Monitoring Charts (In Hallway)
- Comparative data with ISTEP assessment using schools of like purposes and demographics (Indiana Department of Education Website)
- Trend Data- (Intermediate and Primary LC Site Report, Indiana Department of Education website)
- Policy and/or Procedure to monitor overall student performance- Personal Education Contracts- (In classrooms with teachers data)
- Student Performance Information System- District Level Cut Scores
- Comprehensive Set of Assessments- Benchmarking, 6-traits of writing scores, ISTEP, Everyday Math Assessments, Acuity Reading, Language, Math, and Science/Social Studies, Words their Way Spelling Inventories
**Resource & Support Systems**

**STANDARD:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:** A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

**Indicators Rubric**

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

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</thead>
<tbody>
<tr>
<td><strong>5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities</strong></td>
<td></td>
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<td>X</td>
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<tr>
<td><strong>5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)</strong></td>
<td></td>
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<td>X</td>
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<tr>
<td><strong>5.3 Ensures that all staff participate in a continuous program of professional development</strong></td>
<td></td>
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<td>X</td>
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<tr>
<td><strong>5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school</strong></td>
<td></td>
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<td>X</td>
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<tr>
<td><strong>5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement</strong></td>
<td></td>
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<tr>
<td><strong>5.6 Monitors all financial transactions through a recognized, regularly audited accounting system</strong></td>
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<tr>
<td><strong>5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants</strong></td>
<td></td>
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<tr>
<td><strong>5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders</strong></td>
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<tr>
<td><strong>5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning</strong></td>
<td></td>
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<tr>
<td><strong>5.10 Provides appropriate support for students with special needs</strong></td>
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</table>
## Definitions of Indicator Rubric

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## Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

   The process is dictated by Board Policy, corporate guidelines, and state criteria. Other methodologies include professional development, Pathways, and non-certified personnel evaluations. Mentors are assigned to new teachers. Fairview works with Indiana University, Ball State, and Earlham College to provide opportunities for pre-service teachers.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school’s vision, educational programs, and its plans for school improvement?

   Line item allocations are earmarked according to improvement plans, especially Title Funds.

3. How does the leadership ensure a safe and orderly environment for students and staff?

   Emergency Plan is in place according to state codes and guidelines. Positive student behavior is recognized. Consultation regarding bullying with Dunn counselor is available on a limited basis. Security cameras are in place. Changes in morning procedures include bringing all students into the school to the cafeteria or gym to wait for the morning bell, rather than waiting outside. An individual helps direct traffic and assist students during the morning car drop-off. Busses have been diverted to the back of the school away from students walking to and from school.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?
We have a Community in Schools (CIS) liaison. Other resource services available include: RTI, Study Buddies, Mentors and counselor. ESL students received support from the translator, Title I ESL support person, and Earlham Bonner scholar.

What **EVIDENCE** supports this Standard? Where is it located? Can evidence be scanned in for addendum?

* Documentation of teacher credentials is on file.
* Principal has data regarding teacher retention and recruitment.
* Reports of student disciplinary violations and consequences are available.
* Agendas are distributed at staff meeting and minutes of staff meetings are kept.
* Community in Schools Service Log in the CIS office.
* Counselor referrals and documentation in the counselor’s office.

### Stakeholder Communications & Relationships

**STANDARD:** The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

**Indicators Rubric**

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

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<tbody>
<tr>
<td>6.1 Fosters collaboration with community stakeholders to support student learning</td>
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<td>X</td>
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<tr>
<td>6.2 Has formal channels to listen to and communicate with stakeholders</td>
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<tr>
<td>6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school</td>
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<tr>
<td>6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders</td>
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</table>
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders

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Focus Questions
Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school’s leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

The school’s leadership ensures that the school is responsive to community expectations and stakeholder satisfaction by surveying students, parents, and community members regarding school effectiveness throughout the year. Surveys are distributed and collected by individual teachers and the school to gain feedback. The results of these surveys are analyzed and shared with the staff to make improvements as needed. The school’s improvement plan is shared with stakeholders with opportunities for feedback and input into continuous school improvement efforts. The Fairview Neighborhood Association and PTO meetings create opportunities to share information with stakeholder and receive input and feedback.

2. How does the school’s leadership foster a learning community?

The school’s leadership fosters a learning community by modeling, supporting, and encouraging staff members to be successful. The leadership devotes common planning time to grade levels for collaboration and provides professional development opportunities for teachers to stay current with research-based best practices. In addition to the NCA School Improvement Team, a Leadership Team is in place with individuals responsible for various facets of the curriculum, instruction,
and assessment responsibilities for the school along with on-going professional development regarding their particular areas of expertise. This team consists of Primary and Intermediate Literacy Coordinators, Primary and Intermediate Math/Science Resource Teachers, Primary and Intermediate Technology Consultants, Primary and Intermediate RTI Team Facilitators, Gifted and Talented Consultant, and a K-6 ESL Translator/Interpreter.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

The staff communicates information to stakeholders about students, their performance, and school effectiveness through standards-based class newsletters, postings on the school website (with links to the updated school improvement plan and IDOE data), flyers regarding upcoming events, summer packets for students, parent workshops, parent/teacher conferences, personal education contract conferences, representation of community members at school improvement team meetings, Communities-in-Schools school liaison, and active involvement in the Parent/Teacher Organization and Fairview Neighborhood Association.

What EVIDENCE supports this Standard? Where is it located? Can evidence be scanned in for addendum?

- Individual Teacher Surveys (Office)
- School-Wide Surveys (Office)
- Class Newsletters (Online)
- School Website (Online)
- Phone Calls/Email (Log of Communication)
- Flyers (Office)
- Summer Packets (Teacher)
- Parent Workshop (Sign-In Sheets)
- Parent/Teacher Conferences (Sign-In Sheets)
- Personal Education Contract Conferences (Student Portfolios)
- Communities-in-School Liaison (Office in School)
- Parent/Teacher Organization (Minutes)
- Fairview Neighborhood Association (Minutes)
Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In fulfillment of this standard, the school:</strong></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7.2 Engages stakeholders in the processes of continuous improvement</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.5 Monitors and communicates the results of improvement efforts to stakeholders</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Definitions of Indicator Rubric

Not Evident  Little or no evidence exists
Emerging  Evidence indicates early or preliminary stages of implementation of practice
Operational  Evidence indicates practices and procedures are actively implemented
Highly Functional  Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. **What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?**

   There is a school improvement team that meets on a regular basis to discuss student performance and school effectiveness. The team analyzes student assessment data and uses this information to develop goals for school improvement. The team consists of teachers, support staff, parents, and community members. All stakeholders work together to make decisions in the best interests of students and learning. Fairview is working with the state department of education (SEA) and the local educational agency (LEA) and will attend professional development in June of 2009 with the focus of continuous improvement.

2. **What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?**

   Each teacher is responsible for collecting and analyzing data and setting goals for students. This information is used to plan instruction based on student needs. Our school improvement goals reflect the needs we have for students as a school. The school improvement team analyzes data from the state and district and sets goals in areas that need improvement. Teachers use these goals to establish classroom goals for their students. Student goals are developed based on their individual needs. Data and goals are monitored by the Literacy Collaborative Coordinators, the RTI team, and the school administrator. Professional development funds are budgeted to provide training, support, and materials to support these initiatives.

3. **What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?**
The district has set aside time every Tuesday for professional development for teachers. There is literacy collaborative professional development day, grade level team meetings, staff meetings, and RTI team meetings. Creative Arts teachers attend a monthly professional development time with other teachers from their discipline area. Staff members complete self-assessment surveys and participate in a pre and post goal setting conferences with the administrator. Staff members also set professional development goals. Staff members seek professional development opportunities, if the opportunity is not scheduled as part of the professional development offered by the school. Staff members have sought professional development in motivating unmotivated students, differentiation, behavior management, PBS, leadership, Socratic Seminar, Music, and Reading Recovery which were funded by professional development dollars budgeted to removed the school from improvement status.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The leadership of the school focuses on transforming to a shared leadership model. Shared leadership includes staff members leading professional development opportunities, data collection, and communicating information to stakeholders about students, their performance, and school effectiveness through standards-based class newsletters, postings on the school website (with links to the updated school improvement plan and IDOE data), flyers regarding upcoming events, summer packets for students, parent workshops, parent/teacher conferences, personal education contract conferences, representation of community members at school improvement team meetings, Communities-in-Schools school liaison, and active involvement in the Parent/Teacher Organization and Fairview Neighborhood Association.

What evidence supports this Standard? Where is it located? Can evidence be scanned in for addendum?

- NCA Team (Stakeholder Representation)
  - Meetings
  - Notes
- Leadership Team
  - Posted Position
- Professional Development
  - Tuesday Early Dismissal
  - Special Education Training (Autism)
  - ESL Training
  - Technology Training (PowerSchool)
  - High Ability
  - Literacy Collaborative
  - Math/Science
- Intervention Logs
  - One-on-One Assistance
• Grade Level Data Analysis
  o Student Portfolio
  o School Report Card (CPASS)
• Parent/Teacher Organization
• Updated Mission and Vision Statements
  o Discussions
  o Stakeholder Surveys
  o Student Pledge
• Parent/Teacher Conferences
  o Communication Logs (Phone/Email)
  o Student Led Conferences
  o Meetings

PL 221 Requirements:

• Description and location of curriculum:
  Curriculums for all courses and grades are available on the Richmond Community Schools web site either at Staff Links or on the RCSNAS.

• Technology as a learning tool:

  Integration
  At Fairview, experiences include the opportunity and ability of students to work with technology, including computers, Internet capabilities, peripheral materials such as digital cameras and scanners, videography, and software appropriate to each child’s learning needs. Our current technology programs and software are in alignment for technology enhancements and instructional needs.

  The Fairview staff utilizes technology in the curriculum with the following objectives:
  • to enhance each student’s technology awareness;
  • to utilize appropriate software to accelerate growth in achieving proficiency in State Standards in reading, language arts, mathematics, science, and social studies;
  • to provide a higher level of learning opportunities that more closely approximate the real world;
  • to integrate technology awareness into our evening family activities;
  • to integrate critical analysis of on-line student data for students and parents through the RCS parent portal; and,
  • to provide greater levels of professional development for all staff members, students, parents, and volunteers in enhancing the integration of technology use in the classroom.

  The staff is able to do such integration through the following capabilities:
  • A teacher computer/printer station in each room;
  • A 30 station student computer lab complete with Smart Board, LCD, etc.;
• Four-five student computer/printer stations in each classroom;
• TV/VCRs, overhead projectors, and listening stations in each classroom
• Two TV/DVDs on cart for use anywhere in the building;
• Video and digital cameras for instructional use;
• Network server with all-school access;
• Internet access in each room in the building;
• Email access for each staff member in the building;
• Pen-pal email in certain classrooms;
• Automated library check-out for both student library and staff professional library;
• Automated programs for grades and other data collection and management;
• Computer programs that permit journal, creative, and research writing;
• KidPix, Kidspiration, Math Facts in a Flash, Cornerstone, etc.; and,
• In-house technology professional development workshops by our trained technology consultants.
• Lap top computers for all 2nd grade student and participation in the Indiana Department of Education 2nd Grade Lap Top Grant Program.

Professional Development
Our two technology consultants, one at primary and one at intermediate, share information, ideas, tips, or dates for upcoming training opportunities at each of the staff meetings held once a month. This is also a time for feedback regarding what is working and what is not. This feedback is not related to equipment. It is related to programs, what has been tried, where the glitches are, and so on. Each consultant collaborates with teachers regarding the instructional glitches, use of technology in their instruction, such as PowerPoint research projects, and other possibilities that may be available that the classroom teacher has not considered. Consultants also serve as a first line of assistance for technology problems that staff may encounter. Training includes the use of Smart Board in interactive reading/writing, use of PowerPoint and Excel to enhance both teacher’s and student’s presentations, previews of new software, internet walk-throughs of new sites, PowerSchool and PowerGrade assistance. In addition, opportunities for students and parents to learn about the parent portal to track student data and performance on-line will be available through the collaboration of our technology consultants with the Communities-in-School parent liaison. The media specialist and 2nd grade teachers receive additional professional development through the 2nd Grade Lap Top Grant.

Assessment and Evaluation
The technology program is reviewed yearly to determine what objectives continue to need our attention. These are indicated below for the current year:
• To provide a minimum of two student computers with Internet capability in each special education classroom for instructional purposes (we currently have one);
• to continue to enhance each student’s technology awareness and use, particularly keyboarding skills, in the intermediate grades;
• to continue to utilize PowerPoint and other computer programs for the production of student-generated reports, graphs, and research projects to a higher level of proficiency; and,

• to continue to provide greater levels of professional development for all staff members and volunteers in enhancing the integration of technology use in the classroom, particularly with the Smart Board, PowerPoint presentations, and Excel worksheets and graphs.

• 2nd Grade Lap Top Grant data collection data and evaluation by the Indiana Department of Education.

The Fairview Technology Plan is assessed/evaluated in conjunction with the ongoing evaluation of the NCA School Improvement Plan. One of our strategies in our plan specifically addresses this ongoing process. As part of the school improvement plan, staff members collaborate weekly at each grade level on curriculum/instructional issues, many of which relate to the development and monitoring of data to drive and inform the instructional program and to follow each child’s academic achievement progress. This joint work in itself creates ongoing evaluation of our use and needs in the area of technology due to the data reporting process in place for each classroom/grade level.

The following assessment tools are used to determine technology needs and to document and measure growth in technology skills and integration.

• The building Technology Consultant maintains attendance records and evaluation forms for all building level technology staff development activities

• Staff participate in a district-wide technology use survey to measure growth from year to year

• Several staff participate in technology professional development opportunities outside of the building, especially during the summer, and complete evaluation forms for such activities.

• Safe and disciplined learning environment:
Fairview is a safe and caring school for students, staff, and visitors. A detailed Emergency Preparedness Plan covers details needed for the efficient and effective execution of such events as fire (drills held monthly), disaster/weather (drills held a minimum of four times per year), building evacuation (drills held once or twice each year), lock-downs (drills held twice each year), and so on. The School Safety Plan is under the watchful eye of a building crisis team that meets to review drills, building situations and conditions, and to keep abreast of suggestions and information from experts such as the local police department, Civil Defense, and State codes and requirements for student and staff safety. In addition, two crossing guards insure student safety each morning and afternoon.

The school nurse works closely with all staff to ensure that any child with a health condition or handicap requiring adult awareness and/or assistance has his/her needs met. At all times, when a class of students leave the building, whether for
needed evacuation or a field trip, the teacher carries a class list, as well as medical and emergency contact information for each student.

An evaluation survey for the Environmental Services Department rated Fairview very high. The survey indicated that our school is clean and well maintained. Parent/guardian and student surveys over the past five years have indicated that Fairview is a safe and well-disciplined school. Both oral and written comments have been documented praising the staff’s efforts on behalf of the children. Other adults who work with our students have indicated a positive attitude and behavior exists among our students. These adults include Study Buddies who volunteer in the school weekly, bus drivers who transport the students, and substitute teachers.

Fairview has been fortunate in that such suspension incidences have been low in the recent past. The chart below indicates the suspension/expulsion rates for Fairview for the past several years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Expulsions</th>
<th>Suspensions Weapons</th>
<th>Suspensions Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2001-02</td>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>2002-03</td>
<td>1.5</td>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>2003-04</td>
<td>18.5</td>
<td>0</td>
<td>18.5</td>
</tr>
<tr>
<td>2004-05</td>
<td>30.5</td>
<td>0</td>
<td>30.5</td>
</tr>
<tr>
<td>2005-06</td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>2006-07</td>
<td>12.5</td>
<td>0</td>
<td>12.5</td>
</tr>
<tr>
<td>2007-08</td>
<td>9.5</td>
<td>0</td>
<td>9.5</td>
</tr>
</tbody>
</table>

The data appears to indicate an increase in behavior issues and suspensions/expulsions. The Positive Behavior Support team recognized that many student behaviors were not being recorded on the corporation’s approved discipline referral form. In order to improve the PBS team’s ability to track, target, and ultimately improve student behavior, we have made a diligent effort record student behavior on the referral forms and in the PowerSchool data base.

- **Methods in place to improve the cultural competency of teachers, administrators, staff, parents and students:**
  The school population reflects the ethnic make-up of the neighborhood in general, consisting of a somewhat diverse ethnic constituency, but is predominately white, as indicated in the school profile. There has been a shift in ethnic sub-groups over the past few years with the Latino and multi-racial sub-groups particularly increasing.

  The evolving design of our instructional program is based on the academic needs of the individual child, regardless of ethnicity, social-economic status, residency within the district, etc. However, we are also highly interested in the needs and growth of the whole child that will result in the highest level of academic achievement possible for each child. Therefore, values, ethics, and appropriate
social and behavior skills are taught and communicated in numerous ways throughout the school year. Staff, parents, and volunteers model what is expected of students. Staff, students, and student caregivers share the character development lessons of Positive Behavior Support and the Second Steps curriculum. A specific character-building vocabulary is embedded throughout our curriculum and instruction. These terms are taught, modeled, and placed as visuals throughout the building. They are communicated to parents and others through flyers, activities for home, and classroom and school newsletters.

In a further effort to reach every student, the staff was trained in cultural competency during the 2006-07 school year. Two teachers - one primary and one intermediate - served as “worriers” for our building. They participated in district-wide discussions led by Dr. Ray Terrell of Miami University, Oxford, Ohio. The purpose of these discussions was to explore Cultural Competence and engage in conversations regarding the impact and influence of race, culture, ethnicity, language, sexual orientation, socio-economics, and class on educational practice. The two Fairview “worriers” then led the staff in reflective thinking and problem solving activities to determine if, indeed, we were doing what we thought we were doing to reach out to every student. Videos were shown and discussion was generated regarding our cultural competency. As a result of these initiatives, renewed efforts are being made to bring speakers, trainers, and programs to our school to address cultural competency for all students and staff. One teacher and the school psychologist continue to serve as “worriers.” They attend meetings and continue to present information to the staff.

• Statutes and Rules to be waived
Fairview will not be waiving Statutes and Rules in the coming year.
### School Self Assessment

<table>
<thead>
<tr>
<th>School Strengths</th>
<th>School Needs</th>
</tr>
</thead>
</table>
| Vision and Purpose are systematically reviewed and revised yearly if needed. Stakeholders are surveyed as a part of this process with excellent responses. | Vision and Purpose  
1.2 Must do a better job communicating the vision and purpose to build stakeholder understanding and support |
| A leadership team is in place at Fairview and members of the team are responsible for key elements of their roles to support continuous school improvement. | Governance and Leadership  
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. Need to increase the number of stakeholders and make Fairview more welcoming. |
| The student council has been revived. | 2.10 Implements an evaluation system that provides for the professional growth of all personnel. Pre and post conferences were added for all employees this year. Still in the initiation phase. |
| Teaching and learning are based on scientific research-based best practices with continuous professional development for staff to maintain high standards of instruction. | Teaching and Learning  
3.1 Develops and implements curriculum based on clearly defined expectations for student learning. Need to reexamine as a result of corrective action/not making AYP. |
<p>| Staff uses assessment data to drive differentiated instruction and to plan for intervention or enrichment needs. | 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning. Fairview needs to be more reflective about approaches to teaching. If we initially considered ourselves to be highly functional in all areas, then we would be making AYP. |
| In addition to continuous professional development, staff has the resources and support needed to support its educational programs and to implement its plans for improvement. | 3.4 We need to design and use more instructional strategies, innovations, and activities that are research-based and reflective of best practice. Ideally, we need to work smarter, not harder. |
| Numerous forms of stakeholder communication are in place to provide information about students, their performance, and school effectiveness. | 3.5 Challenge each student to excel – more recognition/rewards/celebrations |
| Staff engages in a continuous process of school improvement that articulates the vision and purpose the school is pursuing, that describes student performance and school effectiveness, that employs the goals and interventions necessary to improve student performance, and that utilizes data analysis to inform what happens next. | 3.8 Implements interventions to help |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documenting and Using Results</td>
<td>4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance. –Needs to be more consistent.</td>
</tr>
<tr>
<td></td>
<td>4.6 Must have greater use of progress monitoring in non-literacy subjects</td>
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<td></td>
<td>4.7 Demonstrates verifiable growth in student performance</td>
</tr>
<tr>
<td>Resource and Support Systems</td>
<td>5.9 Support additional counseling services for students is needed</td>
</tr>
<tr>
<td></td>
<td>5.10 Greater “wrap-around” support is needed for special needs students</td>
</tr>
<tr>
<td>Stakeholder Communications and Relationships</td>
<td>6.1 Must get more stakeholders involved in, and owning, the school improvement process</td>
</tr>
<tr>
<td></td>
<td>6.2 Has formal channels to listen to and communicate with stakeholders, but we need to look for other avenues to reach more members of our target audience.</td>
</tr>
<tr>
<td></td>
<td>6.3 Solicit more knowledge and skills of stakeholders to support instructional programs</td>
</tr>
<tr>
<td>Commitment to Continuous Improvement</td>
<td>7.5 Increase communications regarding improvement results/efforts to stakeholders in a variety of ways</td>
</tr>
<tr>
<td></td>
<td>7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement. Need to examine more closely, as we continue to not make AYP.</td>
</tr>
</tbody>
</table>
### Professional Development Plan
**Fairview**
**2008-2011**

**Goal 1:**
Fairview students will increase Reading Comprehension skills across the curriculum

**Annual Benchmark:**
Fairview students in all subgroups will improve English/Language Arts scores on the grades 4-6 ISTEP+ assessment by 5%.

<table>
<thead>
<tr>
<th>Support Data:</th>
<th>Standardized Assessments:</th>
<th>Richmond Community Schools and Your School Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2007</strong> Fountas and Pinnell Reading Levels- criteria of reading at 90% accuracy on end of grade level assessment:</td>
<td>ISTEP+ - Grades 3-6 Acuity Reading</td>
<td>Bechmark Literacy Assessments utilizing Fountas and Pinnell Reading Levels</td>
</tr>
<tr>
<td>Kindergarten: 85% met criteria</td>
<td></td>
<td>Content Area Assessments</td>
</tr>
<tr>
<td>Grade 1: 85% met criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2: 90% met criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3: 77% met criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 4: 48% met criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5: 60% met criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6: 47% met criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2007 ISTEP+ English/Language Arts</strong></td>
<td></td>
<td></td>
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<tr>
<td>Grade 3: 85% passing</td>
<td></td>
<td></td>
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<tr>
<td>Grade 4: 52% passing</td>
<td></td>
<td></td>
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<tr>
<td>Grade 5: 57% passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6: 52% passing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research/Best Practice Sources:**
- *Guided Reading* Fountas and Pinnell. Heinemann, 1996
- *Mosaic of Thought* Keene and Zimmerman, Heinemann, 1997
- *Subjects Matter: Every Teacher’s Guide to Content-area Reading* Daniels and Zemelman, Heinemann, 2004
- *6+1 Traits of Writing: The Complete Guide for Primary Grades* Culham
- *6+1 Traits of Writing: The Complete Guide for Grades 3 and Up* Culham
- *Teaching the Qualities of Writing* Fletcher and Portalupi

**Interventions:**
- Extend student understanding by focusing on Comprehension strategies through the LC Framework, including utilizing listening and comprehension strategies across the curriculum.
- Respond to essential questions in literature that stimulate higher order thinking through writing activities and oral response.
**Goal 1, Intervention #1:**
- Extend student understanding by focusing on Comprehension strategies through the LC Framework, including utilizing listening and comprehension strategies across the curriculum.

<table>
<thead>
<tr>
<th>Person(s) Responsible:</th>
<th>Timeline:</th>
<th>Resources:</th>
<th>Progress monitoring of success:</th>
<th>Staff Development Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>2008-2009</td>
<td>- 180 minute literacy block&lt;br&gt;- Integrated content area into literacy block&lt;br&gt;- Quality literature in every classroom across all genres and content areas&lt;br&gt;- Read Aloud Books&lt;br&gt;- Poetry&lt;br&gt;- Current Events&lt;br&gt;- Resources&lt;br&gt;- Student Response Journals&lt;br&gt;- Chart Paper&lt;br&gt;- Post-It Notes&lt;br&gt;- Teacher anecdotal notebooks&lt;br&gt;- Assessment results&lt;br&gt;- Professional Development time&lt;br&gt;- Grade Level and cross Level Meeting Time</td>
<td>- Literary Response Journals&lt;br&gt;- Teacher-student conferencing of Literacy Response Journals&lt;br&gt;- Investigation Sheets&lt;br&gt;- Use of Think-Marks across the curriculum&lt;br&gt;- Guided Reading Running Records&lt;br&gt;- Review and discussion of anecdotal records and observations during Guided Reading and Literature Study&lt;br&gt;- Unit Assessments in Content Areas&lt;br&gt;- Everyday Math story problem assessments&lt;br&gt;- Acuity Reading Comprehension reports</td>
<td>Literacy Collaborative training to continue K-6 with emphasis on instructional strategies to increase comprehension levels. Initial training for new staff, refresher courses for previously trained staff. Writing strategies/responses training with 6+1 Traits of Writing to increase reading comprehension via Calkins’ Units of Study and Fletcher’s Teaching Qualities of Writing Units. Data Analysis training to insure Progress Monitoring is understood and practiced appropriately by each teacher, along with training in gathering document data. Socratic Seminar Training by program graduate. RTI and Leveled Literacy Intervention training. ELL teacher supports/trains staff in classroom initiatives.</td>
</tr>
</tbody>
</table>

**YEAR 1: 2009-2010**

**Interactive read alouds across the curriculum**

**Shared reading across the curriculum.**

**Through the use of:**
- Literacy Response Journals
- Guided Reading
- Independent Reading
- Reading for purpose across all content areas and genres
- Displaying comprehension strategies in rooms and in hallways
- Literature Study guides

**Year 2: 2009-2010**

**Interactive read alouds across the curriculum**

**Shared reading across the curriculum.**

**Through the use of:**
- Literacy Response Journals
- Guided Reading
- Independent Reading
- Reading for purpose across all content areas and genres
- Displaying comprehension strategies in rooms and in hallways
- Literature Study guides

**Through the use of:**
- Literary Response Journals
- Guided Reading
- Independent Reading
- Reading for purpose across all content areas and genres
- Displaying comprehension strategies in rooms and in hallways
- Literature Study guides
<table>
<thead>
<tr>
<th><strong>Curriculum Mapping:</strong> Student learning will be maximized as a result of focused research based instruction aligned across the curriculum as a result of curriculum mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Behavior Support</strong> Students will participate in PBS to increase time students are receiving instruction.</td>
</tr>
<tr>
<td><strong>Response to Intervention (RTI)</strong> Students will participate in RTI as a way to increase student achievement through systematic monitoring of data.</td>
</tr>
<tr>
<td><strong>Literacy Night</strong></td>
</tr>
<tr>
<td><strong>Grade-level Team Planning</strong></td>
</tr>
<tr>
<td><strong>Professional Learning Communities</strong></td>
</tr>
<tr>
<td><strong>YEAR 2: 2010-2011</strong> Continued year 1 based on analysis and evaluation of student data for improved academic performance. Changes to be formulated, discussed,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>June-Dec.</td>
<td>stipends</td>
<td>Monthly update w/ principal</td>
</tr>
<tr>
<td>Jan.- May</td>
<td>Software Program Tuesdays</td>
<td>F&amp;P Benchmark Kit</td>
</tr>
<tr>
<td>Tuesday P.M.</td>
<td>Second Steps Curriculum</td>
<td>Corporate standardized assessment.</td>
</tr>
<tr>
<td>Tuesday P.D.</td>
<td>RTI paperwork Student data</td>
<td></td>
</tr>
<tr>
<td>Tuesday P.M</td>
<td>Acuity data Other student data Teacher observation</td>
<td></td>
</tr>
<tr>
<td>Fall Winter</td>
<td>CIS resource person</td>
<td>Family participation</td>
</tr>
<tr>
<td>Daily</td>
<td>Common Planning Time</td>
<td>Survey, meeting notes</td>
</tr>
<tr>
<td>Aug-May</td>
<td>Tuesday P.M.</td>
<td>Cumulative final project presentation by focus teacher</td>
</tr>
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<td>As in year 1 with appropriate adjustments based on student performance and</td>
<td>As in year 1 with appropriate adjustments based on student performance and needs.</td>
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<td>As in year 1 with appropriate adjustments based on student performance and</td>
<td>As in year 1 with appropriate adjustments based on student performance and needs.</td>
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- **Summer workshop**
  - Professional Development for staff implementation

- **PBS follow-up training on school-wide procedures and other PBS efforts. Second Steps Curriculum Kits distributed and utilized.**

- **Continued staff development on Tuesdays if needed.**

- **Continuation of staff development on comprehension**

- **Corporate training on PLC’s**

- **Corporate training on PLC’s Building Support for training on PLC**
and implemented as needed.

**Curriculum Mapping:**
Math will be added to the curriculum mapping process. Training will continue as needed to support teachers as they join the mapping project. The school team will continue as needed to support teachers as they join the mapping project.

**YEAR 3: 2011-2012**
**Curriculum Mapping:**
Training and implementation will continue *see above*

**Grade-level Team Planning**

**Literacy Night**

**Professional Learning Communities**

**PBS and RTI: see above**

All other subjects will be added in year 3. Training will continue to support teachers as they join in the mapping project. The school team will continue to facilitate mapping at the school.

| Building curriculum mapping team | 2010-11 school year | Curriculum mapping training and curriculum mapping software | The development of math curriculum, shared lesson plans, resources, and common end of course or unit assessments available on the web. | The staff will assist with mapping during professional development time on Tuesday afternoons. | Building curriculum mapping team | 2011-12 school year | Curriculum mapping training and curriculum mapping software | The development of all other subject curriculum, shared lesson plans, resources, and common end of course or unit assessments available on the web. | The staff will assist with mapping during professional development time on Tuesday afternoons. |
| Goal 1, Intervention #2. Respond to essential questions in Literature that stimulate higher order thinking through writing activities and oral response. | Person(s) Responsible: Teachers LC Coaches Comprehension Expert Gifted/Talented Coordinator | Timeline: Aug.-May | Resources: 180 minute literacy block Integrated content area into literacy block Quality literature in every classroom across all genres and content areas Read Aloud Books Poetry Current Events Resources Student Response Journals Chart Paper Post-It Notes Teacher anecdotal notebooks Assessment results Professional Development time Grade Level and cross Level Meeting Time | Progress monitoring of success: Literary Response Journals Teacher-student conferencing of Literacy Response Journals Investigation Sheets Use of Think-Marks across the curriculum Guided Reading Running Records Review and discussion of anecdotal records and observations during Guided Reading and Literature Study Acuity Reading Comprehension reports | Staff Development Activities: Receive training on higher order thinking skills during comprehension instruction Socratic Seminar Training by program graduate. Staff discussion on what’s working. Training new teachers in the Literacy Model and Socratic Seminar Training new teachers in the Literacy Model and Socratic Seminar |
| YEAR 1: 2009-2010 | Demonstrate the thinking processes before, during and after reading | Teachers LC Coaches Coach, Teachers, Gifted/Talented Coordinator |  |  | |
| YEAR 2: 2010-2011 | Model the thinking processes before, during and after reading | Teachers LC Coaches Coach, Teachers, Gifted/Talented Coordinator | Aug.-May |  | |
| YEAR 3: 11-12 | Literacy Coaching and Socratic Seminar | Teachers LC Coaches Socratic Seminar trainer | Aug-May |  | |