



Fairmont Area Schools Educational Improvement Plan 2022-2023



Our Mission: *A leading and innovative school district preparing students to thrive today and excel tomorrow.*

Our Vision: *Inspired Learning for Life*

Our Core Values: **Tolerance *Honesty *Trust *Respect *Courage *Citizenship *Caring *Diligence
*Integrity *Loyalty *Fairness *Trustworthiness *Responsibility *Service*

The Fairmont Area Schools believe:

- *That integrity, trust, compassion, and open communication are the foundation of an excellent educational community.*
- *In supporting the needs of all learners in their pursuit of a future filled with meaning and purpose.*
- *That we are all lifelong learners and we strive to instill that passion in our students.*
- *That positive and open relationships with all students, parents, staff, and community are building blocks of our successful schools.*
- *That the true measure of success happens when our students leave our doors and continue accomplishing their goals.*
- *All students will be offered educational opportunities developed to meet their individual needs and interests.*

District Goal

By May of 2023, the proficiency gap between the **NON BIPOC STUDENTS and the **BIPOC STUDENTS** enrolled in grades 3-10 at Fairmont Area Schools on the **READING MCA** will decrease from **17% in 2022 to 14% in 2023** by increasing the proficiency rate of the groups as follows:**

- NON-BIPOC students from 53.1% in 2022 to 56.1% in 2023 and
- BIPOC students from 36.5% in 2022 to 42.5% in 2023

Plan for Meeting Student Achievement District Goal

Multi-Tiered System of Support (MTSS) (provides the system)

System of Multi-Tiered System of Support (MTSS):

- District
 - Established team participating in state provided trainings
 - Pre-learning of Restorative Practices
- Fairmont Elementary School
 - Student Support Team, Data Review and Collection
 - PBIS Team
 - SOAR Time
- Fairmont Junior/Senior High School
 - Student Support Team, Data Review and Collection
 - Tier One Teams
 - SOAR Time

PLCs and Professional Development

(provides the structure)

Structure for PLCs and Professional Development:

- PLCs Every Wednesday from 3:15 - 4:30
- PLCs During Cardinal Community Days
- PLC Leader Training
- Staff Meetings
- Professional Development Days: October 24, 2022, January 3, 2023, and February 17, 2023
- New Teacher Trainings
- 30-Minute Thursdays
- Coaching
- Observations

Fairmont Area Schools Six Focal Areas

(clarifies the work)

Equity/Culturally Responsive Practices | Tier One Instruction/Literacy | PLC Process/Data
Standards Based Grading, Reporting, Learning and Curricular Implementation | PBIS/Restorative
Practices | Professional Teaching Frameworks

Pre-Learning	Learning	Implementation	Sustaining
Culturally Responsive Practices	PLC Process/Data	FES/7th-8th: Standards-Based Grading	FES: Mindfulness & Growth Mindset
Restorative Practices	Tier One Instruction: Decision Making	Professional Teaching Frameworks	FAS: Top Twenty
Districtwide Writing Instruction & Process (note taking & summarizing)	Literacy FHS: Content Area Literacy		Kagan Structures
Systemic Literacy Practices	Literacy FES: Curriculum Implementation		
JSHS Literacy Plan	FHS: Standards-Based Learning		
Development of Common Commitments & Language used in Classrooms K-6; 7-12 (student outcomes, academic talk)	FES: PBIS		
Determine Kagan Structures to be used for reading, writing, inquiry (iReady & Mystery Science) and collaboration			

Our Responsibility: Develop and Adopt SMART Goals

Each PLC, site professional development team, and individual will adopt a SMART goal that supports the district literacy goal or greatest student need based on current students' assessments. Site leaders and administrators will work with PLC team leaders to develop these goals.

There are two major questions to consider when developing SMART goals and implementing strategies that support them:

How do we expect instruction to change?

How do we expect student achievement to change as a result of this instructional change?

Site SDCC chairs will report on site plans to provide professional development and support at the site level designed to help teachers meet their respective goals during the November and February SDCC meetings.

The following plan and supports are in place to address the three student achievement areas of emphasis:

Professional Development for Key Initiatives Come Through Our Site PD Groups

Each Site Staff Development team supports teacher learning through professional learning. Their goals are:

Elementary Site Goal:

- The percentage of all students in grades K-3 at Fairmont Elementary who are in the “low risk” and “exceeds” categories on the FAST aReading standardized assessment will increase from 47% in spring 2022 to 57% in spring 2023.

Junior-Senior High School Site Goal:

- The percentage of all students in grades 7-12 at Fairmont Junior/Senior High School who are in the “high risk” category on the FAST aReading standardized assessment will decrease from 14% in spring 2022 to 10% or less in spring 2023 and the “exceeds” category on the FAST aReading standardized assessment will increase from 28% in spring 2022 to 30% in spring 2023.

The Needs and Growth Goals for Our District

Reading and Literacy Emphasis

- Fairmont Area students obtain the reading and literacy skills necessary for continual learning, productive citizenship and creativity.
- Fairmont Area students continually strive to improve their reading and literacy skills in support of the on-going learning and citizenship process.

Need Analysis

Grades, assessment data, internal studies and discussions, and feedback from our business and higher educational communities point to the need for exceptional reading and literacy skills. All educators need to help our students improve reading and literacy achievement. Our indicators, when looked at in combination over time, indicate that 39% to 68% ([Long-term data review information](#)) of our students are able to read and comprehend independently at grade level with the 2022 proficiency percentages as follows:

- 2022 Fairmont Average 3rd - 44.2% State Average for 3rd Grade: 48.1%
- 2022 Fairmont Average 4th - 50.8% State Average for 4th Grade: 49.6%
- 2022 Fairmont Average 5th - 59.1% State Average for 5th Grade: 59.4%
- 2022 Fairmont Average 6th - 52.8% State Average for 6th Grade: 54.4%
- 2022 Fairmont Average 7th - 44.1% State Average for 7th Grade: 45.5%
- 2022 Fairmont Average 8th - 42.9% State Average for 8th Grade: 46.4%
- 2022 Fairmont Average 10th - 49.2% State Average for 10th Grade: 55.2%

Indicators of Success, Progress Monitoring and Student Expectations

When assessing this goal, use the following list as possible indicators of success of progress toward achievement.

Grade Level Proficiency: We expect to meet or exceed the state average in all MCA assessments. We expect to meet or exceed the state average of our Free and Reduced Lunch students and have a 3% growth in our BIPOC and Special Education students.

Annual Growth: We expect at least 70% of our students to meet their annual reading growth target as measured by the FastBridge Fall to Spring Reading assessments.

Accelerated Growth: We expect at least 70% of the students who are not proficient as measured by the MCA III Reading Assessments to demonstrate medium or high growth rate as measured by the MCA III assessment and the FastBridge Reading Fall to Spring results.

CBM Progress Monitoring Indicators: Specific Curriculum Based Measure (CBM) goals will be set and communicated for all students receiving Title, Special Education or Targeted Services.

Other Indicators:

- Participation
- Specific Discipline or Academic Referrals
- Quality of Work and Work Completion Indicators
- Independent Learner Indicators
- Staff, Parent and Community Satisfaction
- Next Grade Level Satisfaction
- Academic Student Engagement

Mathematics and Problem Solving Emphasis

- Fairmont Area students understand and apply math concepts and problem solving strategies to make informed decisions and to analyze and solve problems.
- Fairmont Area students strive to be creative thinkers who are able to engineer innovative solutions to new and existing problems.

Need Analysis

There is a continued emphasis on Science, Technology, Engineering and Mathematics (STEM) at the local, state and national level. At the core of this STEM initiative is a deep understanding of mathematics and science and the related analysis and problem solving processes. Our assessment data, internal studies and discussions indicate that we need to improve our math achievement. Our indicators, when looked at in combination over time, indicate that 35% to 74% ([Long-term data review information](#)) of our students are able to do mathematics at grade level with the following being the math and science proficiency levels for the 2022 MCA assessments:

Math

- 2022 Fairmont Average 3rd - 52.7% State Average for 3rd Grade: 59%
- 2022 Fairmont Average 4th - 62.1% State Average for 4th Grade: 56.4%
- 2022 Fairmont Average 5th - 39.8% State Average for 5th Grade: 43.1%
- 2022 Fairmont Average 6th - 37.6% State Average for 6th Grade: 39.3%
- 2022 Fairmont Average 7th - 26.8% State Average for 7th Grade: 37.6%
- 2022 Fairmont Average 8th - 35.2% State Average for 8th Grade: 40.1%
- 2022 Fairmont Average 10th - 38.9% State Average for 10th Grade: 36.6%

Science

- 2022 Fairmont Average 5th - 50.9% State Average for 5th Grade: 50%

- 2022 Fairmont Average 8th - 17.9% State Average for 8th Grade: 29.2%
- 2022 Fairmont Average HS - 35.4% State Average for HS: 45.6%

Indicators of Success, Progress Monitoring and Student Expectations

When assessing this goal, use the following list as possible indicators of success of progress toward achievement.

Grade Level Proficiency: We expect at least 85% of our students to be proficient in mathematics as measured by the MCA III mathematics assessment. We expect to make AYP as measured by the state in all areas. We expect 75% of our Free and Reduced Lunch students and 60% of our BIPOC and Special Education students to be proficient.

Annual Growth: We expect at least 70% of our students to meet their annual math growth target as measured by the FastBridge Assessment.

Accelerated Growth: We expect at least 70% of the students who are not proficient as measured by the MCA III Reading Assessments to demonstrate medium or high growth rate as measured by the MCA III assessment and the FastBridge Reading Fall to Spring results.

CBM Progress Monitoring Indicators: Specific CBM goals and results will be set and communicated for all students receiving Title, Special Education or Targeted Services. This will be done on a six week cycle.

Other Indicators:

- Participation
- Specific Discipline or Academic Referrals
- Quality of Work and Work Completion Indicators
- Independent Learner Indicators
- Staff, Parent and Community Satisfaction
- Next Grade Level Satisfaction
- Academic Student Engagement

Plan Development

Each year the Staff Development Curriculum Committee (SDCC), Administrative Cabinet, and School Board Representative, community representative, and student representatives meet to develop the Educational Improvement Plan for the district. The SDCC works with the Administrative Team to produce the initial EIP draft by the beginning of September. The Principal of Curriculum and Instruction presents this draft to the Cabinet, the teacher-led site leadership, and the board curriculum committee for discussion and revisions in September. By the first week of October the draft plan, as revised to date, is posted on the district web site and the process for final staff and community input begins. The SDCC, site – teacher leadership, and Education Minnesota Fairmont (EMF) leadership are responsible for ensuring that all teachers have access to this process. The EIP will be formally presented to the staff during the month of November. The final document will be formally approved by the SDCC by November 1 and by the school board on or before the second school board meeting in December. The superintendent will adjust these timelines if there is some problem with the process.

Measures of Academic Progress, Achievement Goals and Reporting

The Fairmont Area Schools Comprehensive Assessment Plan outlines the instruments and processes used by the district to measure academic performance. The SDCC, Cabinet and School Board Curriculum Committee reviews this plan annually. The four key data sources for tracking academic progress will be end of term and end of course grades, results from common or certified assessments, MCA results and and FastBridge results.

Performance goals and benchmarks for improvement will be set at both the district and site levels. The SDCC, Administrative Cabinet, and School Board Curriculum Committee establishes base-line achievement targets for the MCA and Fastbridge assessments each year in order to complete state and federal application and reporting requirements. Learning teams within each site will suggest base-line targets for grades and common/certified assessments as soon as adequate base trend data has been established.

The district follows current state AYP guidelines for tracking and reporting **school attendance and completion rates**. Attendance policies for individual students are established at each site. ([See Policy 503](#)) The targets are a 95% attendance rate for each site and a 90% attendance rate for free-reduced lunch, special education and ELL subgroups.

[Link to Attendance Data](#)

The district will need to work with leadership teams from each site to establish working advisory committees and **methods for measuring student, parent and community involvement, and satisfaction**. Limited student and parent surveys are currently administered and reported. The overall participation of parents and community members is not adequate.

A **data system** for electronically and hard copy reporting of academic progress, assessment results, attendance, and health and discipline information to parents has been established (Skyward and Viewpoint). The Administrative Cabinet and District Technology Committee are responsible for expanding and maintaining this system to support all of the reporting requirements suggested by this education improvement plan and by the [World's Best Workforce Plan](#). ([See Policy 616](#))

District Teacher Induction and Peer Assistance plans are established and administered by the District and an administrative leader. These plans establish initial support for teachers who are new to the district or who have been assigned to a significantly new position and for any teacher who requests assistance or support. Each principal oversees the PAR process in their respective sites.