Gaining Traction, Gaining Ground
Achievement and Progress: Past, Present and Future

Where We Were

A combination of external factors and internal factors:

External:

- Continuous, significant changes to Ohio Academic Content Standards/ Ohio Learning Standards
- Changes in testing companies from OAT/OGT to PAARC to AIR
- Conversion from paper-pencil to computer-based testing
- Phase out of OGT and implementation of end-of-course tests at HS
- Continuous changes to Ohio Report Card indicators and components
- Multiple increases in proficiency cut scores

Internal:

- Limited emphasis on effective teacher training
- Reduction of budget for teacher resources and materials
- Elimination of district-level curricular leadership
- Minimal collaborative time for teachers to work together on improvement measures
- Interrupted follow-through of ICLE framework implementation
- Isolated efforts at individualized grade levels
- Fragmented PreK-12 curricular articulation

What We Are Doing

- Added full-time Director of Early Learning to coordinate programming Pre-K through Kindergarten.
- Starting this fall, implementation PK-3 of Fundations, a phonics program that ensures early literacy.
- Reinstated grade-level, building-level, and district-level leadership teams.
- Implemented "Step Up To Quality" Pre-K review and improvement process
- Adopted Pre-K research-based "The Creative Curriculum" program which emphasizes building confidence, creativity, and critical thinking through play.
- Instituted no-cost full-day kindergarten.
- Enhanced communication tools for family engagement (website, e-news, podcast).
- Extended daily common planning time to all district teachers, K-12.
- Transisted NWEA MAP benchmarking. Began more accurate identification of students at risk for not meeting the Third Grade Guarantee and assigned them Reading Improvement and Monitoring Plans (RIMPs).
- Implemented after-school tutoring program emphasizing writing and reading skills at Gilles-Sweet.
- Began using Branching Minds, an approach that helps teachers match curriculum resources with individual students' learning needs and preferences.

- Instituted Everyday Math 4, a research-based curriculum, and realigned the Math scope and sequence for Grades 6-8 to match Ohio's Learning Standards effectively raising proficiency rates over previous cohorts for all three grades.
- Provided tutoring at middle and high schools before/after school, during spring break, and during summer extension.
- Added new electives to middle school and high school to emphasize self-discovery, study skills and service learning.
- Completed the inaugural round of Junior Experience and Senior Exit Interviews. Held the first annual Innovation Challenge.
- Built up Advanced Placement (AP) readiness and course options.
- Restored full-time librarians to FHS/ LMMS and EEC/Gilles-Sweet.
- Provided teachers with professional development in Mastery Learning, Project Based Learning (PBL), Formative Instructional Practices, Social Emotional Learning, Positive Behavior Support, Instructional Methods for Math and English Language Arts, and UDL.
- Committed to eradicating the course failure rate (Ds and Fs) in Grades 6-9.
- Instituting "modified double block schedule" providing more time for PBL and other hands-on learning and performance assessments.

Where We are Going

- Implementation K-5 of the Collaborative Classroom, a comprehensive English Language Arts curriculum.
- Initial implementation of AP Capstone with two sections Grade 10.
- Implement AP Research course. Increase AP enrollments and offerings.
- Develop improved student-centered learning environments in our classrooms and buildings.
- Solidify skill development as part of daily learning practice.
- Conduct the second biennial community satisfaction survey in May 2018.
- Emphasize a high degree of student engagement, challenge, enthusiasm, joy.
- Create an effective blend of individual, collaborative team and large group work.
- Teach all students how to use personalized technology to produce as well as consume.
- Provide all students some opportunity to work at their own pace and explore their own interests.
- Assure that student ideas and voices are front and center. Student work is highly visible — in classrooms, hallways, at exhibitions, and via digital portfolios.
- Initiate Gallup Student Poll for Grades 6-12 to measure our students' engagement, hope, aspiration, and career literacy.

Our Mission: We will provide our students with The Fairview Advantage, a framework for student success, by delivering exceptional services and academic programs that challenge the mind and instill the joy of learning and responsible citizenship.

Our Vision: A Community united, empowering each other to learn differently, care deeply, and aspire to excellence.