

Comprehensive Progress Report


Mission: Where students achieve their highest potential in order to become critical thinkers and passionate lifelong learners.

FVES will develop students to become globally competent citizens who are socially and emotionally aware of others and self. Students will be inspired to respect the diversity of others through compassion and empathy. Through Problem Based Learning opportunities, students will aspire to make a positive social impact in their community, while developing a lifelong love of learning. Our students will be empowered through the House system to cultivate teamwork, friendship, cooperation and leadership.

Vision:

Goals:

- Eliminate opportunity gaps.
- Improve student performance.
- Increase educator preparedness to meet the needs of every student.

 Activity in the last 12 months

! = Past Due Objectives KEY = Key Indicator

| Core Function: | | Domain 1: Turnaround Leadership | | | |
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| Effective Practice: | | Practice 1A: Prioritize improvement and communicate its urgency | | | |
| KEY | B1.03 | A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | As of September 25, 2019, a leadership team meets once a month as well as instructional teams, however, there is a disconnect between the teams. Efforts to streamline the work of each leadership team are in the beginning phases. | Limited Development 09/25/2019 | | |
| <i>How it will look when fully met:</i> | | <p>When the objective is fully met, leadership teams will have assigned time to meet monthly, and Instructional teams will utilize available common time. All teachers meeting together will discuss the students they have in common and plan instruction and improvements. Turning Point (2001) writes this about teams, "In a collaborative culture, members of the school community work together effectively and are guided by a common purpose. All members of the community—teachers, administrators, students and their families—share a common vision of what the school should be like. Together they set goals that lead them toward this vision. In doing so, they create a culture of discourse in which the most important educational matters facing the school are opening and honestly discussed" (p. 3) They recommend that a leadership team have "six to twelve members including the principal and teachers representing major constituencies in the school (e.g., all grade levels, specialists, disciplines, etc)." (p. 9). Instructional teams will meet at least twice a week for a minimum of 45 minutes each time.</p> <p>Information used to determine that the objective has reached full implementation include meeting minutes, Fairview's data dashboard, NC Check-In/i-ready/iStation data analysis with corresponding instructional implications and plans, and MTSS tiered plans.</p> | | Kelly Thomas | 06/06/2026 |
| <i>Actions</i> | | | 2 of 3 (67%) | | |
| | 10/30/19 | Utilize training schedules for upcoming professional development opportunities, and send at least one delegate from K-2 and one delegate from 3-5 to bring back their learning to the rest of the Fairview faculty. | Complete 06/01/2021 | Sandra Duncan | 06/01/2021 |

Notes: Implementation of this goal will depend on professional development offerings including, but not limited to, Exceptional Children's training, literacy training, math training, PBIS training, etc.

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| 10/30/19 | Implement at least one in-house "expert" to present a strategy, technology tool, best practice, etc. at staff meetings. | Complete 06/01/2021 | Tammie Griffin | 06/01/2021 |
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Notes: 10/23/19 - Quizlet PD from Richard Wikfors (AIG Teacher), Discovery Education Website PD from Mindy Jenkins (Fourth Grade Teacher) and Thomas Holmes (Third Grade Teacher)

11/6/19 - Quizzez PD from Scott Parker (Fifth Grade Teacher), Discovery Education PBL Components PD from Allison Whitley (Third Grade Teacher)

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| 10/30/19 | Vertical staff meetings within monthly staff meetings to share professional learning, best practices, what's going well with the cohort of students, and improvement needs within cohorts and subgroups of students. | | Gwen Iverson | 06/06/2026 |
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Notes:

| KEY | B2.03 | The school has established a team structure among teachers with specific duties and time for instructional planning.(5143) | Implementation Status | Assigned To | Target Date |
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Initial Assessment:

As of September 25, 2019, professional learning communities are afforded thirty minutes of planning time a day. Grade level minutes and plans are shared among all team members, instructional coach, support staff, and administration. Each grade level/department has a chairperson that leads the meetings and, is the liaison among other grade levels, departments, and administration. Professional learning communities are documenting conversations and evidences related to our STEM progress and initiative.

Limited Development
09/25/2019

How it will look when fully met:

All teams will be established and will meet regularly as an expectation absent of monitoring for compliance for the purpose of improving student learning.

Rachel Seighman
(2017)

06/15/2026

Actions

4 of 6 (67%)

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| 10/28/21 | Staff will be able to attend specific conferences and professional development. | Complete 06/06/2025 | Kelly Thomas | 07/15/2025 |
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Notes: Frequency is subject to change.

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| 10/28/21 | Administration will create a system of observation and feedback for teachers. | Complete 06/06/2025 | Kelly Thomas | 07/15/2025 |
| <i>Notes:</i> | | | | |
| 10/28/21 | Teachers will analyze NC Check In, mClass, iReady, and EOG data to establish how their students are progressing. | Complete 06/06/2025 | Kelly Thomas | 07/15/2025 |
| <i>Notes:</i> | | | | |
| 10/28/21 | Counselor, as well as PBIS team, will work together to support the House System once a month. | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | | | |
| 10/28/21 | Grade level chairs will analyze data to better inform instruction and assist with scheduling. | Complete 06/06/2025 | Rachel Seighman | 07/15/2026 |
| <i>Notes:</i> | | | | |
| 10/28/21 | Teachers will use PLC time to discuss instructional practices. | | Rachel Seighman | 07/15/2026 |
| <i>Notes:</i> | | | | |

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| Core Function: | Domain 1: Turnaround Leadership |
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| Effective Practice: | Practice 1B: Monitor short-and long-term goals |
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| KEY | B3.03 | The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | | As of September 25, 2019, clear and constructive feedback is provided during observations. Walk-throughs are conducted, but inconsistently. School curriculum and progress is monitored through a data dashboard, summative data, formative data, and during MTSS and professional learning community meetings. Feedback from stakeholders including students, staff, and parents is analyzed by administration each year. | Limited Development 09/25/2019 | | |
| How it will look when fully met: | | Teachers will instruct students using effective, engaging, and quality lesson plans. Instruction delivery will be assessed throughout the year. Teachers will feel supported through PLC's, professional development, and vertical planning. | | Rachel Seighman (2017) | 06/15/2026 |
| Actions | | | 1 of 4 (25%) | | |
| 10/28/21 | Teachers will submit lessons plans on a regular basis. | | Complete 06/06/2025 | Kelly Thomas | 06/15/2025 |
| <i>Notes:</i> | | | | | |
| 10/28/21 | NC Star Meeting Minutes are documented within this system for all SIT meetings | | | Taylor Heimrich | 06/15/2026 |

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| <i>Notes:</i> | | | | |
| 10/28/21 | Instructional coach will collaborate with teachers regularly for needed professional development. | | Gwen Iverson | 06/15/2026 |
| <i>Notes:</i> | | | | |
| 10/28/21 | Building Level professional development will be implemented during various faculty meetings. | | Rachel Seighman | 06/15/2026 |
| <i>Notes:</i> | | | | |

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| Core Function: | Domain 2: Talent Development |
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| Effective Practice: | Practice 2A: Recruit, develop, retain, and sustain talent |
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| KEY | C3.04 | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | | <p>Fairview Elementary actively recruits staff for hard-to-staff positions through district-level monetary incentives for EC teachers and EC staff. Leadership pipelines are supported through training programs that prepare staff for administrative roles. Hiring practices include a collaborative interview process with teacher participation to ensure strong team alignment and shared ownership. New hires are supported through a structured onboarding process, including district-led induction sessions focused on benefits, HR, technology, and curriculum. Beginning teachers are paired with both a mentor and a buddy teacher to provide professional and peer support.</p> <p>Staff evaluations occur three times annually and include face-to-face post-conferences, ensuring feedback is timely, fair, and actionable. Feedback from evaluations is used to guide professional growth and inform coaching and support. Professional development is aligned to individual and school-wide needs, with ongoing support provided through PLCs, mentoring, and job-embedded coaching.</p> <p>We promote leadership by offering opportunities for teachers to serve on committees and mentor new staff. Retention is supported through a positive, collaborative culture and intentional onboarding practices. While foundational systems are strong, we are working to enhance coaching models and expand leadership.</p> | Limited Development 08/07/2025 | | |

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| <p>How it will look when fully met:</p> | <p>Our school recruits and places highly qualified staff through established partnerships, training pipelines, and strategic use of incentives for hard-to-staff and high-need positions. All hiring decisions are data-informed and aligned to instructional priorities. A structured onboarding process ensures new staff receive mentoring, peer support, and immediate access to essential systems and resources.</p> <p>All staff are evaluated fairly and consistently, with scheduled observations, regular walkthroughs, and timely, actionable feedback. Post-conferences provide space for reflection and collaborative goal-setting. Feedback from evaluations directly informs individualized professional development, aligned with educator needs, evaluation data, and schoolwide MTSS priorities. Staff access differentiated learning opportunities through district PD series, EC department offerings, and the teacher evaluation system.</p> <p>High-performing staff are recognized and supported with leadership roles, coaching opportunities, and ongoing professional growth. Retention is strengthened by a collaborative culture, clear pathways for advancement, and responsive support systems. Evaluation and PD data are routinely analyzed to improve talent management systems.</p> <p>Evidence uploaded to NCStar includes evaluation calendars, feedback samples, walkthrough logs, PD participation records, goal-setting documents, leadership rosters, and staff recognition plans to verify sustained implementation.</p> | | <p>Stephanie Burris (2025)</p> | <p>06/12/2028</p> |
| <p>Actions</p> | | <p>0 of 4 (0%)</p> | | |
| <p>9/16/25</p> | <p>Interview teams with consistent staff participants for each vacancy in 2025-2026 school year.</p> | | <p>Stephanie Burris</p> | <p>06/05/2026</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>9/16/25</p> | <p>Staff appreciation events and activities planned by the social committee and/or PTO with the administration supporting the events/activities.</p> | | <p>Stephanie Burris</p> | <p>06/05/2026</p> |
| <p><i>Notes:</i> 4 times a year or more, depending on cost and scale of the activity/event.</p> | | | | |

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| 9/16/25 | <p>Recruit teachers by: Working with local universities for student teacher and clinical placements. When TA positions are vacant, hire staff interested in pursuing their teaching degree. Work with the local high school to place high school students for cadet teaching experiences.</p> | | Stephanie Burris | 06/05/2026 |
| <i>Notes:</i> | | | | |
| 9/16/25 | <p>Staff members have voice and input into their differentiated PD to foster a sense of trust, independence, and professional growth.</p> | | Stephanie Burris | 10/01/2026 |
| <i>Notes:</i> | | | | |

| Core Function: | | Domain 2: Talent Development | | | |
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| Effective Practice: | | Practice 2B: Target professional learning opportunities | | | |
| KEY | C2.01 | The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | As of September 25, 2019, all Fairview staff, along with several stakeholders including the Parent-Teacher Organization and local businesses, are invested in STEM instruction and professional learning. Funds have been allotted for professional development opportunities related to STEM over the past two years. Last year Fairview fifth graders scored their highest proficiency percentage in the school's history on the Science End-of-Grade test. Canvas modules have been utilized for professional development related to the Gradual Release of Responsibility and MTSS. A variety of professional development opportunities have been made available through UCPS district instructional support staff on optional and required workdays. | Limited Development 09/25/2019 | | |
| <i>How it will look when fully met:</i> | | The Leadership Team utilizes the data available to them and makes decisions on the focus and direction of the school. They assess where there are strengths to be celebrated, and weaknesses that need shoring up. The Leadership team will use all available information to make wise decisions on where best to use monetary and time commitment resources. Professional development will be directly tied to classroom observations and analysis of student learning data. The Leadership team will lead the review of professional development research, and guide staff through sharing and testing new practices. Leadership team members will aid teachers in integrating better practice into their classrooms in a sustainable way. | | Kelly Thomas | 06/15/2026 |
| <i>Actions</i> | | | 2 of 4 (50%) | | |
| | 10/30/19 | All staff will attend at least one personalized professional development session provided by UCPS on the February 17, 2020 workday, and share their learning in breakout sessions during staff meetings. | Complete 02/17/2020 | Angie McGee | 06/01/2020 |
| <i>Notes:</i> | | | | | |
| | 10/31/19 | Continuation of funding and allotted time for at least two Fairview staff members to remain part of the UNC-Charlotte STEM Professional Learning Community. | Complete 05/30/2024 | Rachel Seighman | 06/15/2024 |
| <i>Notes:</i> | | | | | |

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| 10/1/24 | Admin will work to increase UCPS Teacher Survey Results that targets teacher input on professional development. | | Kelly Thomas | 06/06/2026 |
| <i>Notes:</i> | | | | |
| 10/31/19 | Early release days will be utilized for MTSS training through Canvas modules and district leaders for all Fairview staff. | | Kelly Thomas | 06/15/2026 |
| <i>Notes:</i> | | | | |

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| Core Function: | Domain 3: Instructional Transformation |
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| Effective Practice: | Practice 3A: Diagnose and respond to student learning needs |
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| KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | <p>At Fairview, the mission of our tiered instructional system is to design, implement, and sustain a data-driven, recursive, systemic approach to high-quality core instruction and interventions in academics and behavior that prepare all students to succeed. To achieve this mission, we have defined clear expectations for Tier I, Tier II, and Tier III instruction and established a standard treatment protocol for literacy, math, and behavior. This protocol guides the MTSS team in designing interventions and developing progress monitoring tools that support both teachers and students.</p> <p>At the core (Tier I), teachers deliver standards-aligned instruction using county-provided, evidence-based resources and instructional practices that engage all learners. Instruction is intentionally planned and differentiated to ensure equity and access for every student. At Tier II, students receive targeted small-group interventions designed to address specific skill gaps and aligned to grade-level standards. At Tier III, students engage in intensive, individualized interventions delivered with greater frequency and duration. Parents and guardians are included in Tier III meetings to ensure that decision-making is collaborative and student-centered.</p> <p>Teachers use evidence-based instructional strategies consistently across all tiers, supported by yearly training and coaching to build confidence and fidelity in implementation. With each resource, there is a structured process for progress monitoring. When conducted with fidelity, these measures provide timely data that drive instructional decisions, guide interventions, and ensure students are supported both now and in the future.</p> | Limited Development 08/07/2025 | | |
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Staff roles within the MTSS framework are clearly defined, and collaboration occurs regularly. Grade-level PLCs provide ongoing opportunities for teachers to review student data, align instructional practices, and make timely adjustments. In addition, the MTSS team—which includes general education teachers, EC, ML, the instructional facilitator, school psychologist, school counselor, interventionists, and administration—meets monthly to examine data and ensure all students receive the right supports at the right time.

This collaborative, data-driven approach allows us to address students' academic, behavioral, social-emotional, and attendance needs in a systematic way. Our tiered instructional system is aligned with UCPS MTSS requirements, ensuring equity in access to services and accountability for continuous improvement. While we have strong structures in place, we continue to refine our tiered supports, strengthen progress monitoring systems, and build staff capacity to deliver interventions with fidelity.

How it will look when fully met:

At Fairview, our tiered instructional system will be fully implemented and sustained with fidelity, providing a seamless, data-driven approach to meet the academic, behavioral, social-emotional, and attendance needs of all students. Tier 1 instruction will be high-quality, standards-aligned, and delivered consistently across classrooms using evidence-based, culturally responsive strategies that engage every learner. Core instruction will never be replaced by interventions; rather, Tier 2 and Tier 3 supports will supplement and enhance learning for students who require additional or intensive support.

Teachers and instructional teams will continuously use screening, diagnostic, and progress-monitoring data to make real-time instructional decisions. Interventions will be precisely matched to student needs and monitored with fidelity through standard treatment protocols in literacy, math, and behavior. Progress monitoring will be integrated seamlessly into daily instruction, allowing teachers to adjust strategies immediately to accelerate student growth. Students will experience personalized supports and understand their learning goals, while teachers and staff will analyze data collaboratively to ensure timely, effective interventions.

Collaboration will be embedded in the school's culture. General education teachers, EC, ML, school counselor, interventionists, instructional facilitator, and administrators will meet regularly—both in PLCs and MTSS team meetings—to review data, plan instruction, and

**Taylor Heimrich
(2024)**

06/12/2028

coordinate supports. Tier III decision-making will consistently include parents and guardians, ensuring that families are active partners in their child’s learning journey.

Success in this fully implemented system will be evident in observable classroom practices and measurable student outcomes. Students will be engaged, progressing toward grade-level standards, and receiving supports that are equitable, responsive, and rigorous. Teachers will be confident and consistent in delivering evidence-based instruction and interventions, and leaders will monitor fidelity and effectiveness through ongoing review of assessment data, intervention logs, and MTSS meeting documentation. Evidence that will be uploaded into NCSStar to demonstrate full implementation will include:

- Tiered instructional schedules and lesson plans aligned to standards
- Standard treatment protocols for literacy, math, and behavior
- Progress monitoring data and intervention logs
- PLC and MTSS team meeting notes
- Professional development records on evidence-based instructional strategies
- Parent communication and Tier III meeting documentation

In this fully realized MTSS framework, Fairview will operate as a collaborative, equitable, and data-driven school where every student receives the right instruction at the right time, and staff will continuously refine practices to maximize student success.

| Actions | | 0 of 7 (0%) | | |
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| 10/2/25 | Identify Tier 2 and Tier 3 students for the 25/26 School Year. | | All Grade Level Teachers | 10/29/2025 |
| <i>Notes:</i> Teachers will continue to identify students throughout the year. Teachers will communicate this information in MTSS PLC's | | | | |
| 10/2/25 | Train teachers on how to enter MTSS plans into Infinite Campus | | MTSS Sub Committee | 10/29/2025 |
| <i>Notes:</i> Sub Committee members will take the lead on training their team on how to enter MTSS plans into Infinite Campus. | | | | |
| 10/2/25 | Analyze mClass and iReady BOY assessment data to create Core Plans that identify common learning gaps across each grade level. | | All Grade Level Teachers | 10/29/2025 |
| <i>Notes:</i> | | | | |

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| 9/14/25 | Develop standard progress-monitoring tools for literacy, math, and behavior across all tiers. | | Yaronda Kilgo | 06/05/2026 |
| <i>Notes:</i> Tools are created, vetted by the county, and used by teachers as a means to assess students consistently. | | | | |
| 9/14/25 | Train all teachers and support staff on evidence-based instructional strategies. | | Taylor Heimrich | 06/05/2026 |
| <i>Notes:</i> Staff will complete training(s), demonstrate understanding through coaching observations done by Instructional Facilitator, and apply the strategies in classroom. | | | | |
| 9/14/25 | Implement Tier 2 and Tier 3 interventions for identified students consistently. | | Taylor Heimrich | 06/05/2026 |
| <i>Notes:</i> All identified students will receive planned interventions according to their MTSS goal. Data will be documented in intervention logs & monitored regularly. | | | | |
| 9/14/25 | Monitor student progress data montly to guide instructional adjustments and interventions. | | Taylor Heimrich | 06/05/2026 |
| <i>Notes:</i> Monthly growth checks (iReady) and progress monitoring (mClass) will help identify students who may need Tier 2 or Tier 3 support. Teachers will document fluctuations and refer to MTSS team when core instruction is not meeting their needs. | | | | |

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| Core Function: | | Domain 3: Instructional Transformation | | | |
| Effective Practice: | | Practice 3B: Provide rigorous evidence-based instruction | | | |
| KEY | A1.07 | ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088) | Implementation Status | Assigned To | Target Date |

Initial Assessment:

All teachers at our school consistently employ effective classroom management strategies while creating systems that meet the unique needs of their students and align with school-wide expectations established by the PBIS team. At the start of the year, teachers explicitly teach, model, and practice classroom rules, routines, and procedures to ensure student understanding. Expectations are positively reinforced through verbal praise, tangible recognition, and proactive reminders, and student behavior is closely monitored with timely corrective feedback and consistent, fair consequences when needed.

When students do not respond to classroom strategies, the teachers, along with the PBIS team, collaborate with the MTSS team to plan, implement, and monitor targeted behavioral interventions for effectiveness. This coordinated approach ensures consistent expectations across classrooms, supports all students, and fosters ongoing professional collaboration to maintain a safe, productive, and positive learning environment.

Limited Development
09/25/2019

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| <p>How it will look when fully met:</p> | <p>When fully implemented, all teachers at our school will consistently use effective classroom management strategies that align with school-wide expectations and systems while meeting the unique needs of their students. Classroom rules, routines, and procedures will be explicitly taught, modeled, and reinforced daily, with teachers providing timely feedback and consistent, fair consequences. Students will actively engage in following expectations and participate in a school-wide behavioral system called the House System, designed to promote positive behavior, teamwork, and social-emotional wellbeing.</p> <p>The House System, inspired by the Ron Clark Academy, organizes students into teams—or “houses”—that earn points for demonstrating respect, responsibility, collaboration, and positive social interactions. We will align the Ron Clark House System with Fairview & UCPS values that way it is tailored to our specific school environment. A Tier I strategy, like the House System, will create a supportive and motivating environment, encouraging students to make thoughtful behavioral choices while fostering a sense of belonging and community. Teachers and PBIS leaders will monitor student progress and adjust interventions through MTSS collaboration, ensuring that all students receive the support they need. Success will be evident when classrooms are safe, engaging, and emotionally supportive, behavioral incidents decrease, and students consistently demonstrate self-regulation, respect, and teamwork.</p> | | <p>Rachel Seighman (2017)</p> | <p>06/12/2028</p> |
| <p>Actions</p> | | <p>0 of 11 (0%)</p> | | |
| <p>10/2/25</p> | <p>Research a character-building program that can be used in House meetings</p> | | <p>Paola Yanez</p> | <p>10/29/2025</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>10/2/25</p> | <p>Develop a survey for staff in order to get input about House.</p> | | <p>Ashley Brooks</p> | <p>10/29/2025</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>10/2/25</p> | <p>Brainstorm with First and Second Grade teams on how the House team can prepare students as they transition into the House System.</p> | | <p>Angie McGee and Jacky Crowder</p> | <p>10/29/2025</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>9/14/25</p> | <p>Develop a school-wide House System aligns with PBIS values, including point structures, house teams, and recognition procedures.</p> | | <p>Amanda Maione</p> | <p>10/29/2025</p> |
| <p><i>Notes:</i></p> | <p>Seighman and Heimrich will assist with this task.</p> | | | |
| <p>10/2/25</p> | <p>Develop a budget to support positively reinforcing rules and procedures using the House System.</p> | | <p>Misty Tarlton</p> | <p>10/29/2025</p> |

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| | <i>Notes:</i> Budget will be reviewed by the team monthly. | | | |
| 10/2/25 | Develop an application for Student House Leaders | | Richard Wikfors | 10/29/2025 |
| | <i>Notes:</i> - 3 House Leaders per House -1 3rd grade leader, 1 4th grade leader, and 1 5th grade leader House | | | |
| 10/2/25 | Create sashes for identified House Leaders | | Polly Rowell | 01/01/2026 |
| | <i>Notes:</i> Rowell will research the product and meet with Tarlton regarding the budget | | | |
| 10/2/25 | Reduce the number of Houses from 10 to 4 and use RCA House names. | | House Team | 01/01/2026 |
| | <i>Notes:</i> House Team will begin to plan our school-wide house sorting ceremony. | | | |
| 9/14/25 | Train teachers to explicitly teach, model, and reinforce classroom rules, routines, and procedures at the start of the year. | | Taylor Heimrich | 06/05/2026 |
| | <i>Notes:</i> House (PBIS) Team will help to teachers integrate current classroom behavioral system(s) and the House system in order to streamline both initiatives. | | | |
| 9/14/25 | Implement Tier I and MTSS behavioral interventions within the House System & track student progress and provide additional support as needed. | | Taylor Heimrich | 06/05/2026 |
| | <i>Notes:</i> The House Team will share point data with the MTSS on a monthly basis. Looking at individual points will help the MTSS Team see who is/is not responding to this Tier 1 behavioral intervention | | | |
| 9/14/25 | Monitor student behavior data weekly to evaluate effectiveness of classroom management and House System strategies. | | Taylor Heimrich | 06/05/2026 |
| | <i>Notes:</i> House points are calculated weekly. House Team will be able to see what student(s)/classroom(s) may need additional support and strategies. | | | |

| | KEY | A2.04 | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094) | Implementation Status | Assigned To | Target Date |
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| Initial Assessment: | | | Teachers at Fairview are engaged in aligning instruction with standards and benchmarks by following district-created instructional units that provide consistency across grade levels. They utilize post-assessments to measure student mastery and adjust instruction based on results. Teachers also adhere to the district pacing guide to ensure alignment and equity in learning opportunities. In addition, grade-level teams have begun using 45-day pacing guides to further support collaboration, planning, and consistency in instructional delivery. | Limited Development 08/07/2025 | | |
| How it will look when fully met: | | | Teachers are engaged in aligning instruction with standards and benchmarks through a structured, collaborative process. At each grade level, teams will have 45-day pacing guides for every unit of instruction that clearly outline the concepts, principles, and skills to be taught. Teachers identify the standards and benchmarks relevant to their grade level and unit topics, then design objectives that align directly to those standards. These objectives are arranged in sequential order, refined with the most effective descriptors, and supported with clearly defined criteria for mastery. Grade-level teams also determine the most appropriate elements for mastery and construct pre- and post-assessments that are specific, measurable, and provide valid evidence of student learning. In addition, a vertical team with representation from every grade level and department reviews standards, curriculum, and student data to ensure content is aligned across grade levels. This vertical collaboration critiques the quality of instructional content, evaluates its impact on learning, and strengthens coherence throughout the student experience. | | Mindy Jenkins (2023) | 06/05/2026 |
| Actions | | | | 0 of 6 (0%) | | |
| | 10/1/25 | Curriculum Night with AgTech presentation in November. | | | Stephanie Burris | 11/15/2025 |
| <i>Notes:</i> | | | | | | |
| | 9/16/25 | Standards pacing with aligned objectives will be developed by teams for each unit. | | | Stephanie Burris | 06/05/2026 |
| <i>Notes:</i> | | | | | | |
| | 9/16/25 | Pre-assessment methods will be developed at the start of each unit to guide if adjustments need to be made to the pacing of standards and objectives for that unit. | | | Katie Carlan and Amy Medlin | 06/05/2026 |
| <i>Notes:</i> | | | | | | |

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| 9/16/25 | Post assessments will align with the standards and objective pacing and reflect the defined criteria for mastery. | | Mindy Jenkins, Wendy Hall, Josie Price | 06/05/2026 |
| <i>Notes:</i> | | | | |
| 9/16/25 | AgTech activities and lessons will be integrated into grade-level instruction to align with standards, units and pacing guides. | | Joseph Maione and Allison Whitley | 06/05/2026 |
| <i>Notes:</i> | | | | |
| 9/16/25 | AgTech events for students and families will highlight multiple curriculum connections across grade levels that align with this cluster engagement strategy. | | Joseph Maione and Allison Whitley | 06/05/2026 |
| <i>Notes:</i> | | | | |

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| Core Function: | | Domain 3: Instructional Transformation | | | |
| Effective Practice: | | Practice 3C: Remove barriers and provide opportunities | | | |
| KEY | A4.16 | The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134) | Implementation Status | Assigned To | Target Date |

Initial Assessment:

As of September 25, 2019, observations and transition meetings occur for students in existing Exceptional Children pre-Kindergarten settings with Individualized Education Plans. A transition meeting occurs with staff from the previous school and the receiving school to discuss the child's strengths and deficits, as well as supports that can be utilized to ease the transition. There is an orientation each spring for incoming kindergarten families where the students practice coloring, cutting, listening to a read aloud, and routines and procedures relevant to being a kindergarten student. Parents meet with administration, the nurse, transportation, and the guidance counselor to learn about supports and needs as their child nears the start of kindergarten. Local preschools come for tours at Fairview. The first official week of school kindergartners participate in a staggered enrollment day so they are in small groups, completing KEA assessments, and acclimating to being at a new school.

Fifth grade students tour their assigned middle school and learn about expectations and variances between their elementary school and their future middle school assignment. Staff from the aligned middle schools come to Fairview to meet with the fifth grade students, answer questions, and present extracurricular opportunities such as band, sports, and clubs. Transition meetings occur for all fifth grade students with a current Individualized Education Plan with Fairview staff and the assigned middle school staff.

There is not a formal transition process for Fairview's first through fourth graders at this time.

Limited Development
09/25/2019

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| <p>How it will look when fully met:</p> | <p>An effective transition program from elementary to middle school should include students, parents, and teachers, and should provide comprehensive and targeted transition activities for these stakeholders (Cauley & Jovanovich, 2006). Examples of transition activities include tours of the middle school, fifth-graders “shadowing” a sixth-grader for a day, parent-to-parent meetings to discuss middle school concerns, and holding orientations where incoming students get information, practice routines, and meet teachers and peers (Wormeli, 2011).</p> <p>An effective transition program into kindergarten should include determining previous experiences for each student including pre-school/pre-kindergarten attendance, therapy services, and non-structured educational settings.</p> <p>An effective transition program between elementary grade levels should include a formal plan that includes time for vertical collaboration among grade levels, meetings with students and parents prior to the start of the new school year that reviews expectations, curriculum, etc. of the upcoming grade level. Opportunities should exist to alleviate parent and student concerns through discussions, questioning, and information sessions with school personnel.</p> | | <p>Rachel Seighman (2017)</p> | <p>06/15/2026</p> |
| <p>Actions</p> | | <p>1 of 3 (33%)</p> | | |
| <p>10/30/19</p> | <p>Implement a mentor transition program for fifth graders with sixth graders at their assigned middle school.</p> | <p>Complete 05/30/2024</p> | <p>Ashley Brooks</p> | <p>06/15/2024</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>10/30/19</p> | <p>Create a transition plan for K-1, 1-2, 2-3, 3-4, and 4-5 for the students to learn about the expectations and requirements entering the next grade level.</p> | | <p>Kelly Thomas</p> | <p>06/15/2026</p> |
| <p><i>Notes:</i></p> | | | | |
| <p>10/30/19</p> | <p>Create a plan to introduce parents to their child's upcoming grade level between K-1, 1-2, 2-3, 3-4, and 4-5.</p> | | <p>Taylor Heimrich</p> | <p>06/15/2026</p> |
| <p><i>Notes:</i> Examples include informative videos, brochures, and curriculum information.</p> | | | | |

| Core Function: | | Domain 4: Culture Shift | | | |
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| Effective Practice: | | Practice 4A: Build a strong community intensely focused on student learning | | | |
| KEY | A4.06 | ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | As of September 25, 2019, Fairview staff are attentive to students' emotional states, however additional professional development and resources are needed to expand staff knowledge base and ability to guide students in managing their emotions. Supports are available through the school's assigned psychologist, guidance counselor, nurse, social worker, behavioral health therapist, and school resource officer, although only the guidance counselor is available to staff and students each school day. | Limited Development 10/09/2019 | | |
| <i>How it will look when fully met:</i> | | Student support services team (Administration, counselor, and social worker) will meet to discuss students' social and emotional needs. | | Taylor Heimrich (2024) | 06/15/2026 |
| Actions | | | 0 of 7 (0%) | | |
| | 10/1/24 | Students will be exposed to soft skills, career readiness, habits, and various Portrait of a Graduate character traits during Specials and House Fridays. | | Erin Nussman | 06/06/2026 |
| <i>Notes:</i> | | | | | |
| | 10/1/24 | To support teachers' efforts as they enforce discipline in the classroom, administration will make discipline decisions that align with the UCPS Code of Conduct to increase teacher survey staff results. | | Kelly Thomas | 06/06/2026 |
| <i>Notes:</i> | | | | | |
| | 11/18/20 | Student support team (Administration, counselor, BHT, School Psychologist, and Social Worker) will meet to discuss students' social and emotional needs. | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | Teachers will refer students with high social and emotional needs the the student support services team. The team will determine which services are needed for the child and/or family. | | | |
| | 11/18/20 | Student Support Team will provide professional development for school staff regarding resources available to address the social and emotional needs of students. | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | | | | |

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| 10/27/21 | Students with chronic behavior issues will be met on regularly in order to develop a tiered level of support. | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | | | |
| 10/27/21 | School Psychologist, Behavior Therapist, and School Social Worker will work referred students on targeted behaviors. | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | | | |
| 10/27/21 | All students will be assigned to a house for the 2024-2025 school year. House will consist of four adults and 40 or so students. Students will remain in their assigned house until they leave Fairview Elementary. The House System will help establish relationships and increase connections to the school, as well as provide a sense of leadership for specific students. | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | | | |

| Core Function: | | Domain 4: Culture Shift | | | |
|---|---|---|-----------------------------------|--------------|-------------|
| Effective Practice: | | Practice 4C: Engage students and families in pursuing education goals | | | |
| KEY | E1.06 | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Fairview Elementary meets with parents throughout the year regarding student progress. Each grade level schedules parent-teacher conferences where information is shared and parents have the opportunity to get to know their child's teacher. Teachers contact parents via email, phone, and in person to address academic concerns or discipline. | Limited Development 10/28/2021 | | |
| <i>How it will look when fully met:</i> | | Teachers will communicate with parents on a regular basis. Teachers will be able to share both positives and areas of growth when asked. Teachers will document in Educator's Handbook when he or she writes a student up for a minor incident. Teachers will use the Wildcat Records as a means of communication regarding behavior. Parents will look forward to attending events at the school where they gain knowledge of instructional content as well as student incentives. Parents will be praise teacher communication as well as feel comfortable communicating with administration. | | Kelly Thomas | 06/15/2026 |
| Actions | | | 1 of 8 (12%) | | |
| 10/28/21 | The Wildcat Record will be used to communicate with parents about student behavior infractions. | Complete 06/01/2023 | Taylor Heimrich | 06/15/2023 | |
| <i>Notes:</i> | | | | | |
| 10/28/21 | Beginning of Year Parent Nights will be hosted at Fairview each school year to introduce students to their teachers as well as inform parents on school expectations. | | Rachel Seighman | 06/15/2026 | |
| <i>Notes:</i> | | | | | |
| 10/28/21 | Parent involvement in the SIT Team process. | | Taylor Heimrich | 06/15/2026 | |
| <i>Notes:</i> | | | | | |
| 10/28/21 | Fairview Elementary will use the Class Dojo app as a way to communicate with parents and guardians. | | Taylor Heimrich | 06/15/2026 | |
| <i>Notes:</i> | | | | | |

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| 10/28/21 | School website as well as social media platforms will be kept up-to-date with current information regarding Fairview Elementary | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | | | |
| 10/28/21 | Faculty will collaborate with FVES PTO to organize events that aid students and the school. | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | | | |
| 10/28/21 | Fairview Elementary will host functions like Trunk-or-Treat and Grandparents Day, to promote family and community engagement. | | Taylor Heimrich | 06/15/2026 |
| <i>Notes:</i> | | | | |
| 10/28/21 | Fairview will host curriculum events as a means to educate parents on learning strategies that benefit their student(s). | | Rachel Seighman | 06/15/2026 |
| <i>Notes:</i> | | | | |