

**Fayette Central Elementary School  
Improvement Plan  
2022-2023**

**Goal #1: State Assessment Growth (Math)**

**Goal Statement:** Improve academic outcomes in math on the state assessment. This will be evidenced by the growth shown on the state assessment.

**Problem Statement with Baseline Data:** On the 2022 ILEARN Math assessment 42% of students met their growth target goal.

**Expected SMART Outcome:** 50% of students taking the 2025 ILEARN assessment will meet their assigned ILEARN growth target.

**Year 1 Expected Outcome:** 45% of students taking the 2023 ILEARN assessment will meet their assigned ILEARN growth target.

**Year 2 Expected Outcome:** 48% of students taking the 2024 ILEARN assessment will meet their assigned ILEARN growth target.

**Year 3 Expected Outcome:** 50% of students taking the 2025 ILEARN assessment will meet their assigned ILEARN growth target.

School: Fayette Central Elementary		
Data Dashboard		
<b>Focus Area</b>	<b>ILEARN MATH</b>	
<b>Root Cause</b>	<b>A low percentage of students are demonstrating proficiency in computation and number sense (grades k-2) and geometry and measurement (grades 3-6) on NWEA.</b>	
<b>Data Based Rationale</b>	<b>78% of students did not meet their growth target on the 2022 ILEARN assessment.</b>	
<b>Research-Based Goal</b>	Instructional materials and resources are aligned with high priority standards and curriculum	
<b>Evidence-Based Intervention</b>	<b>Description:</b> IEP/504 NWEA data ILEARN data Curriculum map Creation of resources	<b>Core Component (if applicable)</b> <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction

	<b>Lesson plans</b>	<input checked="" type="checkbox"/> <b>Assessment</b> <input type="checkbox"/> <b>Parent Participation</b> <input type="checkbox"/> <b>District Level</b>
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**Professional Development Plan**

<b>Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Strengthen tier 1 instruction in - Computation and Number Sense (K-2) - Geometry and Measurements (3-6)	- PD - Analyze Data - ILEARN - NWEA - CFA - District Curriculum Alignment	Teachers Administrator	CFA NWEA ILEARN quick checks	- CFA: quarterly - NWEA: BOY, MOY, EOY - Quick Checks: teacher discretion - ILEARN: EOY
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Provide students with multiple opportunities throughout the year to engage in computation, number sense, geometry, and measurement that align with state standards	Implement real world questions that involve using mathematical skills through lessons	General Education Teacher  Special Education Teacher	Strategies are embedded into lesson plans and taught.	10/2023 12/2023 3/2024 5/2024
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Provide students with multiple opportunities to check for understanding when attempting to show growth and mastery over computation, number sense, geometry, and measurement	CFA Go Math Mid-Chapter Checks and Unit tests Curriculum Map Focus Math ESGI	General Education Teacher  Special Education Teacher	A spreadsheet that provides data to monitor the progress towards the goals	End of each unit

Quarterly Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Establish a starting point for each student in their math computation, number sense, geometry, and measurement	ILEARN Data NWEA Data	General Education Teacher  Special Education Teacher	Establish a baseline score for each individual student  Students are placed in appropriate support classes	10/2023

**Goal #2: State Assessment Growth (ELA)**

**Goal Statement:** Improve academic outcomes in Language Arts on the state assessment. This will be evidenced by the growth shown on the state assessment.

**Problem Statement with Baseline Data:** During the 2022 ELA ILEARN only 52% of students met their assigned growth target.

**Expected SMART Outcome:** 60% of students taking the 2025 ILEARN assessment will meet their assigned ILEARN growth target.

**Year 1 Expected Outcome:** 55% of students taking the 2023 ILEARN assessment will meet their assigned ILEARN growth target.

**Year 2 Expected Outcome:** 58% of students taking the 2024 ILEARN assessment will meet their assigned ILEARN growth target.

**Year 3 Expected Outcome:** 60% of students taking the 2025 ILEARN assessment will meet their assigned ILEARN growth target.

<b>School: Fayette Central Elementary</b>	
<b>Data Dashboard</b>	
<b>Focus Area</b>	<b>ILEARN ELA</b>
<b>Root Cause</b>	<b>A low percentage of students are demonstrating proficiency in vocabulary on NWEA.</b>
<b>Data Based Rationale</b>	<b>48% of students did not meet their assigned target growth on the 2022 ELA ILEARN test.</b>

<b>Research-Based Goal</b>	<b>Instructional materials and resources are aligned to the standards-based curriculum documents.</b>	
<b>Evidence-Based Intervention</b>	<b>Description:</b> <ul style="list-style-type: none"> <li>- NWEA Data</li> <li>- ILEARN</li> <li>- Curriculum Maps</li> <li>- Creation of Resources</li> <li>- Lesson Plans</li> </ul>	<b>Core Component (if applicable)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safe Learning Environment</li> <li><input type="checkbox"/> Technology</li> <li><input checked="" type="checkbox"/> Curriculum</li> <li><input checked="" type="checkbox"/> Instruction</li> <li><input checked="" type="checkbox"/> Assessment</li> <li><input type="checkbox"/> Parent Participation</li> <li><input type="checkbox"/> District Level</li> </ul>

**Professional Development Plan**

<b>Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Strengthen tier 1 instruction in vocabulary	<ul style="list-style-type: none"> <li>- PD</li> <li>- Analyze Data</li> <li>- ILEARN</li> <li>- NWEA</li> <li>- CFA</li> <li>- District Curriculum Alignment</li> <li>- Reading Groups</li> </ul>	Teachers Administrator	CFA NWEA ILEARN quick checks	<ul style="list-style-type: none"> <li>- CFA: quarterly</li> <li>- NWEA: BOY, MOY, EOY</li> <li>- Quick Checks: teacher discretion</li> <li>- ILEARN: EOY</li> </ul>
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Provide students with multiple opportunities throughout the year to engage in vocabulary that align with state standards	Implement real world readings and strategies that involve using vocabulary skills through lessons	General Education Teacher  Special Education Teacher	Strategies are embedded into lesson plans and taught	10/2023 12/2023 3//2024 5/2024
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
K-2 vertical alignment of phonics instruction	K-2 Grade level meetings pertaining to phonics instruction	K-2 Teachers  Special Education Teachers	<ul style="list-style-type: none"> <li>- NWEA</li> <li>- RTI Data Assessment</li> <li>- Quick Checks</li> <li>-CORE assessments</li> </ul>	10/2023 12/2023 3//2024 5/2024

Quarterly Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Developing and implementing school wide writing strategies	R.A.C.E. Writing Revolution	General Education Teacher Special Education Teacher	Acronyms and strategies are implemented within all subject's lesson plans	10/2023 12/2023 3//2024 5/2024
Quarterly Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Establish a starting point for each student in their vocabulary	ILEARN Data NWEA Data	General Education Teacher Special Education Teacher	Establish a baseline score for each individual student  Students are placed in appropriate skilled reading groups	10/2023

**Goal #3: Attendance**

**Goal Statement:** The attendance rate will remain at least 95% or higher.

**Problem Statement with Baseline Data:** There will be an increase in the percentage of students who attend Fayette Central Elementary School. Per the Spring 2023 attendance results, the school attendance rate was 93.5%.

**Expected SMART Outcome:** Student attendance will exceed 95.5% goal by 2025.

**Year 1 Expected Outcome:** Student attendance will meet a 95% goal.

**Year 2 Expected Outcome:** Student attendance will exceed 95.5% goal.

**Year 3 Expected Outcome:** Student attendance will exceed 95.5% goal.

<b>School: Fayette Central Elementary</b>
<b>Data Dashboard</b>

<b>Focus Area</b>	<b>Attendance</b>			
<b>Root Cause</b>	<b>Lack of priority for some students to attend school on a regular basis.</b>			
<b>Data Based Rationale</b>	<b>Attendance percentage dropped below 95% (state requirement)</b>			
<b>Research-Based Goal</b>	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.			
<b>Evidence-Based Intervention</b>	<b>Description:</b> <ul style="list-style-type: none"> <li>• Attendance policy to meet 95%</li> <li>• Attendance records (data)</li> <li>• School climate audit</li> <li>• Mental health/behavior data (Meridian)</li> <li>• Identify subgroups of students that are more prone to less than 95% attendance</li> </ul>	<b>Core Component (if applicable)</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Safe Learning Environment</b></li> <li><input type="checkbox"/> <b>Technology</b></li> <li><input type="checkbox"/> <b>Curriculum</b></li> <li><input type="checkbox"/> <b>Instruction</b></li> <li><input type="checkbox"/> <b>Assessment</b></li> <li><input checked="" type="checkbox"/> <b>Parent Participation</b></li> <li><input type="checkbox"/> <b>District Level</b></li> </ul>		
<b>Targeted Group (for focused data analysis)</b>	<b>Choose all that apply</b>			
	<input type="checkbox"/> F/R Lunch	<input type="checkbox"/> SPED	<input type="checkbox"/> ELL	<input type="checkbox"/> Ethnicity
<input checked="" type="checkbox"/> High-Risk				

<b>Professional Development Plan</b>				
<b>Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Attendance surveys will be developed to provide parent feedback as part of the school's improvement efforts.	We will collect attendance surveys from parents at parent/teacher conferences. We will review the data to determine frequency, causes, and challenges.	Staff (collect surveys and takes attendance)  Administration (review final data from surveys)	60% of parents complete and turn in the survey	9/2023
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>

The Secretary and Social Worker send out five and ten day letters for truancy and then create incentives.	Run attendance reports from Power School	Administrator Secretary Social Worker	50% reduction in students who are habitual truant after letters sent home	10/2023 12/2023 3/2024 5/2024
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Monitor attendance data every quarter and compare to previous years	Run attendance reports from Power School	Administrators	A spreadsheet that provides comparative data to monitor progress towards the goal	10/2023 12/2023 3/2024 5/2024
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Implementing the attendance policy and ensuring it is followed for EVERY student	A review of attendance policy on a quarterly basis.	Administration	Reduction of unexcused absences in comparison to previous years	10/2023 12/2023 3/2024 5/2024
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Establish the data analysis and recognize students through interdisciplinary teams	Provide teachers with attendance data to review as a grade level.	Teachers Administrator	Quarterly Award Celebration	10/2023 12/2023 3/2024 5/2024

#### **Goal #4: Climate/Culture**

**Goal Statement:** FCE will maintain a positive school climate/culture conducive to learning and achievement. This will be evidenced by the climate/culture survey analyzing the activities implemented by teachers/school and the impact it has on the overall school program.

**Problem Statement with Baseline Data:** Based on the student, teacher, and parent surveys. The biggest areas of concern were the ability to volunteer in the classroom, working together using a team approach, and friendliness of other students. 87% of parents, 79% of students, and 64% of staff had a positive stance on the climate and culture of the school. A total 80% of the population views the climate and culture as positive.

**Expected SMART Outcome:** The percentage of respondents who favorably answer the survey questions related to the climate and culture of Fayette Central Elementary will increase by 10% over the next 3 years as measured by the staff/parent/student surveys.

**Year 1 Expected Outcome:** Survey baseline was created and plans placed into action.

**Year 2 Expected Outcome:** 85% increase in staff/parent/student surveys.

**Year 3 Expected Outcome:** 90% increase in staff/parent/student surveys.

School: Fayette Central Elementary				
Data Dashboard				
<b>Focus Area</b>	<b>School Climate and Culture</b>			
<b>Root Cause</b>	<b>There has been an increase in mental health issues among students and a withdrawal of support from the community.</b>			
<b>Data Based Rationale</b>	<b>87% of parents, 79% of students, and 64% of staff had a positive stance on the climate and culture of the school. A total 80% of the population views the climate and culture as positive.</b>			
<b>Research-Based Goal</b>	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.			
<b>Evidence-Based Intervention</b>	<b>Description:</b> <ul style="list-style-type: none"> <li>● Parent Survey</li> <li>● Student Survey</li> <li>● Staff Survey</li> </ul>	<b>Core Component (if applicable)</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Safe Learning Environment</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Curriculum</li> <li><input type="checkbox"/> Instruction</li> <li><input type="checkbox"/> Assessment</li> <li><input checked="" type="checkbox"/> Parent Participation</li> <li><input type="checkbox"/> District Level</li> </ul>		
Professional Development Plan				
Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Conduct parent, teacher, and student surveys	Taking the data gathered to work on the biggest area of weakness	SIP Committee PBIS Committee Administrators	Percentage of positive scores on the climate/culture questions	12/2023 5/2024



			increases.	
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Implement SEL directives from the district and PBIS Curriculum	Lesson plans Reset Room PBIS Activities	Success Coach Teachers Administrators	Reduction in behavior issues	10/2023 12/2023 3/2024 5/2024
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Share with parents newsletters, curriculum, upcoming events, and student concerns	Class Dojo Remind Power School Phone Calls Email Parent Meetings	Teachers Administrators Parents	Increase in participation in school functions, classroom volunteering, and parent meetings	10/2023 12/2023 3/2024 5/2024
<b>Quarterly Action Steps</b>	<b>Description of Action</b>	<b>Person Responsible</b>	<b>Evidence of Success</b>	<b>Date to Evaluate</b>
Provide Professional Development opportunities for staff	Staff Meetings PD Days	Teachers Administrators	Teachers implement strategies learned in lesson plans and teaching methods	10/2023 12/2023 3/2024 5/2024