

24-25 School Level Improvement Plan

School Name: Fairview

LEA #: 00545

Building Principal: Brooke Bradley

District Goals:

All schools will meet their individual building goals focused on weighted achievement, growth, 3rd-grade reading, post-secondary readiness, and graduation rate as measured by summative assessments.

Comprehensive Needs Assessment

Areas of Strength: As seen in the image below, based on our schoolwide data our strengths are phonological awareness, phonics, and high-frequency words

Areas of Improvement:

As seen in the image below, based on our schoolwide data our goal is to strengthen comprehension by improving our fluency and vocabulary tier 1 instruction.

iReady K-5 Analysis

Reading	% Meeting Benchmark		
	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023
School			
Overall Placement	70%	68%	73%
Phonological Awareness	95%	96%	97%
Phonics	84%	84%	84%
High Frequency Words	90%	91%	92%
Vocabulary	66%	66%	65%
Comprehension: Literature	68%	66%	67%
Comprehension: Informational Text	62%	62%	64%

ACT Aspire Reading - Comprehension

ACT Aspire Reading @Fairview	% Meeting Benchmark		
	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023
School			
Reading Overall	59%	52%	51%

ACT Aspire Reading District Averages	% Meeting Benchmark		
	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023
District			
Reading Overall	43%	44%	45%

DIBELS EOY	% Meeting Benchmark		
	Year 2 2020/2021	Year 3 2021/2022	Year 4 2022/2023
School			
NWF CLS	75%	77%	77%
NWF WRC	81%	83%	82%
ORF	69%	70%	66%
ACCURACY	90%	89%	89%



	Current Reality	Goal
Vocabulary Measure iReady Vocabulary	65%	70%
Fluency Measure EOY DIBELS - ORF (rate only)	66%	80%

Building Goal: Our current reality for our 24-25 3rd-grade Students: 77% of students are meeting BOY proficiency. Our SMART goal: 80% of students will orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary by the end of the year.

Action Steps

(What action steps do we think will generate improvement?)

Evidence

(What evidence will we use to measure progress?)

Timeline

(What is an appropriate timeline for each of the action steps?)

<p>Building-wide fluency professional development</p>	<p>Teach a Lesson on Fluency (Teacher Evidence) Re-teaching the Different Fluency Skills whole group</p> <ol style="list-style-type: none"> 1) Phrasing 2) Accuracy 3) Rate 4) Expression <p>Feedback focus for the kids each week: (Teacher & Student Evidence) Rubric/Feedback schedule: see slides</p> <ol style="list-style-type: none"> 1) Phrasing (a) 2) Accuracy (b) 3) Rate (c) 4) Expression (d) <p>Observation Evidence: Kids using the 3 Ps: Pause, Prompt, Praise</p> <p>Kids track on a graph for themselves; teacher gives one on one feedback</p>	<p>Explicitly teach one fluency target each week, until all are taught. Partners will give feedback on that specific skill.</p> <ul style="list-style-type: none"> - Expression, accuracy, rate, phrasing
<p>Create a grade level structure and schedule that ensures explicit fluency instruction 5 days a week</p>	<p>We will teach fluency for 10 minutes, 5 days a week from 9:45-9:55.</p>	<p>Establishing weekly routines: <u>Monday</u>-Teacher model and Echo read; preselect a couple of multisyllabic words to decode and teach word meaning (echo part 1) <u>Tuesday</u>-Echo Reading, focus on some phrasing and have them reread, mark the passage (Part 2) <u>Wednesday</u>-Choral Reading **Do fluency during All Succeed 1:35-1:50 <u>Thursday</u>-Partner Read-give</p>

		<p>specific feedback <u>Friday</u>-Partner Read-give specific feedback on improvement; Comprehension Questions?-Independent Work Performance-Add it in. Flip Grid, etc.</p>
--	--	---

Building Goal: Our Current Reality: Our combined Free and Reduced Population achievement score of 42% was below the NWAESC average of 57%. Our SMART goal is to increase our sub-pop to overall weighted achievement by 60%

Action Steps	Evidence	Timeline
<p>Reading: Students will track their data toward proficiency on all essential grade-level standards.</p>	<p>-Common Formative Assessments -personal goal setting and feedback using student learning lines</p>	<p>August 2024- May 2025</p>
<p>Reading: Teachers will use current reading foundation data to form groups for explicit reading small group reading instruction.</p>	<p>-Student Progress Monitoring Data to identify and respond to T2 needs -Student Study Team identify and respond to T3 needs</p>	<p>August 2024- May 2025</p>

Building Goal: Our Current Reality: Our combined English Language Learners Population growth score of 41% was below the NWAESC average of 57%. Our SMART goal is to increase this sub-pop to an overall weighted achievement by 60%

Action Steps	Evidence	Timeline
<p>Teachers will collaborate with the ESOL teacher to create, plan for and implement reading fluency and vocabulary intervention groups to increase proficiency in comprehension</p>	<p>Reading comprehension scoring and data tracking sheets for 3rd-5th grade on multiple-choice, short answer, and fiction vs nonfiction passages.</p>	<p>August 2024- May 2025</p>
<p>ESOL teacher will work closely with grade level teams on tier 1 instruction of essential standards</p>	<p>Grade-level teams closely collaborate one time per week during extra professional learning community time by answering the 4 big learning cycle questions.</p>	<p>August 2024- May 2025</p>

Parent & Family Engagement Plan (Link)

[Literacy Plan \(Link\)](#)

Health & Wellness Priority: RPS supports providing physical activities, nutrition education and a healthy school environment that promotes student wellness. The schools will follow all state and federal laws regarding student health, nutrition and wellness and the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. RPS has a district health and wellness committee that meets quarterly. Each school has a wellness committee that annually creates goals and actions centered on nutrition, physical activity, and professional development for staff. Schools measure progress made in attaining the goals in the local wellness policy using BMI data, SHI, and SLIPs.

Evaluation Process: Each school will conduct quarterly evaluations of its School Level Improvement Plan to monitor progress and adjust actions as needed. Additionally, each school will host an annual spring stakeholder meeting to assess its plan's overall effectiveness and inform necessary revisions for the upcoming school year. This review, involving various stakeholders, will include a thorough examination of goals, action steps, and comprehensive data analysis.