DAVIDSON COUNTY SCHOOLS

School Improvement Plan 2026-2027

School: Fair Grove Elementary School

Goal 1

By June 2026, Fair Grove will increase the overall proficiency of our students with disabilities from 20.3% to 23%. Our students with disabilities will maintain EVAAS growth to meet growth in the positive and Fair Grove will not have the TSI distinction.

Indicators

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
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.
A4.10 The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.
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.
D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.
A4.06 All teachers are attentive to student's emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Description of Strategies or Actions to Reach the Goal

- HillRap
- LETRS
- Scheduling of Tiered Instruction
- Identify and track the EC students and Academic Progress
- Character Strong Implementation
- Identify and track the EC students and Behavior Trends
- Quarterly Parent Teacher Conferences
- Walkthrough grade level debriefings during PLC's
- Long Range Planning
- Teacher Observation School Visits
- Inclusion Model used K-5

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Goal 2
By June 2026, Fair Grove will increase overall proficiency in grades 3-5 as measured by the NC EOG tests by 5%, increasing from 57.4% to 60.27%.

Fair Grove will also increase proficiency in each overall subtest and grade level by the following percentage points:

Science (5th) - 72.2% to 76%

Reading - 40.9% to 45%
Third - 29% to 34%
Fourth - 49.4% to 53%
Fifth - 45.8% to 50%

Math - 58.3% to 63%
Third - 62.4% to 66%
Fourth - 42.7% to 47%
Fifth - 72.2% to 76%

Indicators

- A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.
- A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- 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.
- 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.
- D1.02: The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.
- A4.16: The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level
- 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.
- B3.03 The principal monitors curriculum and classroom instruction regularly and provides constructive feedback to teachers.

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Description of Strategies or Actions to Reach the Goal

- Character Strong Training and Implementation
- Revamp our PBIS initiative and rollout whole class reward system
- Quarterly review of Discipline Data
- Continue HIllRap Training and Usage in EC classrooms and Title I sessions
- Focused PLC Planning on LETRS lessons and Curriculum Guidebook
- Master Schedule with tiered instruction
- PD on strengthening the core instruction
- Co-teaching model in fourth and fifth grade
- Continue Walkthroughs
- Walkthrough debriefings
- Schedule of Teacher Observations, School Visits, Modeling, and Co-teaching
- Curriculum Night
- Inclusion Model in 3-5

Goal 3

By June 2026, Fair Grove will increase the percentage of students on grade level to 70% using the K-3 mClass reading assessment data measuring student performance from the BOY to the EOY assessment.

- BOY Baseline
  - K- 30%
  - 1 - 38%
  - 2 - 56%
  - 3 - 52%
- EOY Goal 70%
  - K - 70%
  - 1 - 70%
  - 2 - 70%
  - 3 - 70%

Indicators

- A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
- 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.
- 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.

- 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.
- B3.03 The principal monitors curriculum and classroom instruction regularly and provides constructive feedback to teachers.

Description of Strategies or Actions to Reach the Goal

- HillRap
- LETRS
- Teach Letterland/Heggerty/UFLI with fidelity
- Quarterly and Monthly Data Talks
- Home Connect Letters
- Walkthrough grade level debriefings during PLC's with meaningful feedback
- Teacher Observation School/Class Visits
- Instructional Rounds

_____ **Principal**	_____ **Process Manager**

School Improvement Plan Vote _____ **NO** _____**YES**	**Date voted** _____