



Fairmeadow Elementary School Improvement Plan

Part I: School Profile

Fairmeadow Elementary School, one of twelve elementary schools in the Palo Alto Unified School District, educates a diverse group of amazing students in grades Transitional Kindergarten through fifth. A good portion of our students receive English Language Development instruction and support throughout all grade levels, and we also serve a large student population receiving special education services. Our inclusive programs and learning centers are designed to meet a wide range of academic, social, and developmental needs, ensuring that every child is supported and valued.

Collectively, our students come from families representing different languages and cultures from around the world. This rich diversity is embraced by our school community as one of our greatest strengths. Fairmeadow Elementary School strives to develop and sustain an educational environment that respects diversity and fosters creativity, while also challenging and supporting all students to achieve their fullest potential.

Our school features a team approach to learning. Fairmeadow staff members implement a balanced educational program that encourages children to grow as individuals but enables them to assume responsibility for their roles within a group. The children, teachers, support staff, parents, and community all contribute to the team effort of supporting learning. We also have a mascot, named Firebird, who shows up at special school and PTA events throughout the school year!

Part II: Goals, Strategies, & Expected Outcomes

Goal 1: High Quality Teaching and Learning

High Quality Teaching and Learning Goal: (S.M.A.R.T goal)

In the 2026–2027 school year, Fairmeadow Elementary School will shift from a SWIFT targeted subgroup approach to a comprehensive focus on all students in Kindergarten through Fifth grade who are performing 2 years or below grade level in English Language Arts. The iReady Diagnostic Assessment will serve as the primary universal measure to monitor student growth and academic progress throughout the year.

By the End-of-Year (EOY) 2027 iReady Diagnostic window, the percentage of students performing 2 years below grade level will decrease by 3% in both Reading, compared to Beginning-of-Year (BOY) 2026-27 data. In addition, at least 70% of identified students will demonstrate one year or more of growth in Reading, as measured by typical or stretch growth from BOY to EOY on the iReady Diagnostic.

For students who are unable to access standardized assessments, including those with significant cognitive disabilities, growth will be measured through progress toward literacy goals outlined in their Individualized Education Programs (IEPs). By the end of the 2026–2027 school year, at least 80% of these students will demonstrate measurable progress toward their annual IEP goals, as evidenced by systematic progress monitoring and data collection aligned to individualized benchmarks.

Baseline Data for All Student Groups

Switch Table View

Placement Summary

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Showing 6 of 6

Grade

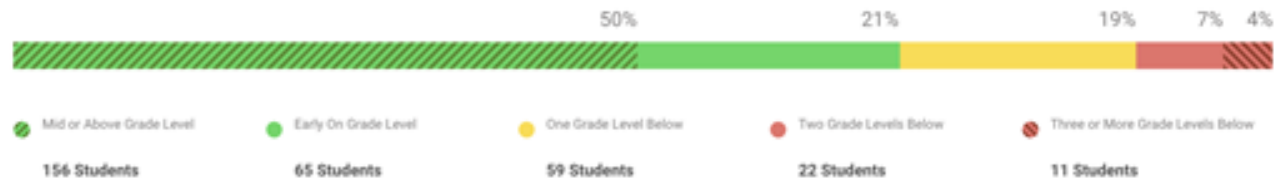
Overall Grade-Level Placement

Students Assessed/Total

Grade K	-	-	-	-	-	-	0/92
Grade 1		31%	24%	41%	5%	0%	59/59
Grade 2		43%	19%	19%	19%	0%	53/56
Grade 3		56%	25%	6%	10%	3%	63/64
Grade 4		54%	15%	19%	0%	12%	67/70
Grade 5		62%	21%	11%	4%	1%	71/72

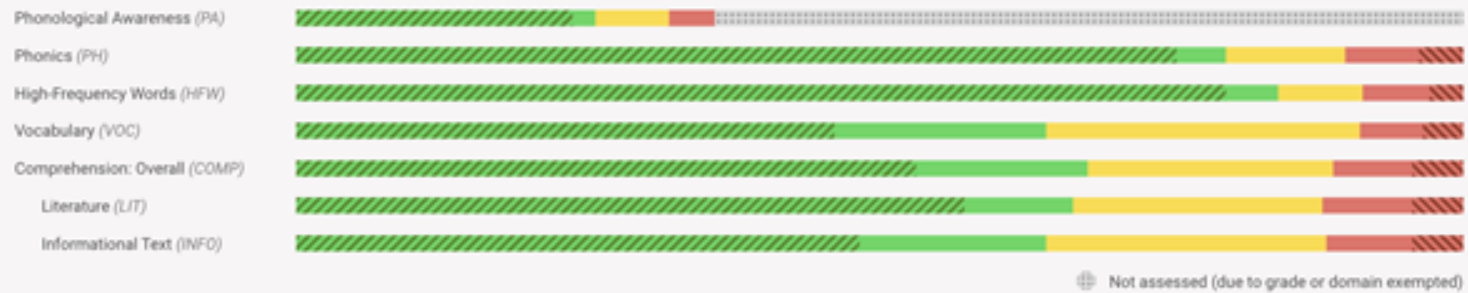
Overall Placement

Students Assessed/Total: 313/413



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Title 1 School Only: *(Title I schools must add a goal for Title I students)*

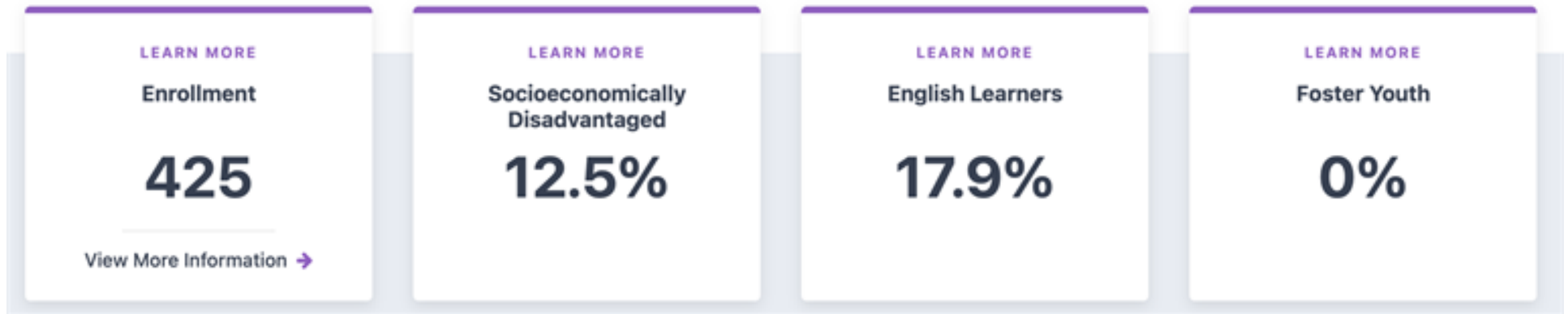
Title I Goal: (S.M.A.R.T goal)

The above Data is iReady Reading Diagnostic results

Baseline Data for Title I Students

Student Population

Explore information about this school's student population.



Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Continue to implement Kinderboost program in the beginning of the school year until full-day kinder begins in October of each year.	Fairmeadow staff members, such as reading specialist, ELL specialist, aides, and other staff members identified each year	Pre-post assessment and data
Earlier intervention/identification can now start in TK since TK program is offered at Fairmeadow since 2023-24 school year.	District for enrollment and teacher for identification and implementation of ELA curriculum and resources	District for enrollment and teacher for identification and implementation of ELA curriculum and resources
Utilize supplemental reading programs/apps for students receiving Tier 2 services.	Reading Specialists, ELL Specialists, Principal	Reading Specialists, ELL Specialists, Principal
An average of 45 minutes per week for students to utilize i-Ready program	Classroom Teachers, Principal	Classroom Teachers, Principal
English Language Specialist (ELL) support	ELL Specialist, Principal	ELL Specialist, Principal
Weekly Tier 2 Specialists Meetings	Reading Specialists, ELL Specialist, Psychologist, Principal	Principal

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
Professional Development and Trainings that support literacy (OG phonics, Benchmark)	Classroom Teachers, Staff, Principal	Principal, Participation rate through Frontline
Student Tier 1 Intervention Plans will be generated to support student's specific needs	Classroom Teachers, Staff, Principal	Classroom Teachers, Principal, Tier 2 Team

Fiscal Impact

District and site discretionary funds to support KinderBoost Intervention and Professional Development

Goals, Strategies, & Expected Outcomes

Goal 2: Equity, Inclusion, and Belonging

Equity, Inclusion, and Belonging Goal: (S.M.A.R.T goal)

In the 2026–2027 school year, Fairmeadow Elementary School will shift from a SWIFT targeted subgroup approach to a comprehensive focus on all students in First Grade through Fifth grade who are performing two or more years below grade level in Mathematics. Instructional efforts will emphasize key domains, including number sense, operations, algebraic thinking, and mathematical problem solving. The iReady Diagnostic Assessment will serve as the primary universal measure to monitor student growth and academic progress throughout the year.

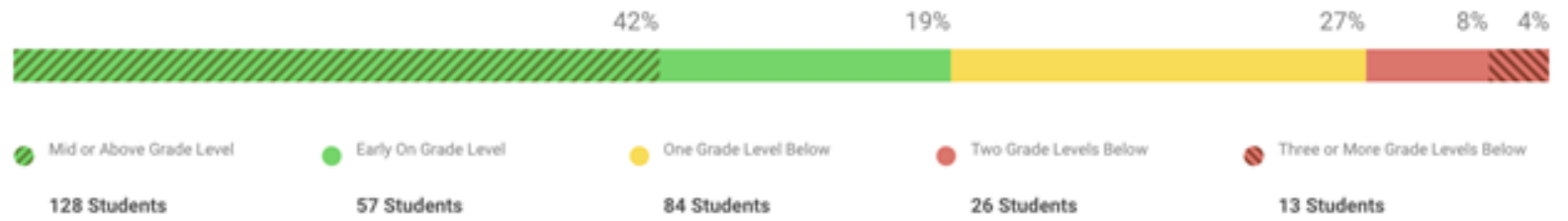
By the End-of-Year (EOY) 2027 iReady Diagnostic window, the percentage of students performing two or more years below grade level in Mathematics will decrease by at least 3 percentage points compared to Beginning-of-Year (BOY) 2026–2027 data. Additionally, at least 70% of identified students will meet or exceed typical or stretch growth targets in Mathematics from BOY to EOY, as measured by the iReady Diagnostic.

For students who are unable to access standardized assessments, including those with significant cognitive disabilities, growth will be measured through progress toward mathematics goals outlined in their Individualized Education Programs (IEPs). By the end of the 2026–2027 school year, at least 80% of these students will demonstrate measurable progress toward their annual IEP goals, as evidenced by systematic progress monitoring and data collection aligned to individualized benchmarks.

Baseline Data for All Student Groups

Overall Placement

Students Assessed/Total: 308/413



[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Switch Table View							
Placement Summary							
Choose to Show Results By		+ Add secondary demographic to show results by					
Grade							
Grade		Overall Grade-Level Placement					Showing 6 of 6
							Students Assessed/Total
Grade K	-	-	-	-	-	-	0/92
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Grade 4		50%	20%	14%	3%	14%	66/70
Grade 5		57%	21%	16%	4%	1%	70/72

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Establish relationships/communication with SAFE Specialist and families	Safe Specialist, Principal	Principal
Establish consistent technology usage	Classroom Teachers, Principal	Principal
Afterschool math intervention program	Classroom Teachers and Staff, Principal	Principal
Providing practice for students to interact with SBAC tools and interface	Classroom Teachers (grades 3-5), Principal	Principal
Identify students as early as possible (TK, Kinderboost)	Classroom Teachers, Principal	Principal
i-Ready Math Program	Classroom Teachers	Principal

Fiscal Impact

N/A

Goals, Strategies, & Expected Outcomes

Goal 3: Mental Health and Wellness

Fairmeadow Elementary will provide multiple positive supports that support the overall school experience, specifically social emotional support, for all students that create connection and safety.

Mental Health and Wellness Goal: (S.M.A.R.T goal)

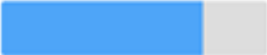
We will continue to maintain or improve Fairmeadow Student Supports and Environment Survey results by 3% in the areas of School Climate, School Safety, Sense of Belonging, and Teacher-Student Relationships as measured by the Panorama Survey administered to all students in grades 3-5. While Teacher-Student Relationships remain above the district average, the data from our Fall 2025 survey shows there is still important work to be done in strengthening connections between students and staff.

Baseline Data for All Student Groups

Grades 3–5

200 responses | [show breakdown](#)

 Save as PDF

Topic	Percent Favorable?	Compared to?	Change since Fall 2024–25?
		others in the CORE Districts d...	
School Safety ⓘ	76% 	 80th–99th percentile	▲ 4 Greatest increase
Teacher–Student Relationships ⓘ	65% 	 60th–79th percentile	▼ 6
Sense of Belonging ⓘ	61% 	 80th–99th percentile	▼ 8
School Climate ⓘ	60% 	 60th–79th percentile	▼ 9



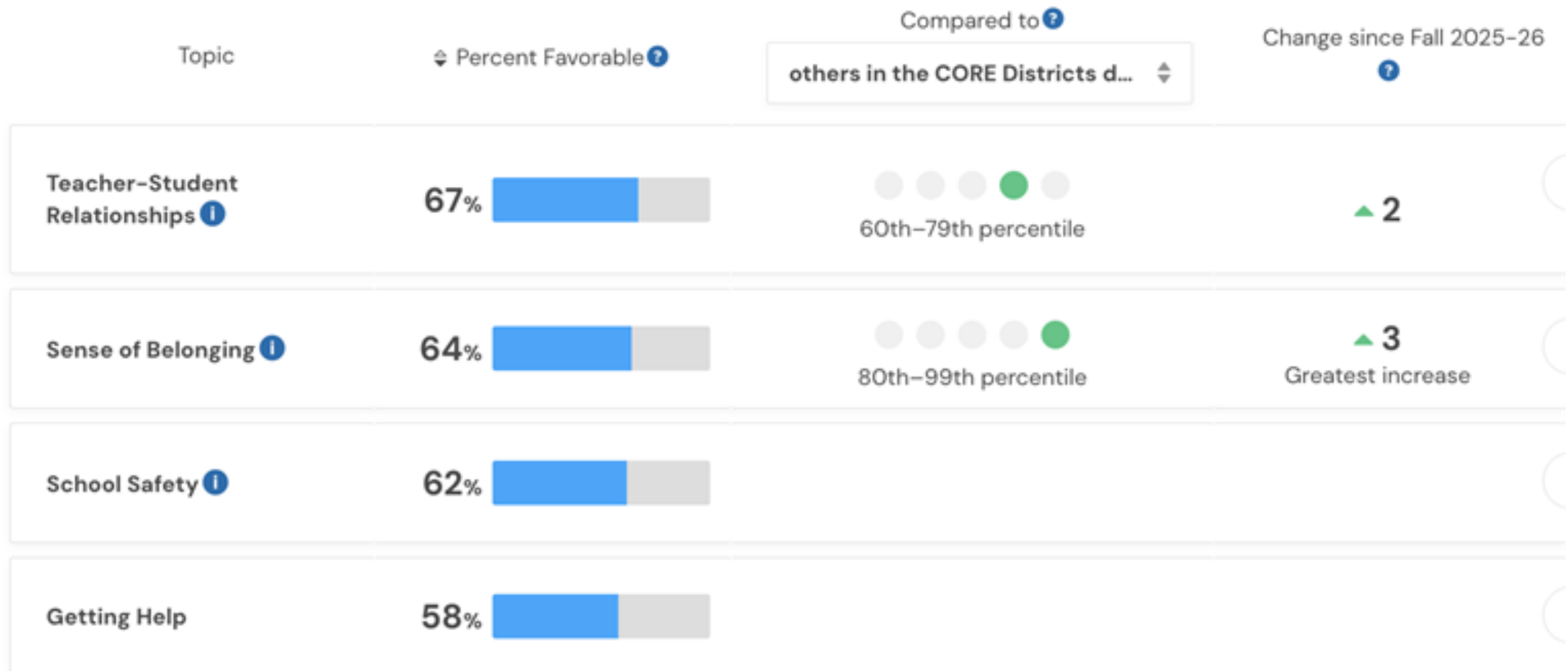
SEL: Student Supports + Environment (Mini Spring Survey)

What feedback did students have for their school?

Grades 3–5

189 responses | [show breakdown](#)

Save as PDF



Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Expectation Talks at assemblies and classrooms throughout the school year	Psychologist, Therapist, and Principal	Principal, Participation rate
Identify Safe Adults on campus	Staff and Classroom Teachers, Principal	Principal
Consistent and continued use of Second Steps SEL Curriculum	Classroom Teachers, Principal	Principal, Second Steps reporting
Social Groups for identified students	Classroom Teachers, Therapist, Psychologist, Principal	Principal, Psychologist, Therapist
Use of Panorama Survey	Classroom Teachers, Principal	Principal
Use of positive, restorative, and progressive discipline and interventions	Staff, Classroom Teachers, Principal	Principal, Discipline and Suspension data
Provide yard supervision training in the fall	Principal	Principal
Continue with daily clubs and activities for students throughout the week	Staff, Classroom Teachers, Principal	Principal
Continue with Project Cornerstone	Parents, Principal	Principal
Pilot Expect Respect SEL program with upper grade students	4th and 5th Grade Classroom Teachers, Upper Grade Students, Principal	Classroom Teachers, Principal
Project Cornerstone	Parents, Classroom Teachers, Principal	Principal

Fiscal Impact

Compensation for staff/teachers for their participation in student activities

Goals, Strategies, & Expected Outcomes

Goal 4: Innovation and Social Responsibility

To reduce the percentage of students that are chronically absent as identified on the California School Dashboard.

Innovation and Social Responsibility Goal: (S.M.A.R.T goal)

The chronic absentee rate will maintain or decrease in 2026-2027, with a baseline of 7.0% from 9.6% last year.

This year, chronic absenteeism has decreased by 2.7%. Upon reviewing the data, it appears that a higher number of students have been absent due to illness, and more families are traveling during cultural celebrations observed around the world.

This information has been gathered from the CDE and is displayed on the California Data Dashboard.

Baseline Data for All Student Groups

LEARN MORE

Chronic Absenteeism

All Students

State



Green

7% chronically absent

Declined 2.7% ⬇️

Socioeconomically Disadvantaged

Student Group

State



Orange

18% chronically absent

Maintained -0.1%

Number of Students: 61

Students with Disabilities

Student Group

State



Orange

15.4% chronically absent

Increased 4.9% ⬆

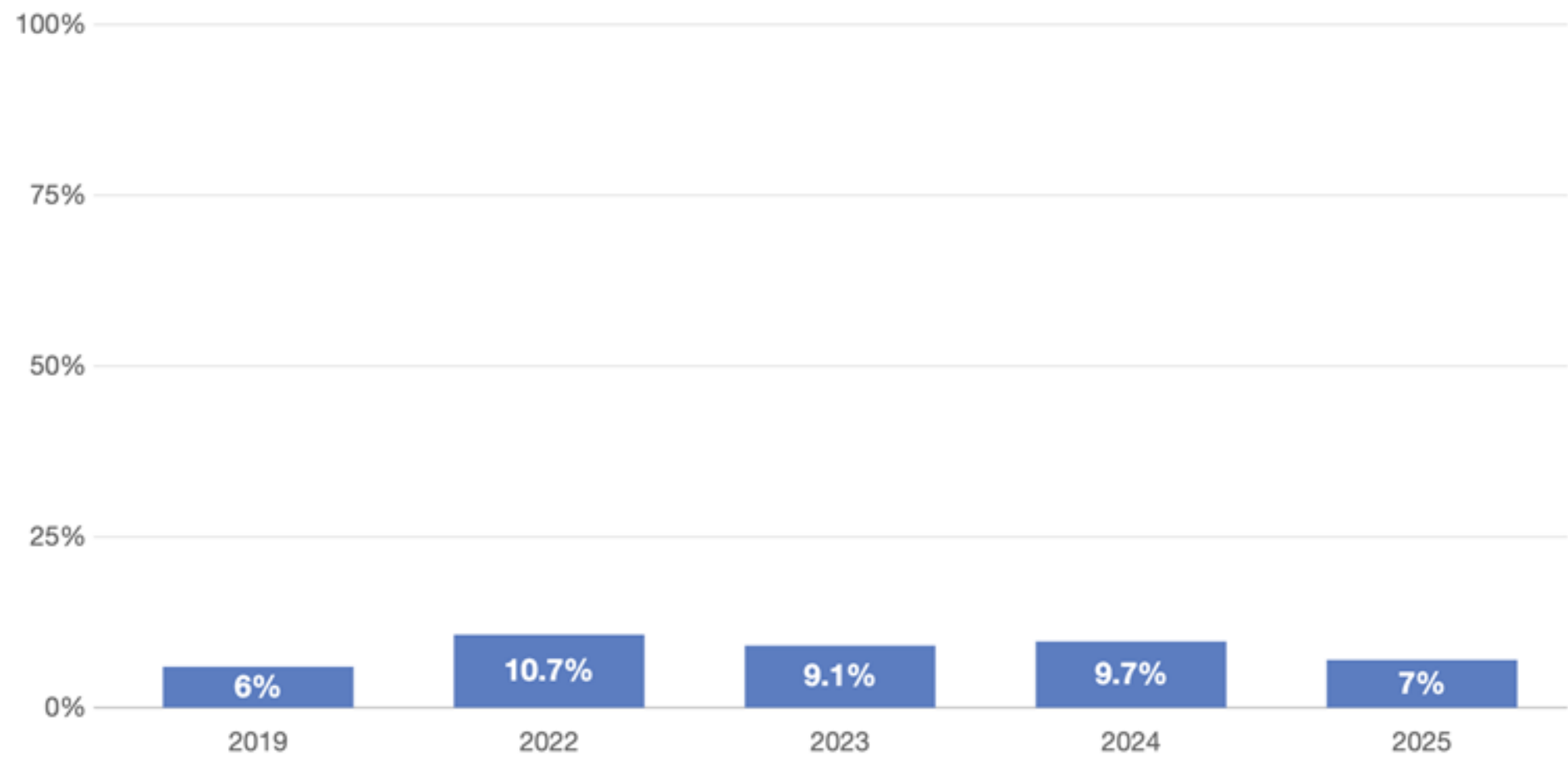
Number of Students: 52

Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.



Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Monitor attendance for tardies and absences through attendance program	Clerk, Secretary, District Office, Principal	A2A data, Clerk, District Office, Principal
Community/family outreach of excused and unexcused absences/tardies	District Office communication, Principal	District Office, Principal
Phone calls, conferences, and home visits as necessary to better understand barriers preventing students from attending school and arriving on time.	Clerk, Psychologist, Principal	Clerk, Psychologist, Principal

Fiscal Impact

N/A

Goals, Strategies, & Expected Outcomes

Goal 5: Serve and Celebrate Others

Serve and Celebrate Others Goal: (S.M.A.R.T goal)

Fairmeadow staff and students will have multiple opportunities to serve and celebrate others through whole-school assemblies, Special Olympics, Student Council, Safety Patrol, Project Cornerstone, Walking Club, Chess and Checkers Club, and our Buddy program. Efforts will focus on bringing unity and joy to our school community. 75% of our student body will participate in at least one volunteer/community connection activity by June 2027.

Baseline Data for All Student Groups



Title 1 School Only: *(Title I schools must add a goal for Title I students)*

Title I Goal: (S.M.A.R.T goal)

N/A

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		
Fairmeadow Students participation in Special Olympics	SPED site and District Office team, Principal	Principal
Student Council program	Classroom Teachers, PTA, Principal	Principal
Safety Patrol program for 5th graders	Classroom Teachers, PTA, Principal	Principal
Buddy Program	Classroom Teachers, Principal	Principal
School-wide assemblies	Classroom Teachers, Staff, PTA, Principal	Principal
Project Cornerstone Themes of community service	Students, PTA, Classroom Teachers, Parent Volunteers, Principal	Principal

Fiscal Impact

N/A

Goals, Strategies, & Expected Outcomes

Goal 6: Other (If needed)

Other Goal: (S.M.A.R.T goal)

Baseline Data for All Student Groups

Title 1 School Only: (Title I schools must add a goal for Title I students)

Title I Goal: (S.M.A.R.T goal)

Baseline Data for Title I Students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Actions to Reach this goal:	Who is responsible for facilitation of this strategy/action item:	Monitoring Implementation Data/evidence we will collect to ensure that this strategy/action is being implemented:
startcollapse		

Fiscal Impact

Part III: Annual Update on Progress from 2024/2025

Goal 1: Early Literacy

Outcome:

Our overall i-Ready mid-vear diagnostic results showed 81% of our students at or above grade level. Last year's overall mid-vear diagnostic data was 78.8%. Fairmeadow's CAASPP will be released for 2024-25 in the Fall and the results will be shared.

Goal 2: Equity and Excellence

Outcome:

The 2023-24 CAASPP math scores resulted in Fairmeadow's 3rd, 4th, and 5th-grade students scoring at 82% on CAASPP with standards exceeding or standard met. Using the i-Ready ELA mid-year diagnostic results for 2024-25, 58% of students performed At or Above GL (iReady MOY 2025) and 21% of students performed at Early GL (iReady MOY 2025)

Goal 3: Mental Health and Wellness

Outcome:

Fairmeadow's Mental Health and Wellness counselor has successfully met with 100% of all students referred for counseling. She has worked with 28 students out of 37 total referrals, including 7 rollover cases. Currently, she has 8 students on her waitlist and has referred 3 students to external support services. Additionally, by utilizing the annual Panorama SEL Student survey Data from Fall 2024, there was an increase percentage range from -1% to 6% increase in the areas of School Climate, School Safety, Sense of Belonging, and Teacher/Student Relationships.

Goal 4: Healthy Attendance

Outcome:

The current student attendance rate at Fairmeadow remains steady at 90.3%, with chronic absenteeism at approximately 9.7%. This absenteeism is primarily attributed to illness. Additionally, the data indicates that many students were absent due to extended vacations, often related to visiting sick relatives or cultural celebrations observed around the world.

Goal 5: Serve and Celebrate Others

Outcome:

Fairmeadow staff and students have opportunities to serve and celebrate others through whole-school assemblies, Special Olympics, Student Council, Safety Patrol, Project Cornerstone, Walking Club, Reading Clubs, Chess and Checkers Club, and our Buddy program. Efforts focused on bringing unity and celebration to our school community. 75% of our student body participated in at least one volunteer/community connection activity during the last year.

Goal 6: Other

Outcome:

N/A

Budget Title I Sites Only

2024-25 Title I Allocation: \$0

Expected Expenditures:

- **Professional Development: \$0**
- **Materials and Supplies for supplemental instruction: \$0**
- **Salaries for before and after school intervention: \$0**

Site Council Approval Date: 3/1/2025