

# Fairview Elementary Capital School District | Dover, Delaware

## School Success Plan for 2022-2023





**Contact Information**

<b>School:</b>	Fairview Elementary School	<b>Principal:</b>	Melissa White
<b>Address:</b>	700 Walker Road	<b>Phone:</b>	302-672-1645
<b>Website:</b>			

**School Success Plan Team Membership**

<b>Name</b>	<b>Role</b>	<b>Name</b>	<b>Role</b>
Melissa White	Principal	Arlana Harriford	LCSW
Christine Cabbage	Teacher	Tracey Hoopes	Instructional Paraprofessional
Kristine Burger	Teacher		
Kseniya Kramer	Teacher		
Heather Dougherty	Teacher		
Kris King	Teacher		
Jen Plews	Counselor		



**School Success Plan Team Meetings**

<b>Date</b>	<b>Description of Meeting</b>



**Other Active Building Committees**

<b>Committee Name: Academic</b>	<b>Committee Name: Leadership</b>	<b>Committee Name: Culture</b>	<b>Committee Name: MTSS</b>
<b>Description:</b> This team is responsible for setting school-wide academic goals and student WIGs and PIGs.	<b>Description:</b> This team leads LIM learning for staff, students, and families.	<b>Description:</b> This team is responsible for the school environment and LIM, shared leadership opportunities and Leadership events.	<b>Description:</b> This team reviews students in Tier 2 and Tier 3, Monitors student progress throughout the year, determines if there is a need for further assessment based on data
<b><u>Members</u></b>	<b><u>Members</u></b>	<b><u>Members</u></b>	<b><u>Members</u></b>
			Jen Plews
			Arlanna Harriford
			Natasha Simms
			Emily Neubauer
			Shannon Rybak
			Instructional Coach




Other Active Building Committees			
<b>Committee Name: Lighthouse Team</b>	<b>Committee Name: Safety/Crisis Team</b>	<b>Committee Name:</b>	<b>Committee Name:</b>
<b>Description:</b> The building lighthouse team meets once a month and oversees the SSP implementation, LIM, and reviews data.	<b>Description:</b> This team is responsible for planning and implementing all safety plans and responds to heightened situations.	<b>Description:</b>	<b>Description:</b>
<b><u>Members</u></b>	<b><u>Members</u></b>	<b><u>Members</u></b>	<b><u>Members</u></b>
Kris King			
Christine Cabbage			



Kristine Burger			
Kseniya Kramer			
Heather Dougherty			
Jen Plews			

Other Active Building Committees			
<b>Committee Name:</b>	<b>Committee Name:</b>	<b>Committee Name:</b>	<b>Committee Name:</b>
<b>Description:</b>	<b>Description:</b>	<b>Description:</b>	<b>Description:</b>
<b><u>Members</u></b>	<b><u>Members</u></b>	<b><u>Members</u></b>	<b><u>Members</u></b>



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**Vision Statement**

Spurring the Audacity of Hope to advance Excellence through Innovation

**Mission Statement**

Capital School District, in partnership with students, families, and the community, is committed to leadership and educational excellence. We will educate all students in state-of-the-art facilities to achieve their potential by providing a safe, nurturing environment where standards are high and learning is the priority.

**Core Values**

**Excellence through Equity**- striving to differentiate how we support the needs of our students.  
**Unity through Love**- striving to advance strategic partnerships that address the holistic needs of students.  
**Leadership through Inclusiveness**- striving to create more transparency while strengthening our communication efforts.

**Strategic Plan Intent #1 - Linear and Streamlined District  
Linked Priorities - Communication**

Key Outcomes: ***Analysis of Community and Stakeholder Engagement; Analysis of Professional Learning, Analysis of Access to Equitable Educators***

- (1) Communication will increase to all stakeholders - students, parents, staff, and community members
- (2) Students will report greater connectedness to the school community
- (3) Student grades will improve



- (4) Student attendance will improve
- (5) Student standardized test scores will improve
- (6) Student behavior incidents decrease
- (7) 10-15 year Facility Plan is accepted by community of stakeholders
- (8) Teachers report feeling supported
- (9) Highly qualified teacher retention will increase across the district
- (10) Opportunities for and participation in extracurricular activities increase

**Strategic Plan Intent #2 - Meeting the Needs of the Whole Child  
Linked Priorities - Care, Capacity, Continuous Improvement**

Key Outcomes: ***Analysis of Safe and Healthy Environment (Attendance, Behavior); Analysis of Rigorous Standards, Instruction & Assessment (MTSS)***

- (1) Proficiency rates increase (Acadience, STAR, SBAC, DeSSA, SAT, PSAT, etc.)
- (2) Increase accessibility to social and emotional resources
- (3) High School graduation rate increases
- (4) Student dropout rate decreases
- (5) Student attendance rates increase
- (6) Staff with dual certifications increases in Special Education, Gifted/Talented, ELL
- (7) Staff with national certifications will increase





- (8) Behavioral incidents decrease
- (9) Students receiving multiple behavior referrals decreases
- (10) Increased student engagement
- (11) Enrollment across the district increases
- (12) Increased positive perception of schools by all stakeholders
- (13) Individual Education Plans (IEPs) will be implemented with fidelity

**Strategic Plan Intent #3 - Senator Pride  
Linked Priorities - Community**

Key Outcomes: ***Analysis of School Climate Areas***

- (1) Teacher job satisfaction improves
- (2) Students report feeling safe
- (3) Teacher retention improves
- (4) Parental involvement increases
- (5) An increase in educator applicants through “Join Delaware Schools”
- (6) Student enrollment will increase
- (7) Student involvement increases – curricular and extra-curricular



(8) Partnerships with community organizations increases

### District Balanced Scorecard

#### Link to Balanced Scorecard

The Balanced Scorecard is the framework that communicates the targets from each Strategic Intent (SI) to all stakeholders. Each Key Performance Indicator on the Balanced Scorecard is aligned to a Key Outcome that was determined by the three SI teams. The Balanced Scorecard measures the targets over the next five years and includes annual milestones. In addition to annual milestones, work groups may identify interim data sources to more closely monitor their progress. The Scorecard will serve as an important tool for aligning our initiatives, gaining systematic feedback, and monitoring progress.

### School Profile

Fairview Elementary strives to create a leadership environment that enhances the educational, social and emotional development of our students. Fairview Elementary is a Leader in Me School and values the greatness in each student; we teach and apply the Seven Habits of Happy Kids. Our students are able to find their voice through various leadership roles. Our Positive Behavior Support (PBS) promotes the positive choices that our students make by recognizing and rewarding them with daily incentives and Quarterly Celebrations/Assemblies. We also have an active PTO (Parent Teacher Organization) that provides funding for field trips to enhance the curriculum across subject areas. We also have many school volunteers, foster grandparents, and mentors that support classroom activities and individual needs. We have Literature and Math nights, Super Science day, school-wide musical programs, Kindergarten Graduation and Fourth Grade Moving Up Ceremony.

Core curriculum includes: the Reading Wonders reading program, Go Math, Smithsonian FOSS Science Kits, and Kid Writing. Music, Art, Physical Education, Library and Technology Standards are taught during daily Related Arts periods. ACT (Accelerated Curriculum and Technology) is available for third and fourth graders who qualify for the Gifted and Talented Program. We are also a Spanish Immersion school currently serving grades K-2 and will be adding a grade level until we reach fourth grade. The students are immersed in the Spanish Language with Math, Science and Spanish Literacy and writing taught ½ the day in Spanish and Reading, Social Studies, and writing taught for ½ the day in English. Special Education Services are available for students who



qualify and are provided in the least restrictive environment which include inclusion and resource settings. The curriculum is aligned with Common Core State Standards and is taught through research-based instructional practices and techniques. Student achievement data is a key component of RTI (Response to Intervention). Student progress is monitored and interventions are in place as needed to ensure student success. Both Reading and Math Interventions are included in our daily schedule. We participate in Odyssey of the Mind and will participate in Lego League.

At Fairview Elementary we Lead, Believe and Achieve!

### **Delaware School**

#### **[Link to School Report Card](#)**

The Delaware School Success Framework (DSSF) is the statewide system of accountability for publicly reporting progress in multiple areas at both the district and school levels. Federal law requires a single statewide system of accountability that replaces the previous Adequate Yearly Progress (AYP) system under No Child Left Behind (NCLB). This is the second year that the DSSF has been released. The reports focus on five areas: Achievement, Growth, On-Track to Graduate, College and Career Preparation, and Contextual Measures.

### **Fairview Elementary Needs Assessment**

#### **[Link to Needs Assessment](#)**

The Needs Assessment is a systematic process for determining and addressing needs or “gaps” between current conditions and desired conditions or “wants”. The school Needs Assessment allows teams to collect and analyze school level data in an ongoing process throughout the year in order to develop goals, monitor progress towards goals, and reflect on outcomes to determine next steps.



**Identified Goal #1**

<b>Identified Goal #1</b>			
<b>Goal Description</b>	Increase student academic performance in Math and ELA		
<b>Strategic Intent Alignment</b>	SI 1 Meeting the Needs of the Whole Child	<b>Key Outcomes Alignment</b>	<ul style="list-style-type: none"> <li>- Proficiency rates increase (Acadience, STAR, SBAC, DeSSA)</li> <li>- Student grades will improve</li> </ul>
<b>What identified need(s) are you looking to address?</b>	Student performance on STAR		
<b>What data have you analyzed to determine the need?</b>	Based on a review of STAR data, 35% of students fall below proficient]		
<b>Target</b>	<i>[Sample: By EOY, student STAR math performance will improve from 65% proficient to 75% proficient]</i> By the EOY, student STAR math performance will improve from By the EOY, student STAR reading performance will improve from		

Action Plan	Timeline	Point Person(s)	Funding	Status
Teachers will implement the Wonders curriculum with commitment and attend ongoing training/PL	Sept - June	Classroom Teachers Instructional Coach Melissa White	Title I	
Teachers will implement the i-Ready curriculum with commitment attend ongoing training/PL	Sept - June	Classroom Teachers Instructional Coach	Title I	



		Melissa White		
Teachers will implement Bridges Number Corner curriculum with commitment attend ongoing training/PL	Sept-June	Classroom Teachers Instructional Coach Melissa White	Title I	
Intentional classroom observations during math and reading periods	October-June	Melissa White Instructional Coach	N/A	
Progress Monitoring using CFUs, curricular based assessments and curriculum based upon groups.			N/A	
Implementation of WIN interventions	October-June	Classroom Teachers	N/A	
Accelerated Reader revamped to provide goal setting for students, increase the students enjoyment of reading. The reading leaders will participate in the Leader Line Up. A scoreboard will be implemented and maintained.	Sept - June	Year Long - Kick off in October; check in Monthly	Instructional Coach, Reading Interventionist	Building
Walkthroughs with TNTP partners for fidelity and non evaluative feedback to support teachers.	Year Long/Once a month	TNTP partners, District Level Coaches, Instructional Coach	Reimaging Grant	
Foundational training for all staff around the instructional block (Science of Reading) and how to use the curriculum resources more effectively.	Year Long	TNTP partners, District level Coaches, Instructional Staff	Reimaging Grant	



**Identified Goal #2**

<b>Identified Goal #2</b>			
<b>Goal Description</b>			
<b>Strategic Intent Alignment</b>		<b>Key Outcomes Alignment</b>	
<b>What identified need are you looking to address?</b>			
<b>What data have you analyzed to determine the need?</b>			
<b>Target</b>			

<b>Action Steps</b>	<b>Timeline</b>	<b>Point Person(s)</b>	<b>Funding</b>	<b>Status</b>



**Identified Goal #3**

<b>Goal Description</b>			
<b>Strategic Intent Alignment</b>		<b>Key Outcomes Alignment</b>	
<b>What identified need are you looking to address?</b>			
<b>What data have you analyzed to determine the need?</b>			
<b>Target</b>			

<b>Action Steps</b>	<b>Timeline</b>	<b>Point Person(s)</b>	<b>Funding</b>	<b>Status</b>



**Identified Goal #4**

<b>Goal Description</b>			
<b>Strategic Intent Alignment</b>		<b>Key Outcomes Alignment</b>	
<b>What identified need are you looking to address?</b>			
<b>What data have you analyzed to determine the need?</b>			
<b>Target</b>			

<b>Action Steps</b>	<b>Timeline</b>	<b>Point Person(s)</b>	<b>Funding</b>	<b>Status</b>



