ACIP

Fayette Elementary School

Fayette County Board of Education

Dr. Alicia Nalls, Principal
509 Second Street N. E.
Fayette, AL 35555

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Fayette Elementary School (FES) portrays a warm and positive atmosphere that serves 537 students, kindergarten through fourth grade, in northwest Alabama. The racial makeup of students at FES is 73% (393) Caucasian, 21% (113) African American, 3% (16) multi-racial, 2% (11) Hispanic, and .74% (4) Asian. Of the 537 students, 63% receive free or reduced lunch. The racial makeup of the faculty at FES is 90% Caucasian, and 10% African American.

The population of the city of Fayette is approximately 4,550. The city is 71% urban and 29% rural. The racial makeup of Fayette is 72.8% Caucasian, 24.2% African American, 1.4 % Hispanic, 1% multi-racial, .3% Asian, and .2% American Indian. The city's poverty rate is 23.3%. The estimated median household income is $28,158. The unemployment rate is 9.2%, which is higher than the state average.

Unique features at FES include, but not limited to, the new administrators (principal and assistant principal), the after school program "Stimulating Minds and Recognizing Talent" (SMART), meeting AYP goals every year, and 100% of teachers meeting the highly qualified status.

One of the major challenges at FES includes the loss of 40 students due to unemployment and industry in the last three years which, in turn, decreased teacher units. Because of this challenge, parent involvement is at a minimum. The faculty and staff at FES are working diligently to meet these challenges.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of FES is to help our students develop socially, emotionally, and cognitively, which describes the school's motto: "Fayette Elementary School - Where Children Come First." This motto helps promote the theme "Look closely and you will see there is a 'Leader in Me'."

The goal at FES is to prepare our students for the rigorous academic content they will be expected to master at the middle school level.

We believe all students can learn if they receive quality instruction in all content areas with appropriate support.

FES firmly believes in the three R's: I will be "RESPECTFUL," "RESPONSIBLE," and "RESOURCEFUL."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements

- Met Adequate Yearly Progress (AYP) expectations annually

- Six of nine English Learners (EL) exited the program spring of 2013

- Visually impaired student was first participant chosen for Camp Courage (The Camp Courage   vision is to inspire and create hope for children facing obstacles created by disabilities.)

- Aesthetics enhancement of 10 bathrooms, the stage, cafeteria area, and main halls

- Library renovations

- Beginning stages of the implementation of the "Leader in Me" process

- Pursuance of the one-to-one initiative

Areas of Improvement

- The academic areas of math and reading comprehension

- Improvement of staff and student character utilizing the "7 Habits of Highly Effective People" and "7 Habits of Happy Kids"

- Continue work on the one-to-one initiative

- Update technology

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

In order to engage a variety of stakeholders, parents and business leaders of our community were asked to be a part of the development of the school's improvement plan. These particular stakeholders were chosen because the school's leadership team felt they had the skills and knowledge needed to help our school develop and implement the plan in a timely fashion. These stakeholders were also chosen because they are positive members of the community. They will help to ensure that our students are equipped with what they need in order to be successful while at our school as well as when they transition to the middle school. At our initial meeting, stakeholders were told they were needed to assist us in deciding the needs of our school and how we could properly address these needs.

Meetings were held during the school day, as well as after school, so that all stakeholders would be given the opportunity to share valuable input. They have and continue to be an asset in helping our school grow academically and financially.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Representation from stakeholder groups included the FES Leadership Team, parents, and local business leaders. The leadership team's responsibility was to ensure that necessary data was available so that pertinent goals could be established and written using attainable measures. Each team member had a role as to whether he/she would input data, gather essential data, or provide feedback from discussions. The parent role was to assist in planning strategies and activities that would help the school follow the plan once it was implemented. Local business leaders were utilized to find ways that the community could help with the implementation stage of the plan relative to the financial side. All members voiced opinions, concerns, and provided ideas that would help make our plan successful.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was communicated to all stakeholders in several ways. Stakeholders were invited to a meeting to finalize the plan. Once the plan was completed, all stakeholders were given a copy of the finished product. A copy of the final plan was placed on the school website. If revisions were made to the plan throughout the year, all stakeholders were notified of these changes in a timely manner to allow for immediate feedback.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder Feedback Data was included for faculty, parents, and students.	Fayette Elementary School's Surveys

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Staff and parents had an overall average score that was above 4.

Staff: Purpose and Direction - #s 1, 4, and 5 from surveys

Parents: Teaching and Assessing Learning - #s 11, 15, 17, 19, and 22 from surveys
Resources and Support Systems - #s 24, 26, 27, and 32 from surveys

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The staff and parent stakeholders show increasing satisfaction by scoring an average of 4.25 (staff) and 4.22 (parents).

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The parent survey is consistent with findings from other stakeholder feedback sources such as the 2012-2013 Title I Parent School Survey.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The student survey indicated the overall lowest level of satisfaction or approval with an average score of 2.84.

Teaching and Assessing Learning - # 10 from survey

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Students: Teaching and Assessing Leaning - #10 from survey

Staff: Teaching and Assessing for Learning - #s 31, 35, 44, and 46 from survey

What are the implications for these stakeholder perceptions?

The students' perception according to the survey indicates that more activities should be offered for parent involvement. Fayette Elementary school will implement more parent activities such as parent workshops, family movie day/night, and PTO program.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The overall findings suggest positive feedback from stakeholders.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics   3

Sections
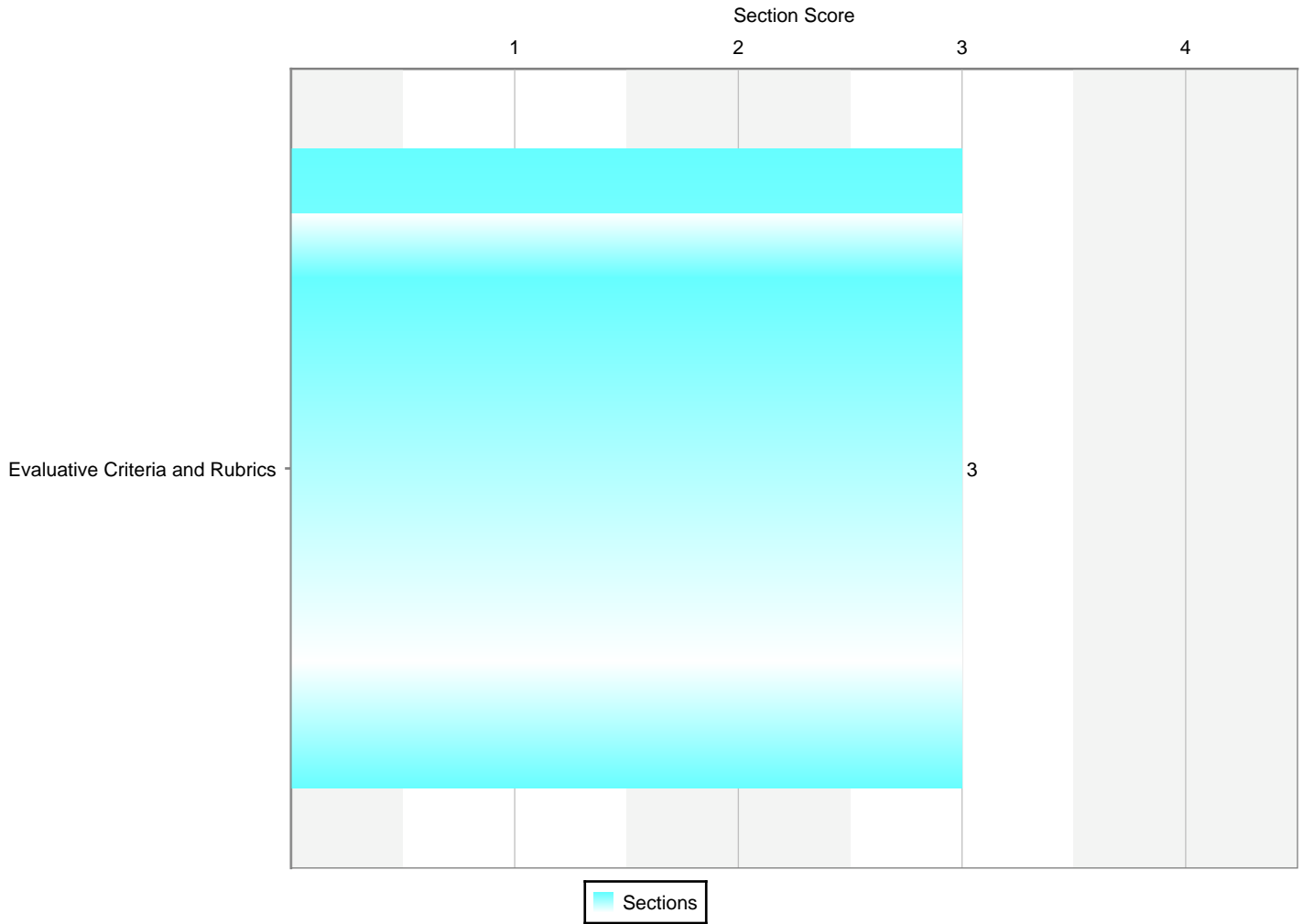
Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Documentation of Student Performance Data include: ~ Disaggregated Data (ARMT) ~Progress Over Time (ARMT) ~ Comparison of Sub-Groups (ARMT) ~ Comparison to School System (ARMT) ~ Comparison to Similar Schools (ARMT) ~ DIBELS Assessments	FES Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Reading

85% of our 2013 3rd grade students scored at levels three and four on the Alabama Reading and Math Test (ARMT).

89% of our 2013 4th grade students scored at levels three and four on the ARMT.

DIBELS - Kindergarten: Phoneme Segmentation (99%), Nonsense Word Fluency (98%)

1st Grade - Phoneme Segmentation (100%)

Describe the area(s) that show a positive trend in performance.

3rd Grade made significant increases in the area of comprehension: 7% in Literary/Recreational Materials and 1% in Functional and Textual/Informational Materials, which is an 8% gain in the total area of comprehension.

4th grade made a 10% gain in the area of Literary/Recreational Comprehension of Materials when comparing the same group of students from the 2011-12 school year to the 2012-13 school year. These students also made an 8% gain in Functional and Textual/Informational Comprehension.

Which area(s) indicate the overall highest performance?

ARMT 3rd Grade - Demonstrate Reading Vocabulary Knowledge

ARMT 4th Grade - Demonstrate Word Recognition Skills and Demonstrate Reading Vocabulary Knowledge

DIBELS Kindergarten - Phoneme Segmentation and Nonsense Words

DIBELS 1st Grade - Phoneme Segmentation

Which subgroup(s) show a trend toward increasing performance?

English Learners

special education

Between which subgroups is the achievement gap closing?

English Learners

special education

Blacks - Reading

Which of the above reported findings are consistent with findings from other data sources?

All of the above reported findings are consistent with findings from other data sources.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Math

Reading Comprehension

Describe the area(s) that show a negative trend in performance.

N/A

Which area(s) indicate the overall lowest performance?

Math - to recognize equivalent forms of fractions and decimals

Which subgroup(s) show a trend toward decreasing performance?

N/A

Between which subgroups is the achievement gap becoming greater?

N/A

Which of the above reported findings are consistent with findings from other data sources?

All of the above reported findings are consistent with findings from other data sources.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
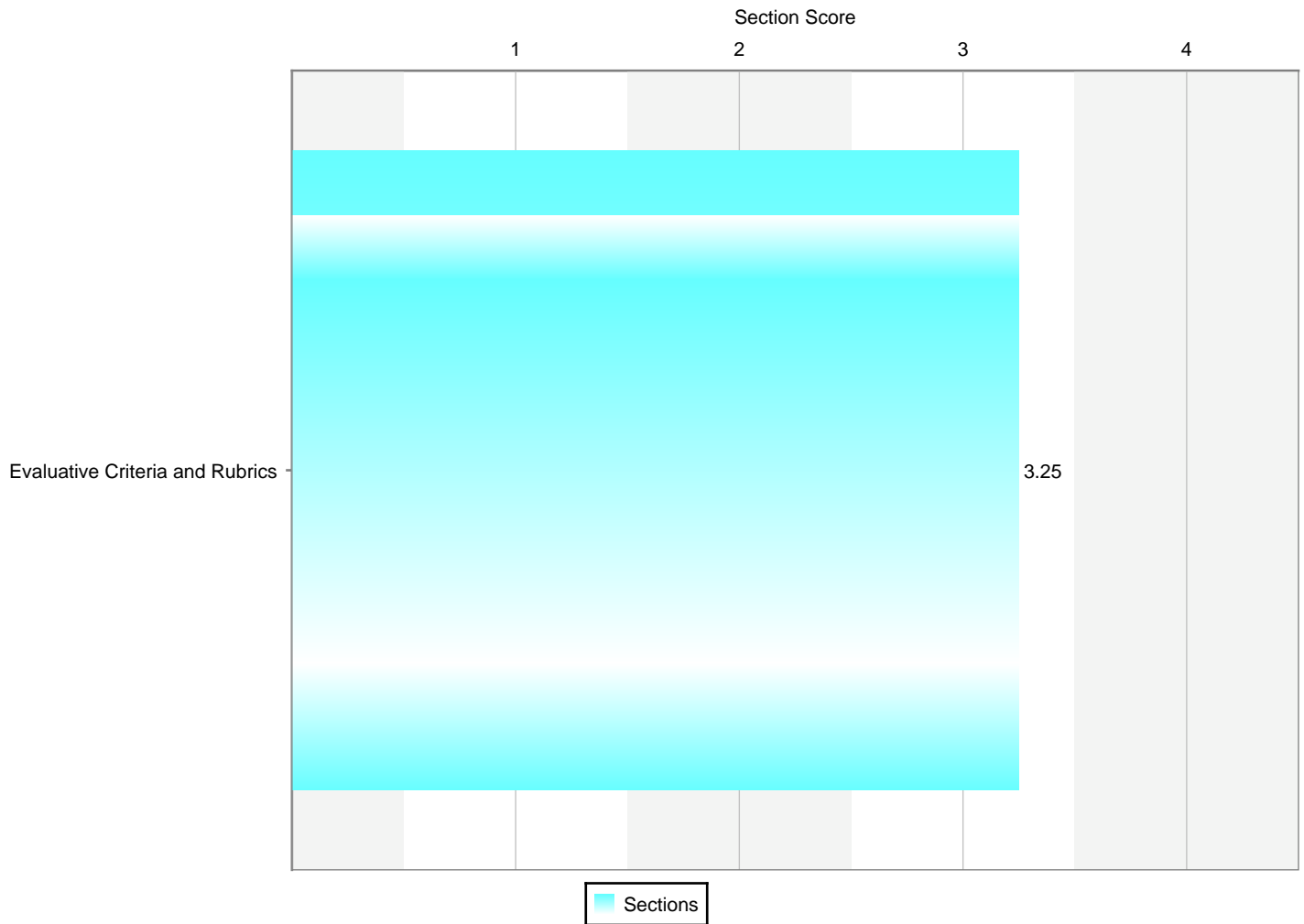
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The school leadership team is comprised of an array of members who can work collaboratively to ensure the proper completion of the Continuous Improvement Plan. The team listing is attached.	ACIP Signatures

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Fayette Elementary complies with all federal laws and regulations relative to discrimination.	Non-Discriminatory Statement

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Alicia Nalls is the designated employee who coordinates efforts to comply and carry out non-discrimination responsibilities. Dr. Alicia Nalls, Prinipal Fayette Elementary School 509 2nd Avenue, NW Fayette, Alabama 35555	Non-Discriminatory Statement

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Parent Involvement Policy for Fayette Elementary for the 2013-2014 school year is attached.	Parent Involvement Policy

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	The Fayette Elementary School Parent School Compact for the 2013-2014 school year is attached.	Parent Compact

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 1 Activities: 1	Academic	$0
2	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	All students at Fayette Elementary School will become proficient in the area of Math	Objectives: 2 Strategies: 5 Activities: 8	Academic	$0
5	All students at Fayette Elementary School will become proficient in the area of Reading Comprehension	Objectives: 1 Strategies: 3 Activities: 5	Academic	$0
6	All students at Fayette Elementary School will become accountable for their own learning.	Objectives: 2 Strategies: 3 Activities: 5	Organizational	$0

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in responsibly using technology in Reading by 05/23/2014 as measured by student observations and projects.

(shared) Strategy 1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create power points, blogs, pod casts, and videos	Technology	08/26/2013	05/23/2014	$0	No Funding Required	Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in responsibly using technology in Mathematics by 05/23/2014 as measured by student observations and projects.

(shared) Strategy 1:

standard based digital media - Students will expand their knowledge of using digital media resources.

Research Cited: ALSDE Technology Initiative

Activity - Digital Media Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create power points, blogs, pod casts, and videos	Technology	08/26/2013	05/23/2014	$0	No Funding Required	Teachers

Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

100% of All Students will demonstrate a proficiency using digital resources in Reading by 05/23/2014 as measured by informal observations.

Strategy 1:

Daily Exposure to Technology - The teacher will provide students with the use of a variety of technology on a daily basis.

Research Cited: ALSDE Technology Initiative

Activity - Projector Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the projector to create interactive lessons during reading.	Technology	08/26/2013	05/23/2014	$0	No Funding Required	Teachers

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a proficiency in using interactive digital curriculum materials aligned with CCRS by 05/23/2014 as measured by informal observations.

Strategy 1:

Utilize Go Math! Digital Resources - Teachers will incorporate the use of Think Central during whole group and individualized instruction.

Research Cited: ALSDE Technology Initiative

Activity - Think Central	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be engaged in interactive lessons and activities using Go Math! digital resources.	Technology	08/26/2013	05/23/2014	$0	No Funding Required	Teachers

Goal 4: All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

A total of 131 Third and Fourth grade students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in Mathematics by 05/20/2014 as measured by Global Scholar End of Year Assessment.

Strategy 1:

Global Scholar Data Dive - 3rd and 4th grade teachers will be trained on how to interpret the data from Global Scholar.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Training	Professional Learning	08/13/2013	05/20/2014	$0	No Funding Required	Principal and Lead Teachers

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and instructional coach attended training on Global Scholar Performance Series	Professional Learning	06/24/2013	06/24/2013	$0	No Funding Required	Principal and instructional coach

(shared) Strategy 2:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the

Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0	No Funding Required	Teachers of kindergarten through 4th grade

(shared) Strategy 3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who

need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0	No Funding Required	Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0	No Funding Required	Math teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0	No Funding Required	Math teachers

(shared) Strategy 4:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0	No Funding Required	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

(shared) Strategy 5:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0	No Funding Required	Math team leaders

Measurable Objective 2:

100% of Kindergarten, First and Second grade students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/09/2014 as measured by Middle and end of the year Go MATH! assessments..

(shared) Strategy 1:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the

Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0	No Funding Required	Teachers of kindergarten through 4th grade

(shared) Strategy 2:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who

need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0	No Funding Required	Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0	No Funding Required	Math teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0	No Funding Required	Math teachers

(shared) Strategy 3:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0	No Funding Required	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

(shared) Strategy 4:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0	No Funding Required	Math team leaders

Goal 5: All students at Fayette Elementary School will become proficient in the area of Reading Comprehension

Measurable Objective 1:

100% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in comprehension in Reading by 05/23/2014 as measured by scores from Global Scholar, Progress Monitoring, Scott Foreman's Unit Tests, and Accelerated Reader tests..

Strategy 1:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide explicit instruction to low performing students.	Direct Instruction	08/19/2013	05/23/2014	$0	No Funding Required	Teachers and intervention teacher

Strategy 2:

Levelized Reading Centers - Teachers will prepare centers to provide practice for students on their reading levels.

Research Cited: Alabama Reading Initiative (ARI) and Scott Foreman's Reading Series

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graphic Organizers will be utilized in centers after whole group instruction to assist students in classifying, problem solving, and communicating more effectively.	Academic Support Program	08/19/2013	05/23/2014	$0	No Funding Required	All teachers

Activity - Partner Reading and Retell of Story	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0	No Funding Required	Teachers

Activity - Listening Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of non-fiction text will be strengthened in the library media center as well as classroom listening centers. Students will be actively engaged by listening to the weekly Scott Foresman story as deemed by teacher. The center will, also, offer a variety of strategies to enhance comprehension such as sequencing of events, visualizing, cause and effect, etc.	Academic Support Program	08/19/2013	05/23/2014	$0	No Funding Required	Teachers and instructional coach

Strategy 3:

Retelling - Students will reflect on the text and make distinctions between the actual words on the page and the meaning behind them as a post-reading activity.

Research Cited: Alabama Reading Initiative (ATI) and Scott Foresman Reading Series

Activity - Teacher-Directed Retelling Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of researched-based retelling strategies to improve comprehension.	Direct Instruction	10/21/2013	05/23/2014	$0	No Funding Required	Teachers, instructional coach, and intervention coach

Goal 6: All students at Fayette Elementary School will become accountable for their own learning.

Measurable Objective 1:

complete a portfolio or performance created by individual students by 05/22/2014 as measured by performance, attendance, and discipline..

Strategy 1:

Data Notebooks - Students will use data notebooks to chart reading and math performance assessments, daily attendance and behavior through the use of charts and graphs.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Student Documentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will chart or graph daily attendance and behavior as well as weekly performance tests.	Academic Support Program	08/19/2013	05/23/2014	$0	No Funding Required	Teachers

Activity - Pair and Share	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the data notebooks home each Tuesday and share their results with parents.	Parent Involvement	09/03/2013	05/23/2014	$0	No Funding Required	Teachers

Measurable Objective 2:

collaborate to incorporate Steven Covey's "The 7 Habits of Highly Effective People." by 05/23/2014 as measured by demonstration of student improvement of character..

Strategy 1:

Teacher-Directed Lessons - The teachers will collaborate during grade levels meetings to plan lessons based on the seven habits.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Explicit Teacher-Directed Lesson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deliver lessons based the seven habits throughout the year	Direct Instruction	01/13/2014	05/23/2014	$0	No Funding Required	Teachers

Strategy 2:

Resource Involvement - All school personnel will bring awareness of and model the seven habits.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Proactive Principal's Passports to Good Character	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will shares quality character traits during morning announcements	Behavioral Support Program	08/19/2013	05/23/2014	$0	No Funding Required	Principal

Activity - Counselor's Contagious Character Traits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor will present guidance lessons centered on the seven habits.	Behavioral Support Program	09/03/2013	05/23/2014	$0	No Funding Required	Counselor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group	Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0	Teachers
Student Documentation	Students will chart or graph daily attendance and behavior as well as weekly performance tests.	Academic Support Program	08/19/2013	05/23/2014	$0	Teachers
Small Group	Teachers will provide explicit instruction to low performing students.	Direct Instruction	08/19/2013	05/23/2014	$0	Teachers and intervention teacher
Listening Center	The use of non-fiction text will be strengthened in the library media center as well as classroom listening centers. Students will be actively engaged by listening to the weekly Scott Foresman story as deemed by teacher. The center will, also, offer a variety of strategies to enhance comprehension such as sequencing of events, visualizing, cause and effect, etc.	Academic Support Program	08/19/2013	05/23/2014	$0	Teachers and instructional coach
Explicit Teacher-Directed Lesson	Teachers will deliver lessons based the seven habits throughout the year	Direct Instruction	01/13/2014	05/23/2014	$0	Teachers
Global Scholar Data Dive	Teacher Training	Professional Learning	08/13/2013	05/20/2014	$0	Principal and Lead Teachers
Graphic Organizers	Graphic Organizers will be utilized in centers after whole group instruction to assist students in classifying, problem solving, and communicating more effectively.	Academic Support Program	08/19/2013	05/23/2014	$0	All teachers
Analyzing Math Standards	Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0	Math team leaders
RtI Recommendation	The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

Partner Reading and Retell of Story	Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0	Teachers
Teacher Training	All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0	Math teachers
Projector Usage	Teachers will incorporate the projector to create interactive lessons during reading.	Technology	08/26/2013	05/23/2014	$0	Teachers
Proactive Principal's Passports to Good Character	The principal will shares quality character traits during morning announcements	Behavioral Support Program	08/19/2013	05/23/2014	$0	Principal
Teacher-Directed Retelling Activities	Teachers will utilize a variety of researched-based retelling strategies to improve comprehension.	Direct Instruction	10/21/2013	05/23/2014	$0	Teachers, instructional coach, and intervention coach
Counselor's Contagious Character Traits	The counselor will present guidance lessons centered on the seven habits.	Behavioral Support Program	09/03/2013	05/23/2014	$0	Counselor
Math Centers	Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0	Teachers of kindergarten through 4th grade
Digital Media Projects	Students will create power points, blogs, pod casts, and videos	Technology	08/26/2013	05/23/2014	$0	Teachers
Pair and Share	Students will take the data notebooks home each Tuesday and share their results with parents.	Parent Involvement	09/03/2013	05/23/2014	$0	Teachers
Global Scholar Training	Principal and instructional coach attended training on Global Scholar Performance Series	Professional Learning	06/24/2013	06/24/2013	$0	Principal and instructional coach
Teacher Training	Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0	Math teachers
Think Central	Students will be engaged in interactive lessons and activities using Go Math! digital resources.	Technology	08/26/2013	05/23/2014	$0	Teachers
				Total	$0	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

Meetings were held with the leadership team to analyze pertinent school data, ARMT, DIBELS, ACCESS, Global Scholar, attendance, and discipline. Common planning, grade-level data meetings, RtI Problem-Solving Teams, and faculty meetings were utilized to analyze all data and determine needs. Teachers also used the Scott-Foresman end-of-year assessment test. DIAL-3 test was used in assessing new Kindergarten students during Kindergarten registration.

The ACIP will be reviewed at all of these meetings, and the team will meet four times during the 2013-2014 school year to review and update the ACIP.

What were the results of the comprehensive needs assessment?

~ 89% of 2013 4th graders are proficient in reading
~85% of 2013 3rd graders are proficient in reading
~99% of 2013 Kindergarten students are proficient in phoneme segmentation
~96% of 2013 Kindergarten students are proficient in letter naming
~98% of 2013 Kindergarten students are proficient in nonsense words
~100% of 2013 1st graders are proficient in phoneme segmentation
~81% of 2013 1st graders are proficient in nonsense words
~79% of 2013 1st graders are proficient in oral reading fluency
~67% of 2013 2nd graders are proficient in oral reading fluency
~79% of 2013 4th graders are proficient in math
~78% of 2013 3rd graders are proficient in math
~Six out of nine students exited the EL program
~ 48 office discipline referrals

What conclusions were drawn from the results?

Even though notable gains have been made in the area of reading comprehension, this area continues to be a focus for our school.
Our EL students made great gains with 6 out of 9 students exiting the program. We will continue to use after school tutoring.
Due to the math data, it will be a focus of instruction.
Positive Behavior Support (PBS) has been proven to be an effective form of altering and promoting positive behavior due to the decline of discipline office referrals.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

As a result of analyzing surveys, the Leadership Team concludes that the overall perception of FES is positive. Students are consistently showing progress in reading, however students are deficient in showing mastery of math standards. Enrollment in the SMART program is at an all-time high due to its effective assistance with homework and tutoring. School-wide enrollment has decreased 40 students in the past three years because of economic hardships in our community.

How are the school goals connected to priority needs and the needs assessment?

Our school goals are directly tied to the needs assessment.

How do the goals portray a clear and detailed analysis of multiple types of data?

The Leadership Team used multiple types of data including progress monitoring, Global Scholar assessment, reading and math assessments, DIBELS, and ARMT to determine the school goals.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals address the whole school population by differentiating instruction in all content areas. Disadvantaged students are provided intensive instruction during reading and math.

Component 2: Schoolwide Reform Strategies

Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards?

Goal 1:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/09/2014 as measured by Middle and end of the year Go MATH! assessments..

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0 - No Funding Required	Math teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0 - No Funding Required	Math teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Strategy2:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Strategy3:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Measurable Objective 2:

A total of 131 All Students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in Mathematics by 05/20/2014 as measured by Global Scholar End of Year Assessment.

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0 - No Funding Required	Math teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

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Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy3:

Global Scholar Data Dive - 3rd and 4th grade teachers will be trained on how to interpret the data from Global Scholar.

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach attended training on Global Scholar Performance Series	Professional Learning	06/24/2013	06/24/2013	$0 - No Funding Required	Principal and instructional coach

Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training	Professional Learning	08/13/2013	05/20/2014	$0 - No Funding Required	Principal and Lead Teachers

Strategy4:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Goal 2:

All students at Fayette Elementary School will become proficient in the area of Reading Comprehension

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in comprehension in Reading by 05/23/2014 as measured by scores from Global Scholar, Progress Monitoring, Scott Foreman's Unit Tests, and Accelerated Reader tests..

Strategy1:

Retelling - Students will reflect on the text and make distinctions between the actual words on the page and the meaning behind them as a post-reading activity.

Research Cited: Alabama Reading Initiative (ATI) and Scott Foresman Reading Series

Activity - Teacher-Directed Retelling Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of researched-based retelling strategies to improve comprehension.	Direct Instruction	10/21/2013	05/23/2014	$0 - No Funding Required	Teachers, instructional coach, and intervention coach

Strategy2:

Levelized Reading Centers - Teachers will prepare centers to provide practice for students on their reading levels.

Research Cited: Alabama Reading Initiative (ARI) and Scott Foreman's Reading Series

Activity - Partner Reading and Retell of Story	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0 - No Funding Required	Teachers

Activity - Listening Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of non-fiction text will be strengthened in the library media center as well as classroom listening centers. Students will be actively engaged by listening to the weekly Scott Foreman story as deemed by teacher. The center will, also, offer a variety of strategies to enhance comprehension such as sequencing of events, visualizing, cause and effect, etc.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and instructional coach

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic Organizers will be utilized in centers after whole group instruction to assist students in classifying, problem solving, and communicating more effectively.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	All teachers

Strategy3:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and intervention teacher

Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction?

Goal 1:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/09/2014 as measured by Middle and end of the year Go MATH! assessments..

Strategy1:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Strategy2:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0 - No Funding Required	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

Strategy3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0 - No Funding Required	Math teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0 - No Funding Required	Math teachers

Strategy4:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Measurable Objective 2:

A total of 131 All Students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in Mathematics by 05/20/2014 as measured by Global Scholar End of Year Assessment.

Strategy1:

Global Scholar Data Dive - 3rd and 4th grade teachers will be trained on how to interpret the data from Global Scholar.

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach attended training on Global Scholar Performance Series	Professional Learning	06/24/2013	06/24/2013	$0 - No Funding Required	Principal and instructional coach

Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training	Professional Learning	08/13/2013	05/20/2014	$0 - No Funding Required	Principal and Lead Teachers

Strategy2:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0 - No Funding Required	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

Strategy3:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Strategy4:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance

in math skills based on the Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy5:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group

instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0 - No Funding Required	Math teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0 - No Funding Required	Math teachers

Goal 2:

All students at Fayette Elementary School will become proficient in the area of Reading Comprehension

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in comprehension in Reading by 05/23/2014 as measured by scores from Global

Scholar, Progress Monitoring, Scott Foreman's Unit Tests, and Accelerated Reader tests..

Strategy1:

Levelized Reading Centers - Teachers will prepare centers to provide practice for students on their reading levels.

Research Cited: Alabama Reading Initiative (ARI) and Scott Foreman's Reading Series

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic Organizers will be utilized in centers after whole group instruction to assist students in classifying, problem solving, and communicating more effectively.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	All teachers

Activity - Listening Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of non-fiction text will be strengthened in the library media center as well as classroom listening centers. Students will be actively engaged by listening to the weekly Scott Foresman story as deemed by teacher. The center will, also, offer a variety of strategies to enhance comprehension such as sequencing of events, visualizing, cause and effect, etc.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and instructional coach

Activity - Partner Reading and Retell of Story	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0 - No Funding Required	Teachers

Strategy2:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and intervention teacher

Strategy3:

Retelling - Students will reflect on the text and make distinctions between the actual words on the page and the meaning behind them as a

post-reading activity.

Research Cited: Alabama Reading Initiative (ATI) and Scott Foresman Reading Series

Activity - Teacher-Directed Retelling Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of researched-based retelling strategies to improve comprehension.	Direct Instruction	10/21/2013	05/23/2014	$0 - No Funding Required	Teachers, instructional coach, and intervention coach

Goal 3:

All students at Fayette Elementary School will become accountable for their own learning.

Measurable Objective 1:

complete a portfolio or performance created by individual students by 05/22/2014 as measured by performance, attendance, and discipline..

Strategy1:

Data Notebooks - Students will use data notebooks to chart reading and math performance assessments, daily attendance and behavior

through the use of charts and graphs.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Student Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will chart or graph daily attendance and behavior as well as weekly performance tests.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Activity - Pair and Share	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the data notebooks home each Tuesday and share their results with parents.	Parent Involvement	09/03/2013	05/23/2014	$0 - No Funding Required	Teachers

Measurable Objective 2:

collaborate to incorporate Steven Covey's "The 7 Habits of Highly Effective People." by 05/23/2014 as measured by demonstration of student

improvement of character..

Strategy1:

Teacher-Directed Lessons - The teachers will collaborate during grade levels meetings to plan lessons based on the seven habits.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Explicit Teacher-Directed Lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver lessons based the seven habits throughout the year	Direct Instruction	01/13/2014	05/23/2014	$0 - No Funding Required	Teachers

Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment?

Goal 1:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

A total of 131 All Students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in

Mathematics by 05/20/2014 as measured by Global Scholar End of Year Assessment.

Strategy1:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0 - No Funding Required	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

Strategy2:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Strategy3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group

instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0 - No Funding Required	Math teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0 - No Funding Required	Math teachers

Strategy4:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy5:

Global Scholar Data Dive - 3rd and 4th grade teachers will be trained on how to interpret the data from Global Scholar.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training	Professional Learning	08/13/2013	05/20/2014	$0 - No Funding Required	Principal and Lead Teachers

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach attended training on Global Scholar Performance Series	Professional Learning	06/24/2013	06/24/2013	$0 - No Funding Required	Principal and instructional coach

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/09/2014 as measured by Middle and end of the year Go MATH! assessments..

Strategy1:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy2:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Strategy3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group

instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0 - No Funding Required	Math teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0 - No Funding Required	Math teachers

Strategy4:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0 - No Funding Required	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

Goal 2:

All students at Fayette Elementary School will become proficient in the area of Reading Comprehension

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in comprehension in Reading by 05/23/2014 as measured by scores from Global Scholar, Progress Monitoring, Scott Foreman's Unit Tests, and Accelerated Reader tests..

Strategy1:

Retelling - Students will reflect on the text and make distinctions between the actual words on the page and the meaning behind them as a post-reading activity.

Research Cited: Alabama Reading Initiative (ATI) and Scott Foresman Reading Series

Activity - Teacher-Directed Retelling Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of researched-based retelling strategies to improve comprehension.	Direct Instruction	10/21/2013	05/23/2014	$0 - No Funding Required	Teachers, instructional coach, and intervention coach

Strategy2:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and intervention teacher

Strategy3:

Levelized Reading Centers - Teachers will prepare centers to provide practice for students on their reading levels.

Research Cited: Alabama Reading Initiative (ARI) and Scott Foreman's Reading Series

Activity - Listening Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of non-fiction text will be strengthened in the library media center as well as classroom listening centers. Students will be actively engaged by listening to the weekly Scott Foresman story as deemed by teacher. The center will, also, offer a variety of strategies to enhance comprehension such as sequencing of events, visualizing, cause and effect, etc.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and instructional coach

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic Organizers will be utilized in centers after whole group instruction to assist students in classifying, problem solving, and communicating more effectively.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	All teachers

Activity - Partner Reading and Retell of Story	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0 - No Funding Required	Teachers

Identify the strategies in the schoolwide plan that provide an enriched and accelerated curriculum for select students and support progress for all students?

Goal 1:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/09/2014 as measured by Middle and end of the year Go MATH! assessments..

Strategy1:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Strategy2:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Measurable Objective 2:

A total of 131 All Students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in Mathematics by 05/20/2014 as measured by Global Scholar End of Year Assessment.

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Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0 - No Funding Required	Teachers

Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support?

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Strategy4:

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Levelized Reading Centers - Teachers will prepare centers to provide practice for students on their reading levels.

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Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0 - No Funding Required	Teachers

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic Organizers will be utilized in centers after whole group instruction to assist students in classifying, problem solving, and communicating more effectively.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	All teachers

Strategy3:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and intervention teacher

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All paraprofessionals are highly qualified according to the NCLB requirements.	Highly Qualified Paras at Fayette Elementary School

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	All teachers at Fayette Elementary meet the highly qualified status.	Fayette Elementary Highly Qualified Teacher List

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

At Fayette Elementary School, teachers provide high-quality instruction through the use of common planning and data meetings. They meet weekly to ensure that the curriculum is adhered to and the data (once reviewed) is used to drive instruction.

Component 4: Strategies to Attract Highly Qualified Teachers

What is the school's teacher turnover rate for this school year?

2 retirees

2 transfers

What is the experience level of key teaching and learning personnel?

An average of 18 years experience

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Because Fayette Elementary School provides a family-based working environment, many teachers are attracted to the community.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

We are not aware of any specific initiatives provided by our district.

If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

No, Fayette Elementary School does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Goal 1:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/09/2014 as measured by Middle and end of the year Go MATH! assessments..

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will attend the CCRS content/practice standards training	Professional Learning	10/08/2013	10/30/2013	$0 - No Funding Required	Math teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0 - No Funding Required	Math teachers

Strategy2:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

Research Cited: GO MATH! series

Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Measurable Objective 2:

A total of 131 All Students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in Mathematics by 05/20/2014 as measured by Global Scholar End of Year Assessment.

Strategy1:

Math Team Leader Training - Team leaders will identify professional development needs in the area of math.

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Activity - Analyzing Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Math teachers will learn how to incorporate formative assessments into GO MATH!	Professional Learning	08/14/2013	08/14/2013	$0 - No Funding Required	Math teachers

Strategy3:

Global Scholar Data Dive - 3rd and 4th grade teachers will be trained on how to interpret the data from Global Scholar.

Research Cited: Global Scholar

Activity - Global Scholar Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach attended training on Global Scholar Performance Series	Professional Learning	06/24/2013	06/24/2013	$0 - No Funding Required	Principal and instructional coach

Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training	Professional Learning	08/13/2013	05/20/2014	$0 - No Funding Required	Principal and Lead Teachers

Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are

included in the schoolwide plan?

Goal 1:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

A total of 131 All Students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in

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Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training	Professional Learning	08/13/2013	05/20/2014	$0 - No Funding Required	Principal and Lead Teachers

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Team leaders will analyze math standards and recommend professional development needs	Professional Learning	08/16/2013	08/16/2013	$0 - No Funding Required	Math team leaders

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

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Activity - Partner Reading and Retell of Story	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0 - No Funding Required	Teachers

Activity - Listening Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of non-fiction text will be strengthened in the library media center as well as classroom listening centers. Students will be actively engaged by listening to the weekly Scott Foresman story as deemed by teacher. The center will, also, offer a variety of strategies to enhance comprehension such as sequencing of events, visualizing, cause and effect, etc.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and instructional coach

Strategy3:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and intervention teacher

Goal 3:

All students at Fayette Elementary School will become accountable for their own learning.

Measurable Objective 1:

collaborate to incorporate Steven Covey's "The 7 Habits of Highly Effective People." by 05/23/2014 as measured by demonstration of student improvement of character..

Strategy1:

Teacher-Directed Lessons - The teachers will collaborate during grade levels meetings to plan lessons based on the seven habits.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Explicit Teacher-Directed Lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will deliver lessons based the seven habits throughout the year	Direct Instruction	01/13/2014	05/23/2014	$0 - No Funding Required	Teachers

Strategy2:

Resource Involvement - All school personnel will bring awareness of and model the seven habits.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Proactive Principal's Passports to Good Character	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will shares quality character traits during morning announcements	Behavioral Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Principal

Activity - Counselor's Contagious Character Traits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will present guidance lessons centered on the seven habits.	Behavioral Support Program	09/03/2013	05/23/2014	$0 - No Funding Required	Counselor

Describe how this professional development is "sustained and ongoing."

The professional development activities are sustained through participation in opportunities provided by the UA-UWA In-Service Center and the school district.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

There are two yearly meetings where parents are given an opportunity to make suggestions for the plan and probable changes that might be needed. They are also given a chance to ask questions to ensure they fully understand what the plan entaisl as well as how and when the plan will be implemented.

How were parents involved in the implementation of the schoolwide plan?

Parents participated in the teacher/parent conference day. Workshops are offered throughout the year to help parents with concerns and to make them aware of how different programs work within the school setting. The Parent Involvement Policy was sent home at the beginning of the school year to inform parents of how the school operates and what they can do in order to ensure the success of their children. They are requested to sign and return the policy.

How were parents involved in the evaluation of the schoolwide plan?

Parent surveys were sent home at the end of the school year. These surveys help the school identify areas that might need improvement as well as areas that are working well.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f)?

Fayette Elementary School sends home end of the year surveys to parents in order for them to evaluate the effectiveness of the Parental Involvement Policy. The surveys are analyzed looking for areas where parents might need a better understanding of how the school implements the policy. After surveys are analyzed, the Parent Involvement Coordinator holds a meeting to address these concerns/ barriers as well as ways to improve.

How will the parent involvement component of the schoolwide plan be evaluated?

The parent involvement component of the schoolwide plan will be evaluated through the use of parent surveys and a meeting to openly address these concerns.

How will the results of the evaluation be used to improve the schoolwide program?

After a careful review of the parent surveys, the leadership team will meet to address the concerns and develop strategies to improve focused areas.

How was the school-parent compact developed?

The school-parent compact was developed by the faculty and parents of Fayette Elementary School after the stakeholders met and discussed areas of responsibility for the school, parents and students. Improvement of student achievement and how parents will develop a partnership to help their children achieve the state's high standards was included in the compact. A review is held annually to make adjustments to the compact.

How is the parent compact used at elementary-level parent teacher conferences?

At parent/teacher conferences, the compact is reviewed to remind parents and teachers of their shared responsibility to ensure student academic success.

How is the parent compact shared with middle school or high school parents (depending on the grade span of the school)?

N/A

How does the school provide individual student academic assessment results in a language the parents can understand?

The school provides individual student academic assessment results through the use of data notebooks sent home weekly.

Component 7: Transition Strategies

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Goal 1:

All students at Fayette Elementary School will become proficient in the area of Math

Measurable Objective 1:

A total of 131 All Students will demonstrate a proficiency on the end of the year Global Scholar Performance Series Assessment in

Mathematics by 05/20/2014 as measured by Global Scholar End of Year Assessment.

Strategy1:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance

in math skills based on the Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy2:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0 - No Funding Required	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

Strategy3:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group

instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Strategy4:

Global Scholar Data Dive - 3rd and 4th grade teachers will be trained on how to interpret the data from Global Scholar.

Research Cited: Global Scholar

Activity - Global Scholar Data Dive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Training	Professional Learning	08/13/2013	05/20/2014	$0 - No Funding Required	Principal and Lead Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in College and Career Ready Standards in Mathematics by 05/09/2014 as measured by Middle and end of the year Go MATH! assessments..

Strategy1:

Math Intervention - Teachers will provide math intervention to struggling students. The intervention teacher will, also, provide small group instruction to students who need tier 3 math instruction.

Research Cited: GO MATH! math series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction according to identified weaknesses.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Strategy2:

Think Central - Think Central offers teachers research-based lessons and individual practice opportunities to improve student performance in math skills based on the Alabama State Content standards.

Research Cited: GO MATH! math series

Activity - Math Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design math centers to reinforce whole group instruction which will include utilizing Think Central.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers of kindergarten through 4th grade

Strategy3:

RtI Problem Solving Team - Teachers will refer students that are deficient in math standards.

Research Cited: GO MATH! assessments

Activity - RtI Recommendation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI Team will collaborate to determine ways to assist students in meeting mathematical goals.	Academic Support Program	10/03/2013	04/09/2014	$0 - No Funding Required	Teachers, counselor, instructional coach, intervention teacher, principal, assistant principal

Goal 2:

All students at Fayette Elementary School will become proficient in the area of Reading Comprehension

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in comprehension in Reading by 05/23/2014 as measured by scores from Global

Scholar, Progress Monitoring, Scott Foreman's Unit Tests, and Accelerated Reader tests..

Strategy1:

Levelized Reading Centers - Teachers will prepare centers to provide practice for students on their reading levels.

Research Cited: Alabama Reading Initiative (ARI) and Scott Foreman's Reading Series

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Graphic Organizers will be utilized in centers after whole group instruction to assist students in classifying, problem solving, and communicating more effectively.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	All teachers

Activity - Listening Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of non-fiction text will be strengthened in the library media center as well as classroom listening centers. Students will be actively engaged by listening to the weekly Scott Foresman story as deemed by teacher. The center will, also, offer a variety of strategies to enhance comprehension such as sequencing of events, visualizing, cause and effect, etc.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and instructional coach

Activity - Partner Reading and Retell of Story	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will partner read and retell the story through drawing or writing about the main idea.	Academic Support Program	10/21/2013	10/25/2013	$0 - No Funding Required	Teachers

Strategy2:

Intervention - Teachers will provide explicit instruction to low performing students.

Research Cited: Scott Foreman's Reading Series

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit instruction to low performing students.	Direct Instruction	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers and intervention teacher

Strategy3:

Retelling - Students will reflect on the text and make distinctions between the actual words on the page and the meaning behind them as a post-reading activity.

Research Cited: Alabama Reading Initiative (ATI) and Scott Foresman Reading Series

Activity - Teacher-Directed Retelling Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of researched-based retelling strategies to improve comprehension.	Direct Instruction	10/21/2013	05/23/2014	$0 - No Funding Required	Teachers, instructional coach, and intervention coach

Goal 3:

All students at Fayette Elementary School will become accountable for their own learning.

Measurable Objective 1:

collaborate to incorporate Steven Covey's "The 7 Habits of Highly Effective People." by 05/23/2014 as measured by demonstration of student improvement of character..

Strategy1:

Resource Involvement - All school personnel will bring awareness of and model the seven habits.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Counselor's Contagious Character Traits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor will present guidance lessons centered on the seven habits.	Behavioral Support Program	09/03/2013	05/23/2014	$0 - No Funding Required	Counselor

Measurable Objective 2:

complete a portfolio or performance created by individual students by 05/22/2014 as measured by performance, attendance, and discipline..

Strategy1:

Data Notebooks - Students will use data notebooks to chart reading and math performance assessments, daily attendance and behavior through the use of charts and graphs.

Research Cited: Steven Covey's book, "The Leader in Me"

Activity - Pair and Share	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the data notebooks home each Tuesday and share their results with parents.	Parent Involvement	09/03/2013	05/23/2014	$0 - No Funding Required	Teachers

Activity - Student Documentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will chart or graph daily attendance and behavior as well as weekly performance tests.	Academic Support Program	08/19/2013	05/23/2014	$0 - No Funding Required	Teachers

Component 8: Teacher Participation in Making Assessment Decisions

How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Through collaboration among peers, teachers provide input about assessments.

How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

*Monthly data meetings
*Weekly reading tests
*Math chapter tests
*Weekly common planning used to drive instruction
*Data notebooks
*Analyzing summative assessments

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

*Problem solving team meetings

*Monthly data meetings

*Analyzing summative assessments

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Fayette Elementary School follows the school and district RtI plan.

Teachers immediately begin intervention strategies as soon as struggling students are identified.

An intervention teacher provides tier III instruction in reading and math.

How are students' individual needs being addressed through differentiated instruction in the classroom?

*Differentiated centers in math and reading

*Small group instruction

*School-wide protected intervention time

*Technology

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

The after-school program, SMART, provides daily tutoring and allotted homework time to reinforce mastery of math and reading standards taught in the regular classroom. Title I provides funding to enhance learning with materials such as technology, books, learning games, and additional adult educators. The Child Nutrition Program (CNP) provides students with healthy, nutritious meals which are proven to stimulate learning. The EL program provides tutoring for English learners three hours weekly to improve understanding of spoken and written English vocabulary, which aids in attainment of reading and math standards. These resources help to achieve the school-wide goals.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

SMART provides tutoring and homework time daily, a healthy snack to stimulate thinking and learning, and collaboration with the classroom teacher to ensure student achievement.
Title 1 provides funds which are used to purchase educational materials and additional teacher units/paraprofessionals to enhance learning.
CNP feeds children breakfast and lunch daily to fuel minds for learning.
The EL program prepares students by implementing English language lessons and activities to enhance fluency and understanding.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Violence prevention programs are provided through the local police department in grades three and four as needed. The Children's Advocacy Center provides services for Kindergarten through second grade.
CNP feeds children breakfast and lunch daily to fuel minds for learning.
Head Start collaborates with the school staff to ensure preschool students are prepared for the transition to kindergarten.

Evaluation:

How does the school evaluate at least annually the implementation of the schoolwide program?

The school analyzes results from parent, teacher, and student surveys as well as student achievement data.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Data is reviewed by the administration as well as counselors, resource personnel, and teachers. Monthly data meetings are held to analyze and interpret results to improve and guide instruction.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school analyzes test data to determine which students are at risk. These students are identified and receive appropriate services to improve academic achievement.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Student performance data is reviewed continuously through data meetings, grade level meetings, collaboration across grade levels, and resource staff.

Coordination of Resources/Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program

State Foundation Funds:

Label	Question	Value
State Foundation Funds:	Provide the total funds allocated for.	2965152.8

Label	Question	Value
1.	Provide the number of teacher assigned units.	35.99

Label	Question	Value
2.	Provide the number of classroom teachers.	36.45

Label	Question	Value
3.	Provide the total of all salaries for the teacher assigned units and classroom teachers.	1660369.6

Label	Question	Value
4.	Provide the number of Administrator units.	1.0

Label	Question	Value
5.	Provide the total funds allocated for Administrator salaries.	97092.87

Label	Question	Value
6.	Provide the number of Assistant Principal(s).	0.5

Label	Question	Value
7.	Provide the total funds allocated for Assistant Principal salaries.	28954.0

Label	Question	Value
8.	Provide the number of Counselor(s).	1.0

Label	Question	Value
9.	Provide the total funds allocated for Counselor salaries.	55492.0

Label	Question	Value
10.	Provide the number of Librarian(s).	1.0

Label	Question	Value
11.	Provide the total funds allocated for Librarian salaries.	48675.0

Label	Question	Value
12.	Provide total funds allocated for Instructional Supplies.	11721.0

Label	Question	Value
13.	Provide total funds allocated on Library Enhancement(s).	0.0

Label	Question	Value
14.	Provide total funds allocated on Technology.	0.0

Label	Question	Value
15.	Provide total funds allocated on Professional Development.	0.0

Label	Question	Value
16.	Provide total funds allocated on State ELL Funds.	934.0

Federal Funds: Title I Part A

Label	Question	Value
Title I: Part A: Improving the Academic Achievement of the Disadvantaged	Provide the total funds allocated.	170270.0

Provide a brief explanation and breakdown of spending.

FES is providing salaries and benefits for one kindergarten teacher and 50% for a computer teacher totaling $98,936. They have also allotted $2,500 for copier maintenance, $15,300 for materials and supplies, $3,000 for software, $37,600 for instructional computer hardware, $11,000 for professional development, and $1,934 for parent involvement.

Federal Funds:School Improvement Grant – SIG

Label	Question	Value
ARRA FUNDS:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

Not applicable

Federal Funds:Title II: Professional Development Activities

Label	Question	Value
Title II:	Provide the total funds allocated.	0.0

Provide a brief explanition and breakdown of spending.

Not applicable

Federal Funds:Title III: For English Language Learners

Label	Question	Value
Title III:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

Not applicable

Federal Funds:Other federal funds

Label	Question	Value
Title IV:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of expenses.

Not applicable

Federal Funds:Title VI: For Rural and Low-income Schools

Label	Question	Value
Title VI:	Provide the total funds allocated.	0.0

Provide a brief explanation and breakdown of spending.

Not applicable

III. Local Funds (if applicable)

Label	Question	Value
Local Funds:	Provide the total funds allocated.	354620.0

Provide a brief explanation and breakdown of spending.

FES spends their local money in the following areas: salaries/benefits, instructional materials/supplies, utilities, operation/maintenance, travel/training, office supplies, copier maintenance, items for resale, and transfers.

Fayette Elementary 2013 ARMT Reading Disaggregated Data

Bar chart showing Percent Proficient by Grade (3rd and 4th) for categories: Female, Male, Black, White, Free/Reduced, Whole Group.

3rd Grade: Female 88, Male 81, Black 80, White 87, Free/Reduced 79, Whole Group 85

4th Grade: Female 93, Male 86, Black 87, White 90, Free/Reduced 88, Whole Group 89
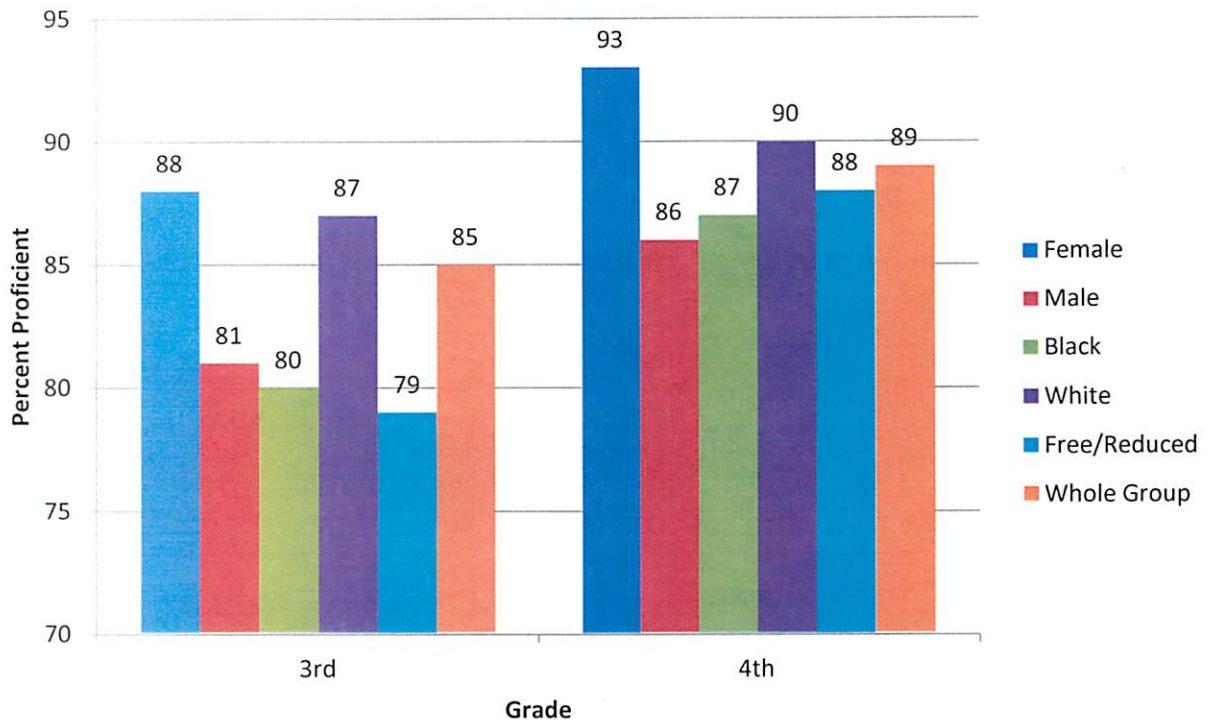
Fayette Elementary 2013 ARMT Math Disaggregated Data

Bar chart showing Percent Proficient by Grade (3rd and 4th) for subgroups.

3rd Grade: Female 77, Male 79, Black 65, White 86, Free/Reduced 71, Whole Group 78

4th Grade: Female 86, Male 75, Black 65, White 82, Free/Reduced 75, Whole Group 79

Legend: Female, Male, Black, White, Free/Reduced, Whole Group

Y-axis: Percent Proficient (0–100)
X-axis: Grade
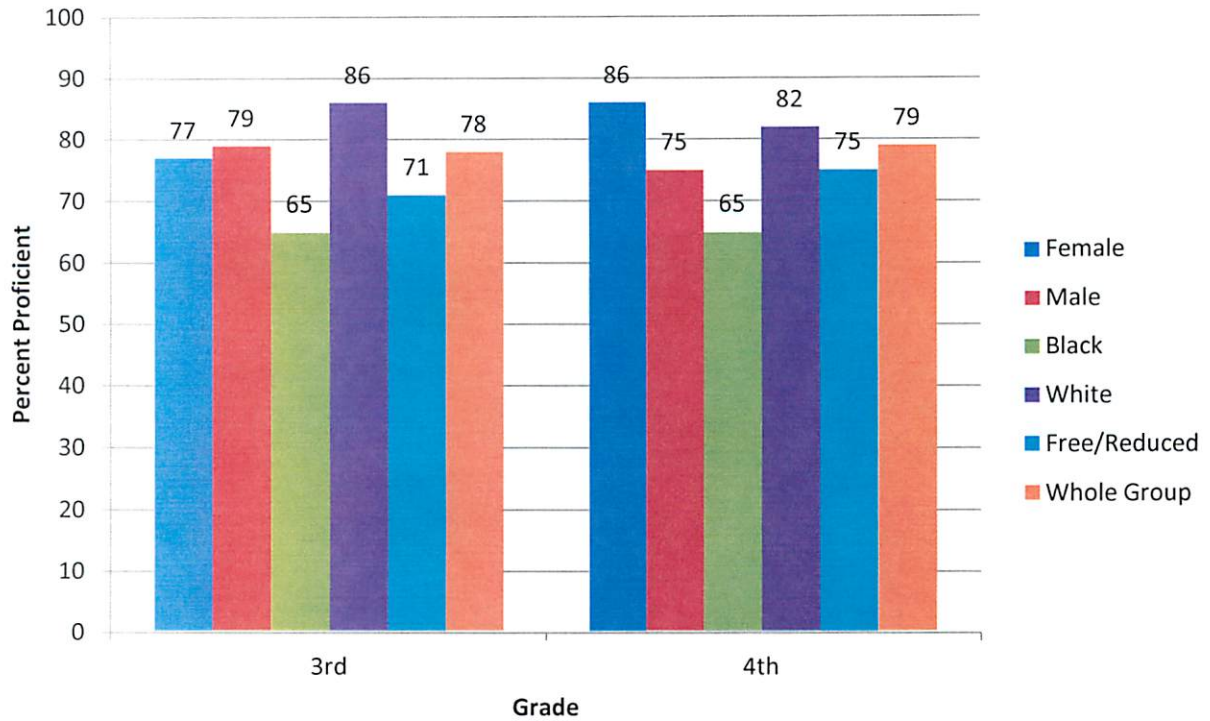
Fayette Elementary School 3rd Grade ARMT
Progress Over Time

Reading
Math

Year	2009	2010	2011	2012*	2013*
Reading	90	95	92	90	85
Math	80	92	85	85	78

Year
*ARMT Plus
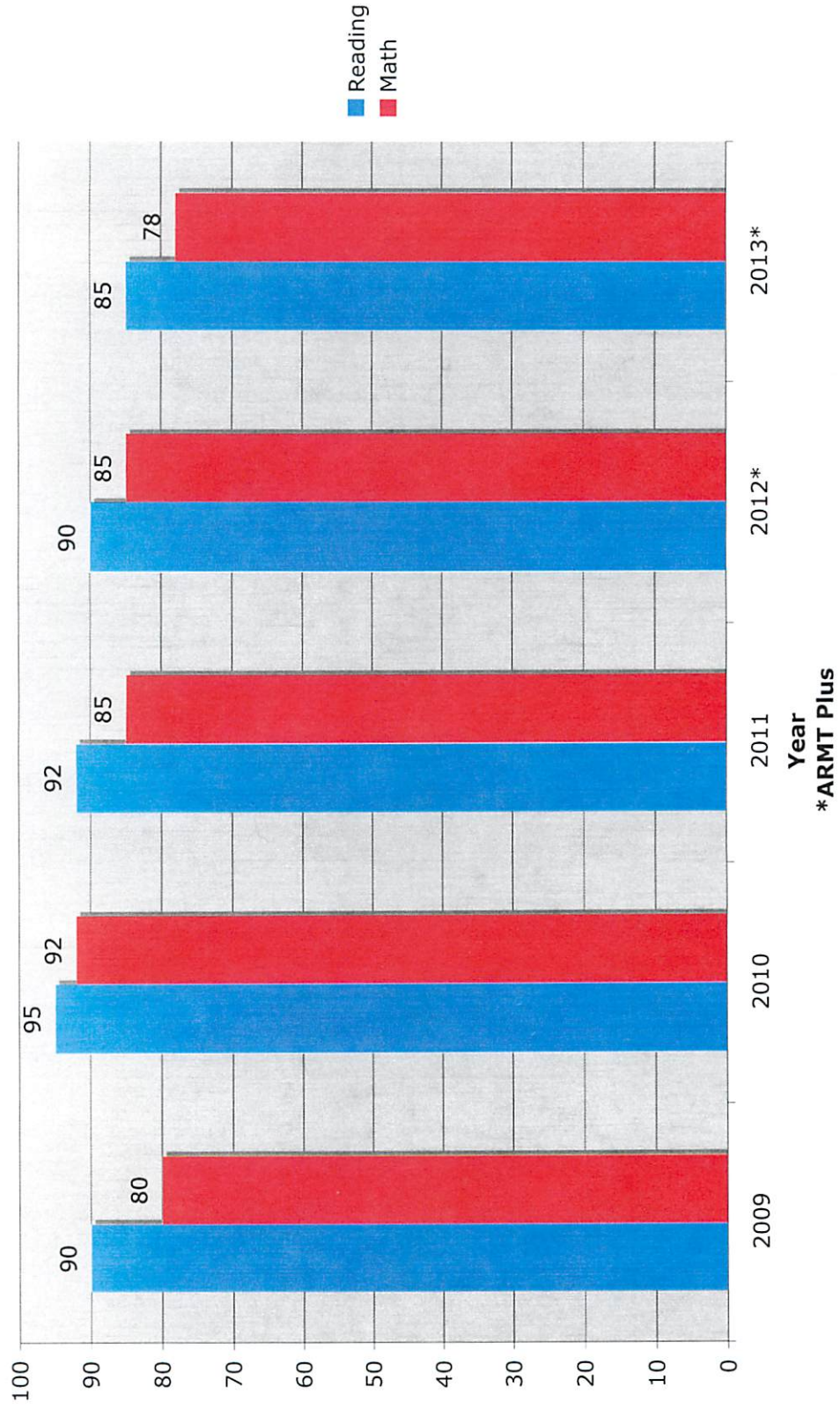
Fayette Elementary School 4th Grade ARMT
Progress Over Time

Year	Reading	Math
2009	90	79
2010	93	74
2011	94	86
2012*	94	88
2013*	89	79

Year
*ARMT Plus
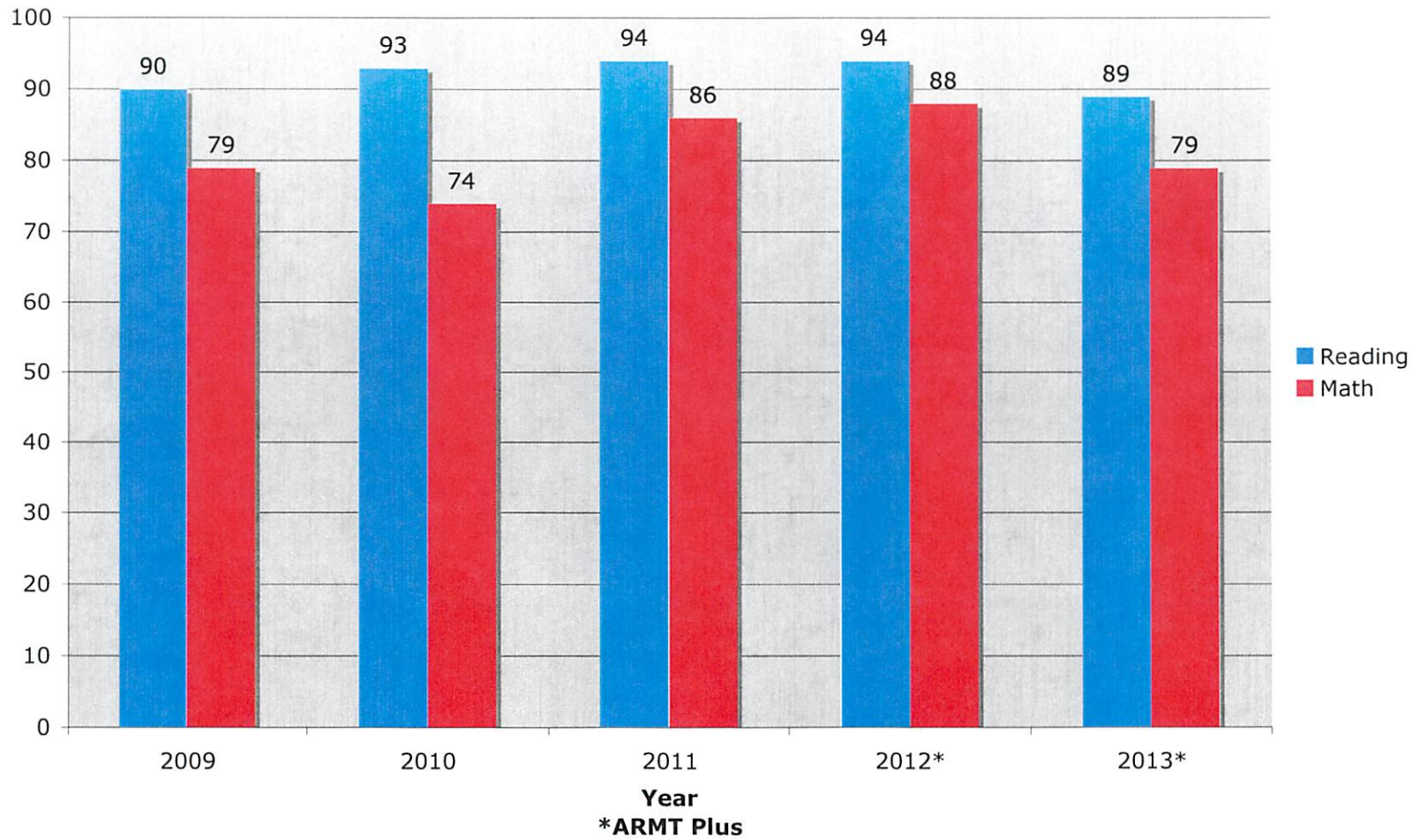
Fayette Elementary 203 ARMT Plus Math Comparison to System

A bar chart comparing Percent Proficient between FES and System by Grade.

3rd Grade: FES 78, System 75
4th Grade: FES 79, System 83

Legend: FES (blue), System (red)

X-axis: Grade
Y-axis: Percent Proficient (70 to 84)
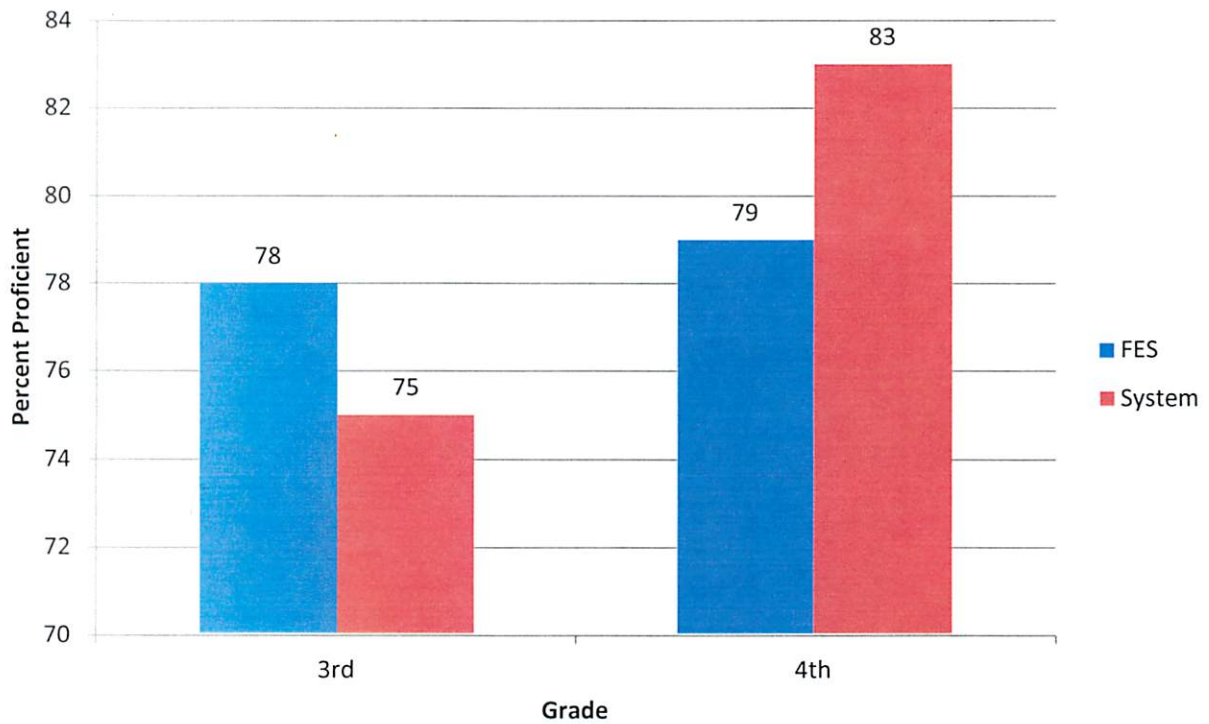
Fayette Elemenatry 2013 ARMT Plus Reading Comparison to System

Bar chart comparing Percent Proficient by Grade for FES and System. 3rd grade: FES 85, System 83. 4th grade: FES 89, System 88.

Fayette Elem. 2012 ARMT Math Comparison to Similar Schools

Grouped bar chart titled "Fayette Elem. 2012 ARMT Math Comparison to Similar Schools" with Y-axis "Percent Proficient" (0–120) and X-axis "Grade."

3rd Grade:
- Fayette: 85
- Walker: 87
- Holt: 89
- Gordo: 71
- Winfield: 99

4th Grade:
- Fayette: 88
- Walker: 79
- Holt: 53
- Gordo: 87
- Winfield: 96

Legend: Fayette, Walker, Holt, Gordo, Winfield

Fayette Elem. 2012 ARMT Reading Comparison to Similar Schools

Bar chart titled "Fayette Elem. 2012 ARMT Reading Comparison to Similar Schools." The vertical axis is labeled "Percent Proficient" ranging from 0 to 120. The horizontal axis is labeled "Grade" with categories "3rd" and "4th."

Legend:
- Fayette
- Walker
- Holt
- Gordo
- Winfield

3rd Grade: Fayette 90, Walker 90, Holt 83, Gordo 94, Winfield 100

4th Grade: Fayette 94, Walker 91, Holt 73, Gordo 92, Winfield 99

FES DIBELS Analysis Form

		07 - 08			08 - 09			09 - 10			10 - 11			11 - 12			12 - 13			13 - 14		
		Fdl	Win	Spr	Fdl	Win	Spr	Fdl	Win	Spr	Fdl	Win	Spr	Fdl	Win	Spr	Fdl	Win	Spr	Fdl	Win	Spr
K	Initial Sound	65	84		60	86		63	86		42	77		30	80		26	90		63	92	
	Letter Naming	73	93	90	53	93	90	56	94	91	62	85	91	62	85	92	67	90	92	67	92	96
	Phoneme Segment		85	96		85	96		74	98		72	96		76	97		71	98		62	99
	Nonsense Word		86	95		86	95		84	95		78	94		74	95		80	95		77	98
1	Letter Naming	88			89			84			74			75			70			72		
	Phoneme Segment	94	98	99	95	98	99	93	97	99	88	98	99	90	97	99	88	99	100	90	100	100
	Nonsense Word	91	89	98	90	89	98	83	96	93	79	72	93	78	80	90	73	89	90	71	81	81
	ORF		83	90		83	90		93	89		86	82		86	85		73	73		72	79
2	Nonsense Word	92			95			86			79			83			76			56		
	ORF	73	86	77	77	86	77	76	84	63	66	80	78	71	78	75	57	83	76	61	66	67
3	ORF	65	84	80	63	84	80	81	79	71	67	76	76	59	76	80	65	73	66	56	73	74
4	ORF	63	80	75	82	80	75		86	82												

<u>Fayette Elementary School Parent School Compact</u>   2013-2014 School Year

Our Mission is to provide a safe disciplined learning environment that empowers all students to develop their full potential.

Fayette Elementary School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the No Child Left Behind Act of 2001 agree that this compact outlines how the parents, the school staff and the students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's highest standards.

<u>School Responsibilities - Fayette Elementary School will:</u>

- Provide a high quality curriculum and instruction in a supportive learning environment.
- Hold parent conference day and discuss this compact as it relates to a students' individual achievement. Parent conference day will be held in October. Also, teachers will be available daily during their planning time for conferences.
- Provide parents with frequent reports on their child's progress through the use of the weekly red folder, report cards and conferences.
- Parents will be encouraged to volunteer and to participate in activities at FES. I.e. PTO, Field trips, Parent workshops.
- Teachers will keep calendars up to date with assignments.
- Teachers will keep data notebooks up to date and send home weekly.
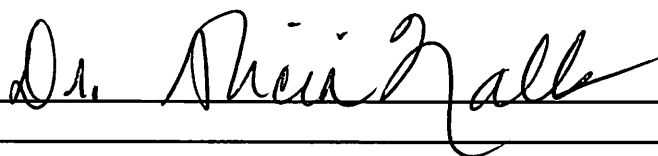
<u>I, as the parent, will support the school in the following ways:</u>

- See that my child is at school and on time
- See that my child completes their homework
- Monitor the amount and content of television my child watches
- I will volunteer at school
- I will participate in decisions related to my child's education
- I will see that my child used his/her extracurricular time well
- I will stay informed about my child's education
- I will communicate with the school
- I will be willing to serve on advisory groups and parent involvement committees.

<u>Student Responsibilities:</u>

- I will do my homework
- Read every night
- Give my parents all notices from the school
- I will be; Responsible, Respectful, Resourceful

<u>Signed:</u>

Dr. Alicia Nalls_____Principal

Parent_____

Student_____

Teacher_____

Parent Involvement Policy
Fayette Elementary School 2013-2014

The purpose of this policy is to support a strong parent-school partnership and for parents to be involved jointly in the planning, implementation, evaluation and improvement of Fayette Elementary School. Our School Improvement Plan shall be developed in consultation with parents.

Parents will be invited to two annual meetings. One will be held at the beginning of the school year. The agenda will include; acquainting parents with the curriculum, the county curriculum guide, the Alabama Course of Study, the classroom discipline plan, positive behavior support, assessment instruments, i.e. progress monitoring, response to instruction (RTI), DIBELS, Sat-10 and the Alabama Reading, Math Test (ASPIRE). The expected levels of achievement at all grade levels will be discussed. Parents will be given an opportunity to offer input.

Parents will also be involved in an organized and ongoing process to plan, review and improve parent involvement. An annual meeting will be held at the end of the year to assess the effectiveness of the parental involvement program in improving the academic quality of the school.

The school will have regularly scheduled parent meetings. One purpose of the meetings is to help parents with strategies needed to help their children at home and to help them improve academic achievement. These meeting will be communicated through newsletters, red folder, phone cast, telephone calls and letters. Parents will be informed of their child's progress through red folders, report cards, test results and conferences.

Fayette Elementary School will provide performance profiles that show we are making progress. The State School Report Card will be shared with parents. In addition, individual student standardized tests will be shared with parents and will be explained.

A home-school compact will be developed. It will outline the responsibilities of the school, parents, student and principal. Improvement of student achievement and how parents will develop a partnership to help their children achieve the state's high standards will be included in the compact.

Parents' Right to Know-at the beginning of the year, we will notify parents they have a right to request information regarding the professional qualifications of the student's classroom teacher and that will be shared in a timely manner. The information will include; whether the teacher has state qualification and licensing criteria for the grade level they are teaching, whether the teacher is teaching with an emergency status, the baccalaureate degree major of the teacher and the field of the discipline of the certification or degree, whether the child if provided services by a paraprofessional and if so, their qualifications. All parents will be notified in advance if their child is going to be taught by a substitute teacher for more than 4 weeks if that teacher is not "highly qualified".

Signed:
Dr. Alicia Nalls _____ Principal

Survey Response Counts

Section: Purpose and Direction

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
1. Our school's purpose statement is clearly focused on student success.	Fayette Elementary School	Average Score	30	68.18%	12	27.27%	2	4.55%	0	0%	0	0%	44	100%
		4.64	30	68.18%	12	27.27%	2	4.55%	0	0%	0	0%	44	100%
	Total		30	68.18%	12	27.27%	2	4.55%	0	0%	0	0%	44	100%
2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.	Fayette Elementary School	Average Score	19	43.18%	15	34.09%	8	18.18%	1	2.27%	1	2.27%	44	100%
		4.14	19	43.18%	15	34.09%	8	18.18%	1	2.27%	1	2.27%	44	100%
	Total		19	43.18%	15	34.09%	8	18.18%	1	2.27%	1	2.27%	44	100%
3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.	Fayette Elementary School	Average Score	22	50%	17	38.64%	2	4.55%	3	6.82%	0	0%	44	100%
		4.32	22	50%	17	38.64%	2	4.55%	3	6.82%	0	0%	44	100%
	Total		22	50%	17	38.64%	2	4.55%	3	6.82%	0	0%	44	100%
4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.	Fayette Elementary School	Average Score	25	56.82%	18	40.91%	0	0%	1	2.27%	0	0%	44	100%
		4.52	25	56.82%	18	40.91%	0	0%	1	2.27%	0	0%	44	100%
	Total		25	56.82%	18	40.91%	0	0%	1	2.27%	0	0%	44	100%
5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.	Fayette Elementary School	Average Score	27	61.36%	16	36.36%	1	2.27%	0	0%	0	0%	44	100%
		4.59	27	61.36%	16	36.36%	1	2.27%	0	0%	0	0%	44	100%
	Total		27	61.36%	16	36.36%	1	2.27%	0	0%	0	0%	44	100%
Total			123	55.91%	78	35.45%	13	5.91%	5	2.27%	1	0.45%	220	100%

Section: Governance and Leadership

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.	Fayette Elementary School	Average Score	16	39.02%	19	46.34%	5	12.2%	1	2.44%	0	0%	41	100%
		4.22	16	39.02%	19	46.34%	5	12.2%	1	2.44%	0	0%	41	100%
	Total		16	39.02%	19	46.34%	5	12.2%	1	2.44%	0	0%	41	100%
7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.	Fayette Elementary School	Average Score	14	34.15%	21	51.22%	4	9.76%	2	4.88%	0	0%	41	100%
		4.15	14	34.15%	21	51.22%	4	9.76%	2	4.88%	0	0%	41	100%
	Total		14	34.15%	21	51.22%	4	9.76%	2	4.88%	0	0%	41	100%
8. Our school's leaders support an innovative and collaborative culture.	Fayette Elementary School	Average Score	15	36.59%	22	53.66%	1	2.44%	2	4.88%	1	2.44%	41	100%
		4.17	15	36.59%	22	53.66%	1	2.44%	2	4.88%	1	2.44%	41	100%
	Total		15	36.59%	22	53.66%	1	2.44%	2	4.88%	1	2.44%	41	100%
9. Our school's leaders expect staff members to hold all students to high academic standards.	Fayette Elementary School	Average Score	30	73.17%	10	24.39%	1	2.44%	0	0%	0	0%	41	100%
		4.71	30	73.17%	10	24.39%	1	2.44%	0	0%	0	0%	41	100%
	Total		30	73.17%	10	24.39%	1	2.44%	0	0%	0	0%	41	100%
10. Our school's leaders hold themselves accountable for student learning.	Fayette Elementary School	Average Score	20	48.78%	17	41.46%	2	4.88%	1	2.44%	1	2.44%	41	100%
		4.32	20	48.78%	17	41.46%	2	4.88%	1	2.44%	1	2.44%	41	100%
	Total		20	48.78%	17	41.46%	2	4.88%	1	2.44%	1	2.44%	41	100%
11. Our school's leaders hold all staff members accountable for student learning.	Fayette Elementary School	Average Score	24	58.54%	14	34.15%	2	4.88%	1	2.44%	0	0%	41	100%
		4.49	24	58.54%	14	34.15%	2	4.88%	1	2.44%	0	0%	41	100%
	Total		24	58.54%	14	34.15%	2	4.88%	1	2.44%	0	0%	41	100%
12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.	Fayette Elementary School	Average Score	23	56.1%	15	36.59%	2	4.88%	1	2.44%	0	0%	41	100%
		4.46	23	56.1%	15	36.59%	2	4.88%	1	2.44%	0	0%	41	100%
	Total		23	56.1%	15	36.59%	2	4.88%	1	2.44%	0	0%	41	100%
13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.	Fayette Elementary School	Average Score	19	46.34%	16	39.02%	5	12.2%	1	2.44%	0	0%	41	100%
		4.29	19	46.34%	16	39.02%	5	12.2%	1	2.44%	0	0%	41	100%
	Total		19	46.34%	16	39.02%	5	12.2%	1	2.44%	0	0%	41	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	Fayette Elementary School	Average Score	11	26.83%	18	43.9%	10	24.39%	1	2.44%	1	2.44%	41	100%
		3.9	11	26.83%	18	43.9%	10	24.39%	1	2.44%	1	2.44%	41	100%
	Total		11	26.83%	18	43.9%	10	24.39%	1	2.44%	1	2.44%	41	100%
15. Our school's leaders provide opportunities for stakeholders to be involved in the school.	Fayette Elementary School	Average Score	14	34.15%	20	48.78%	6	14.63%	0	0%	1	2.44%	41	100%
		4.12	14	34.15%	20	48.78%	6	14.63%	0	0%	1	2.44%	41	100%
	Total		14	34.15%	20	48.78%	6	14.63%	0	0%	1	2.44%	41	100%
Total			186	45.37%	172	41.95%	38	9.27%	10	2.44%	4	0.98%	410	100%

Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.	Fayette Elementary School	Average Score	19	47.5%	18	45%	2	5%	1	2.5%	0	0%	40	100%
		4.38	19	47.5%	18	45%	2	5%	1	2.5%	0	0%	40	100%
	Total		19	47.5%	18	45%	2	5%	1	2.5%	0	0%	40	100%
17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.	Fayette Elementary School	Average Score	20	50%	18	45%	1	2.5%	1	2.5%	0	0%	40	100%
		4.42	20	50%	18	45%	1	2.5%	1	2.5%	0	0%	40	100%
	Total		20	50%	18	45%	1	2.5%	1	2.5%	0	0%	40	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.	Fayette Elementary School	Average Score	18	45%	21	52.5%	1	2.5%	0	0%	0	0%	40	100%
		4.42	18	45%	21	52.5%	1	2.5%	0	0%	0	0%	40	100%
	Total		18	45%	21	52.5%	1	2.5%	0	0%	0	0%	40	100%
19. All teachers in our school use a variety of technologies as instructional resources.	Fayette Elementary School	Average Score	16	40%	22	55%	1	2.5%	1	2.5%	0	0%	40	100%
		4.32	16	40%	22	55%	1	2.5%	1	2.5%	0	0%	40	100%
	Total		16	40%	22	55%	1	2.5%	1	2.5%	0	0%	40	100%
20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.	Fayette Elementary School	Average Score	18	45%	21	52.5%	1	2.5%	0	0%	0	0%	40	100%
		4.42	18	45%	21	52.5%	1	2.5%	0	0%	0	0%	40	100%
	Total		18	45%	21	52.5%	1	2.5%	0	0%	0	0%	40	100%
21. All teachers in our school provide students with specific and timely feedback about their learning.	Fayette Elementary School	Average Score	20	50%	18	45%	1	2.5%	1	2.5%	0	0%	40	100%
		4.42	20	50%	18	45%	1	2.5%	1	2.5%	0	0%	40	100%
	Total		20	50%	18	45%	1	2.5%	1	2.5%	0	0%	40	100%
22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.	Fayette Elementary School	Average Score	17	42.5%	19	47.5%	3	7.5%	1	2.5%	0	0%	40	100%
		4.3	17	42.5%	19	47.5%	3	7.5%	1	2.5%	0	0%	40	100%
	Total		17	42.5%	19	47.5%	3	7.5%	1	2.5%	0	0%	40	100%
23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	Fayette Elementary School	Average Score	16	40%	20	50%	3	7.5%	1	2.5%	0	0%	40	100%
		4.28	16	40%	20	50%	3	7.5%	1	2.5%	0	0%	40	100%
	Total		16	40%	20	50%	3	7.5%	1	2.5%	0	0%	40	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.	Fayette Elementary School	Average Score	17	42.5%	21	52.5%	1	2.5%	1	2.5%	0	0%	40	100%
		4.35	17	42.5%	21	52.5%	1	2.5%	1	2.5%	0	0%	40	100%
	Total		17	42.5%	21	52.5%	1	2.5%	1	2.5%	0	0%	40	100%
25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).	Fayette Elementary School	Average Score	11	27.5%	24	60%	5	12.5%	0	0%	0	0%	40	100%
		4.15	11	27.5%	24	60%	5	12.5%	0	0%	0	0%	40	100%
	Total		11	27.5%	24	60%	5	12.5%	0	0%	0	0%	40	100%
26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.	Fayette Elementary School	Average Score	16	40%	21	52.5%	2	5%	1	2.5%	0	0%	40	100%
		4.3	16	40%	21	52.5%	2	5%	1	2.5%	0	0%	40	100%
	Total		16	40%	21	52.5%	2	5%	1	2.5%	0	0%	40	100%
27. In our school, related learning support services are provided for all students based on their needs.	Fayette Elementary School	Average Score	13	32.5%	24	60%	2	5%	1	2.5%	0	0%	40	100%
		4.22	13	32.5%	24	60%	2	5%	1	2.5%	0	0%	40	100%
	Total		13	32.5%	24	60%	2	5%	1	2.5%	0	0%	40	100%
28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Fayette Elementary School	Average Score	14	35%	16	40%	9	22.5%	1	2.5%	0	0%	40	100%
		4.08	14	35%	16	40%	9	22.5%	1	2.5%	0	0%	40	100%
	Total		14	35%	16	40%	9	22.5%	1	2.5%	0	0%	40	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
29. In our school, all staff members use student data to address the unique learning needs of all students.	Fayette Elementary School	Average Score	21	52.5%	17	42.5%	2	5%	0	0%	0	0%	40	100%
		4.48	21	52.5%	17	42.5%	2	5%	0	0%	0	0%	40	100%
	Total		21	52.5%	17	42.5%	2	5%	0	0%	0	0%	40	100%
30. In our school, staff members provide peer coaching to teachers.	Fayette Elementary School	Average Score	11	27.5%	21	52.5%	5	12.5%	3	7.5%	0	0%	40	100%
		4.0	11	27.5%	21	52.5%	5	12.5%	3	7.5%	0	0%	40	100%
	Total		11	27.5%	21	52.5%	5	12.5%	3	7.5%	0	0%	40	100%
31. In our school, a formal process is in place to support new staff members in their professional practice.	Fayette Elementary School	Average Score	8	20%	19	47.5%	8	20%	5	12.5%	0	0%	40	100%
		3.75	8	20%	19	47.5%	8	20%	5	12.5%	0	0%	40	100%
	Total		8	20%	19	47.5%	8	20%	5	12.5%	0	0%	40	100%
32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.	Fayette Elementary School	Average Score	14	35%	22	55%	3	7.5%	1	2.5%	0	0%	40	100%
		4.22	14	35%	22	55%	3	7.5%	1	2.5%	0	0%	40	100%
	Total		14	35%	22	55%	3	7.5%	1	2.5%	0	0%	40	100%
33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.	Fayette Elementary School	Average Score	11	27.5%	13	32.5%	12	30%	4	10%	0	0%	40	100%
		3.78	11	27.5%	13	32.5%	12	30%	4	10%	0	0%	40	100%
	Total		11	27.5%	13	32.5%	12	30%	4	10%	0	0%	40	100%
34. In our school, all school personnel regularly engage families in their children's learning progress.	Fayette Elementary School	Average Score	10	25%	21	52.5%	5	12.5%	3	7.5%	1	2.5%	40	100%
		3.9	10	25%	21	52.5%	5	12.5%	3	7.5%	1	2.5%	40	100%
	Total		10	25%	21	52.5%	5	12.5%	3	7.5%	1	2.5%	40	100%
35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.	Fayette Elementary School	Average Score	9	22.5%	16	40%	12	30%	2	5%	1	2.5%	40	100%
		3.75	9	22.5%	16	40%	12	30%	2	5%	1	2.5%	40	100%
	Total		9	22.5%	16	40%	12	30%	2	5%	1	2.5%	40	100%
Total			299	37.38%	392	49%	79	9.88%	28	3.5%	2	0.25%	800	100%

Section: Resources and Support Systems

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
36. Our school provides qualified staff members to support student learning.	Fayette Elementary School	Average Score	23	57.5%	15	37.5%	1	2.5%	1	2.5%	0	0%	0	0%	40	100%
		4.5	23	57.5%	15	37.5%	1	2.5%	1	2.5%	0	0%	0	0%	40	100%
	Total		23	57.5%	15	37.5%	1	2.5%	1	2.5%	0	0%	0	0%	40	100%
37. Our school provides instructional time and resources to support our school's goals and priorities.	Fayette Elementary School	Average Score	20	50%	17	42.5%	1	2.5%	2	5%	0	0%	0	0%	40	100%
		4.38	20	50%	17	42.5%	1	2.5%	2	5%	0	0%	0	0%	40	100%
	Total		20	50%	17	42.5%	1	2.5%	2	5%	0	0%	0	0%	40	100%
38. Our school provides sufficient material resources to meet student needs.	Fayette Elementary School	Average Score	13	32.5%	19	47.5%	6	15%	1	2.5%	1	2.5%	0	0%	40	100%
		4.05	13	32.5%	19	47.5%	6	15%	1	2.5%	1	2.5%	0	0%	40	100%
	Total		13	32.5%	19	47.5%	6	15%	1	2.5%	1	2.5%	0	0%	40	100%
39. Our school provides protected instructional time.	Fayette Elementary School	Average Score	31	77.5%	8	20%	0	0%	1	2.5%	0	0%	0	0%	40	100%
		4.72	31	77.5%	8	20%	0	0%	1	2.5%	0	0%	0	0%	40	100%
	Total		31	77.5%	8	20%	0	0%	1	2.5%	0	0%	0	0%	40	100%
40. Our school provides a variety of information resources to support student learning.	Fayette Elementary School	Average Score	13	32.5%	25	62.5%	0	0%	2	5%	0	0%	0	0%	40	100%
		4.22	13	32.5%	25	62.5%	0	0%	2	5%	0	0%	0	0%	40	100%
	Total		13	32.5%	25	62.5%	0	0%	2	5%	0	0%	0	0%	40	100%
41. Our school provides a plan for the acquisition and support of technology to support student learning.	Fayette Elementary School	Average Score	12	30%	22	55%	5	12.5%	0	0%	1	2.5%	0	0%	40	100%
		4.1	12	30%	22	55%	5	12.5%	0	0%	1	2.5%	0	0%	40	100%
	Total		12	30%	22	55%	5	12.5%	0	0%	1	2.5%	0	0%	40	100%
42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.	Fayette Elementary School	Average Score	9	22.5%	23	57.5%	6	15%	1	2.5%	1	2.5%	0	0%	40	100%
		3.95	9	22.5%	23	57.5%	6	15%	1	2.5%	1	2.5%	0	0%	40	100%
	Total		9	22.5%	23	57.5%	6	15%	1	2.5%	1	2.5%	0	0%	40	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).	Fayette Elementary School	Average Score	18	45%	18	45%	2	5%	2	5%	0	0%	0	0%	40	100%
		4.3	18	45%	18	45%	2	5%	2	5%	0	0%	0	0%	40	100%
	Total		18	45%	18	45%	2	5%	2	5%	0	0%	0	0%	40	100%
44. Our school provides opportunities for students to participate in activities that interest them.	Fayette Elementary School	Average Score	4	10%	17	42.5%	11	27.5%	6	15%	1	2.5%	1	2.5%	40	100%
		3.35	4	10%	17	42.5%	11	27.5%	6	15%	1	2.5%	1	2.5%	40	100%
	Total		4	10%	17	42.5%	11	27.5%	6	15%	1	2.5%	1	2.5%	40	100%
45. Our school maintains facilities that support student learning.	Fayette Elementary School	Average Score	12	30%	21	52.5%	5	12.5%	2	5%	0	0%	0	0%	40	100%
		4.08	12	30%	21	52.5%	5	12.5%	2	5%	0	0%	0	0%	40	100%
	Total		12	30%	21	52.5%	5	12.5%	2	5%	0	0%	0	0%	40	100%
46. Our school maintains facilities that contribute to a safe environment.	Fayette Elementary School	Average Score	8	20%	21	52.5%	6	15%	2	5%	3	7.5%	0	0%	40	100%
		3.72	8	20%	21	52.5%	6	15%	2	5%	3	7.5%	0	0%	40	100%
	Total		8	20%	21	52.5%	6	15%	2	5%	3	7.5%	0	0%	40	100%
Total			163	37.05%	206	46.82%	43	9.77%	20	4.55%	7	1.59%	1	0.23%	440	100%

Section: Using Results for Continuous Improvement

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
47. Our school uses multiple assessment measures to determine student learning and school performance.	Fayette Elementary School	Average Score	19	47.5%	20	50%	0	0%	1	2.5%	0	0%	40	100%
		4.42	19	47.5%	20	50%	0	0%	1	2.5%	0	0%	40	100%
	Total		19	47.5%	20	50%	0	0%	1	2.5%	0	0%	40	100%
48. Our school employs consistent assessment measures across classrooms and courses.	Fayette Elementary School	Average Score	17	42.5%	20	50%	1	2.5%	2	5%	0	0%	40	100%
		4.3	17	42.5%	20	50%	1	2.5%	2	5%	0	0%	40	100%
	Total		17	42.5%	20	50%	1	2.5%	2	5%	0	0%	40	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
49. Our school has a systematic process for collecting, analyzing, and using data.	Fayette Elementary School	Average Score	19	47.5%	21	52.5%	0	0%	0	0%	0	0%	40	100%
		4.48	19	47.5%	21	52.5%	0	0%	0	0%	0	0%	40	100%
	Total		19	47.5%	21	52.5%	0	0%	0	0%	0	0%	40	100%
50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.	Fayette Elementary School	Average Score	16	40%	18	45%	4	10%	2	5%	0	0%	40	100%
		4.2	16	40%	18	45%	4	10%	2	5%	0	0%	40	100%
	Total		16	40%	18	45%	4	10%	2	5%	0	0%	40	100%
51. Our school uses data to monitor student readiness and success at the next level.	Fayette Elementary School	Average Score	21	52.5%	17	42.5%	1	2.5%	1	2.5%	0	0%	40	100%
		4.45	21	52.5%	17	42.5%	1	2.5%	1	2.5%	0	0%	40	100%
	Total		21	52.5%	17	42.5%	1	2.5%	1	2.5%	0	0%	40	100%
52. Our school leaders monitor data related to student achievement.	Fayette Elementary School	Average Score	21	52.5%	16	40%	1	2.5%	2	5%	0	0%	40	100%
		4.4	21	52.5%	16	40%	1	2.5%	2	5%	0	0%	40	100%
	Total		21	52.5%	16	40%	1	2.5%	2	5%	0	0%	40	100%
53. Our school leaders monitor data related to school continuous improvement goals.	Fayette Elementary School	Average Score	21	52.5%	17	42.5%	1	2.5%	0	0%	1	2.5%	40	100%
		4.42	21	52.5%	17	42.5%	1	2.5%	0	0%	1	2.5%	40	100%
	Total		21	52.5%	17	42.5%	1	2.5%	0	0%	1	2.5%	40	100%
Total			134	47.86%	129	46.07%	8	2.86%	8	2.86%	1	0.36%	280	100%

Responses By Section and Question

Section: Purpose and Direction

Responses By Question

Question 1. Our school's purpose statement is clearly focused on student success.

Overall Responses By Question
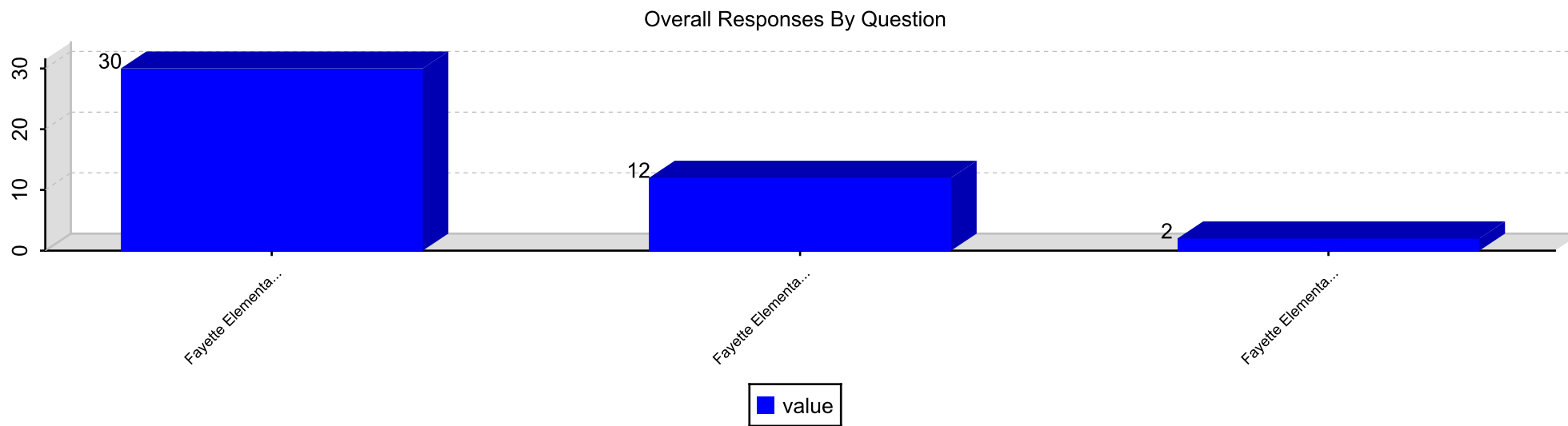
Question 2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.

Overall Responses By Question
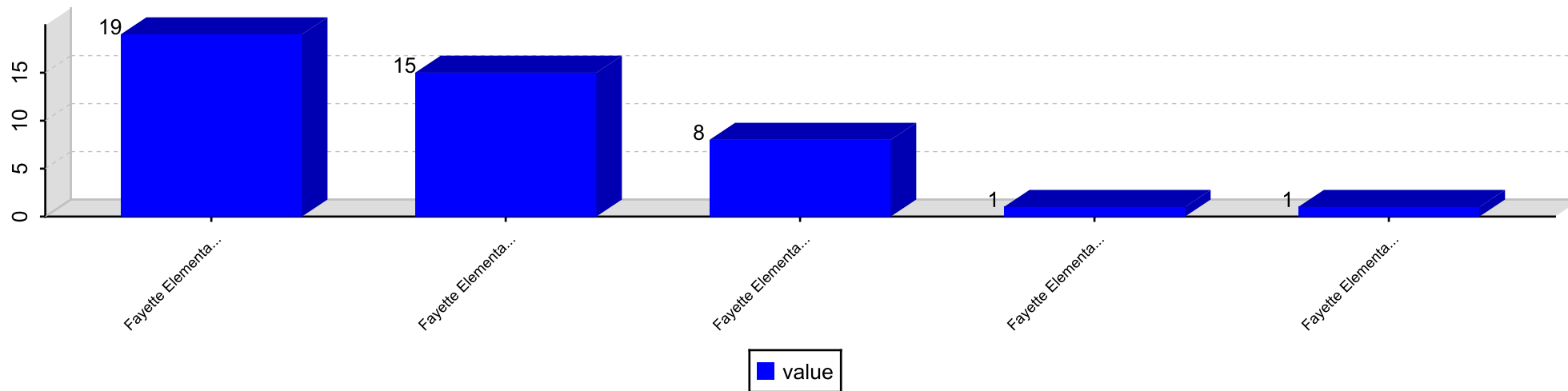
Question 3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.

Overall Responses By Question

AdvancED

Question 4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.

Overall Responses By Question

Question 5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Overall Responses By Question

27

20

10

0

16

1

Fayette Elementa...

Fayette Elementa...

Fayette Elementa...

■ value

Section: Governance and Leadership

Responses By Question

Question 6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.

AdvancED

Overall Responses By Question

Question 7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.

Overall Responses By Question

Question 8. Our school's leaders support an innovative and collaborative culture.

Overall Responses By Question

Question 9. Our school's leaders expect staff members to hold all students to high academic standards.

Overall Responses By Question

Question 10. Our school's leaders hold themselves accountable for student learning.

Overall Responses By Question
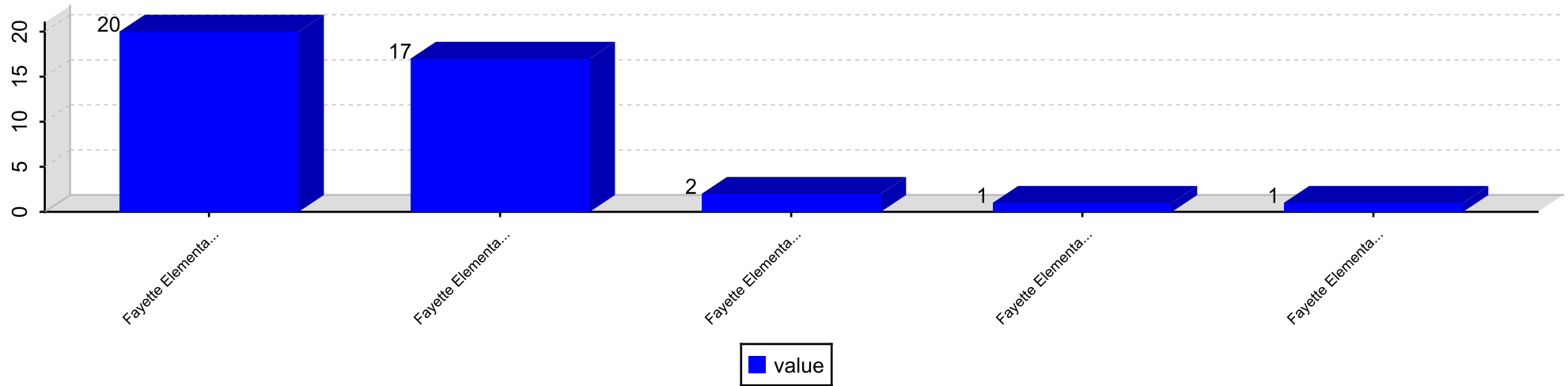
Question 11. Our school's leaders hold all staff members accountable for student learning.

Overall Responses By Question
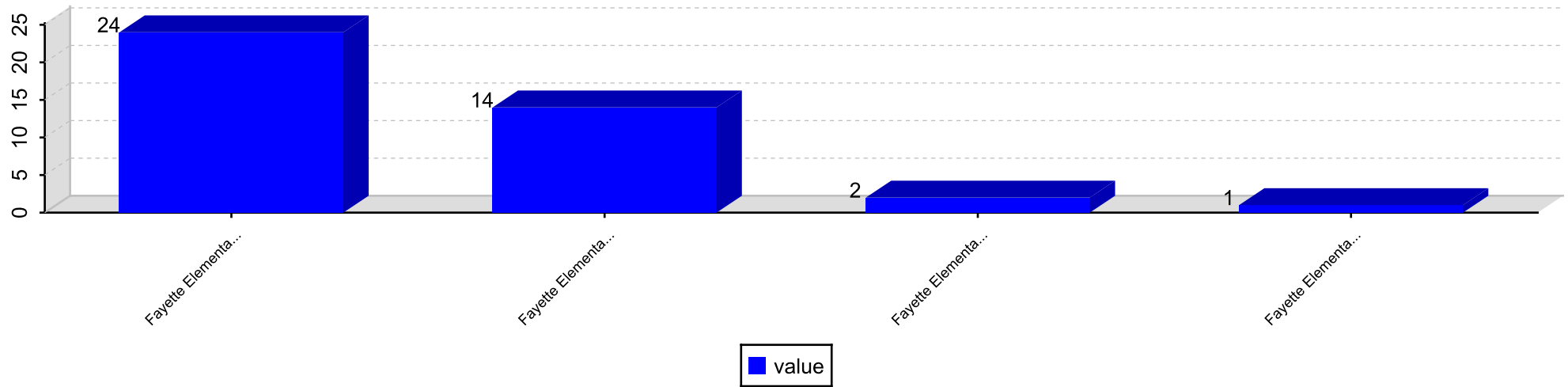
Question 12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.

Overall Responses By Question
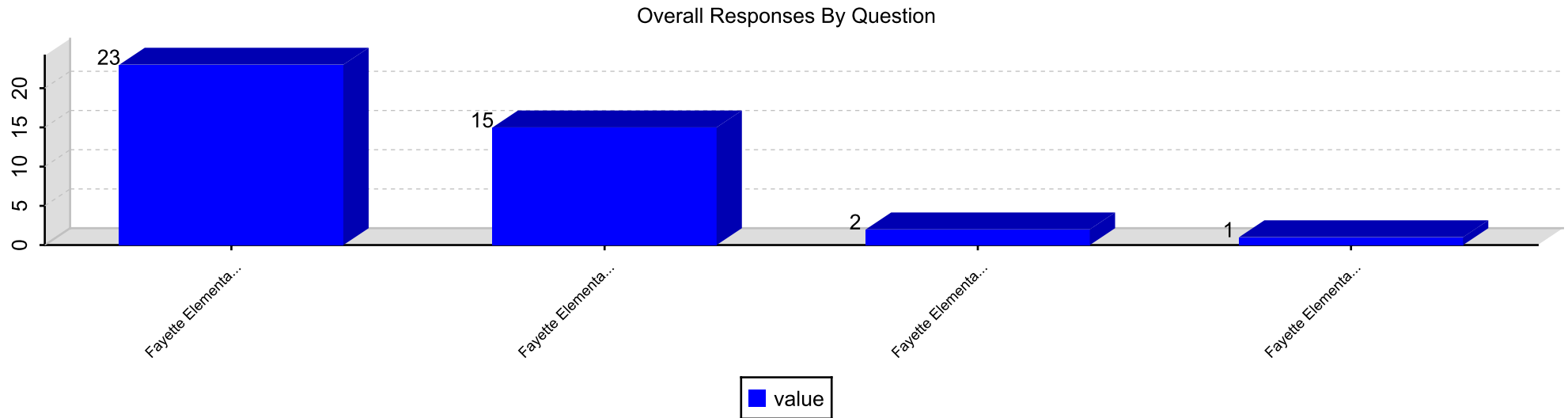
Question 13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.

Overall Responses By Question

value
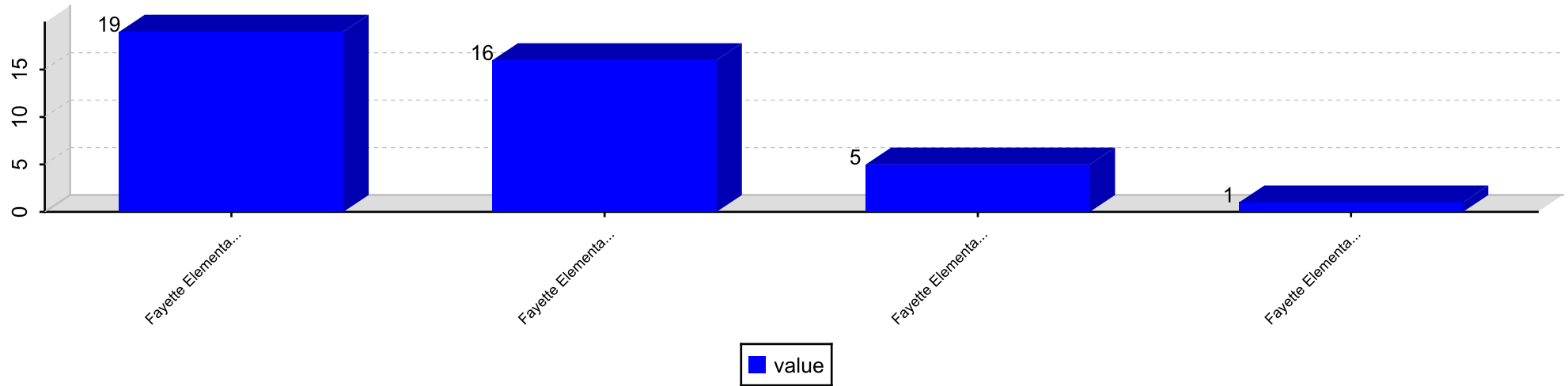
Question 14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.

Overall Responses By Question

value
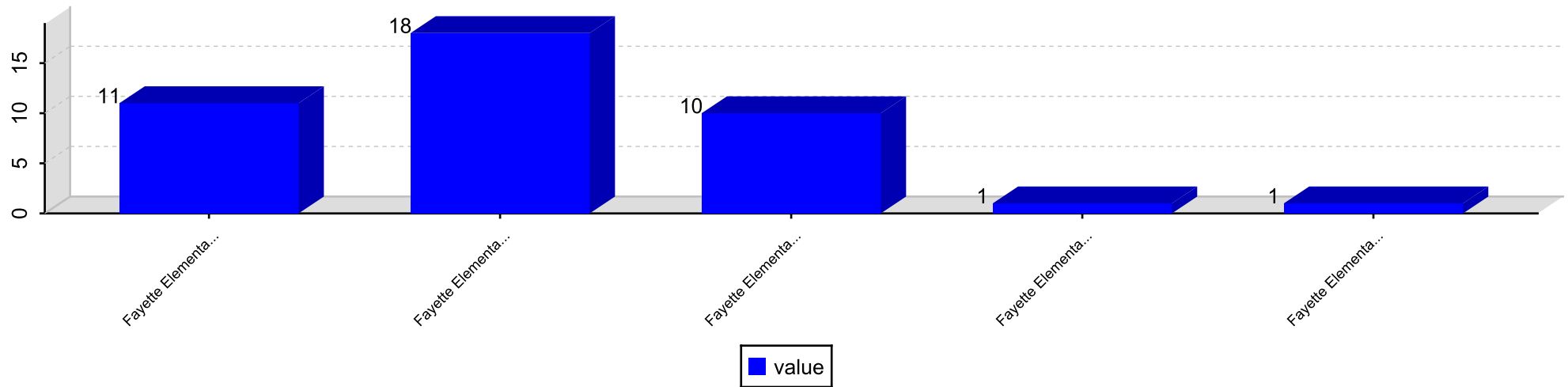
Question 15. Our school's leaders provide opportunities for stakeholders to be involved in the school.

Overall Responses By Question
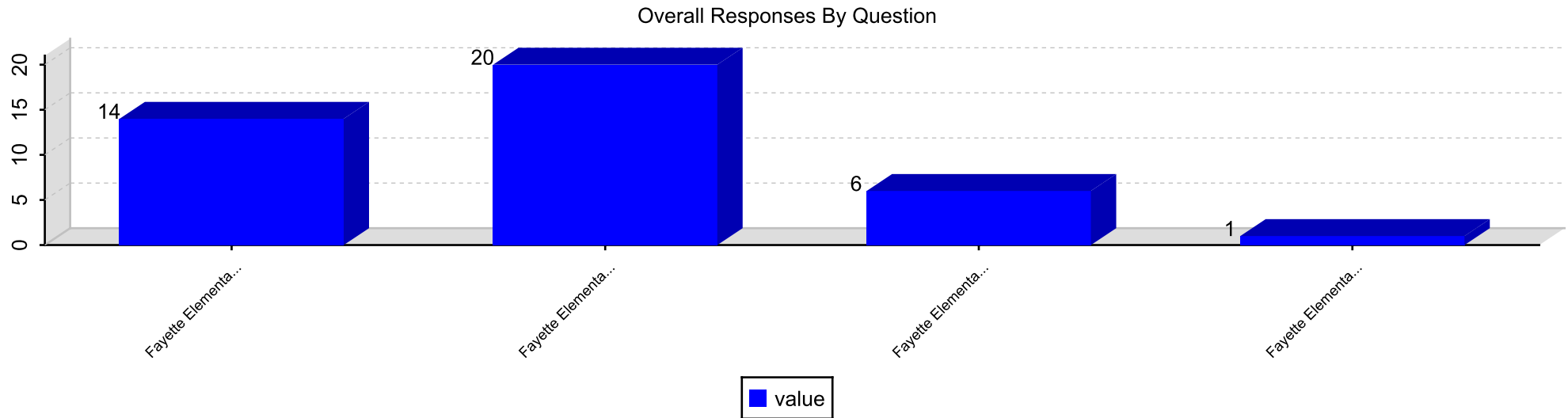
Section: Teaching and Assessing for Learning

Responses By Question

Question 16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.

AdvancED

Overall Responses By Question
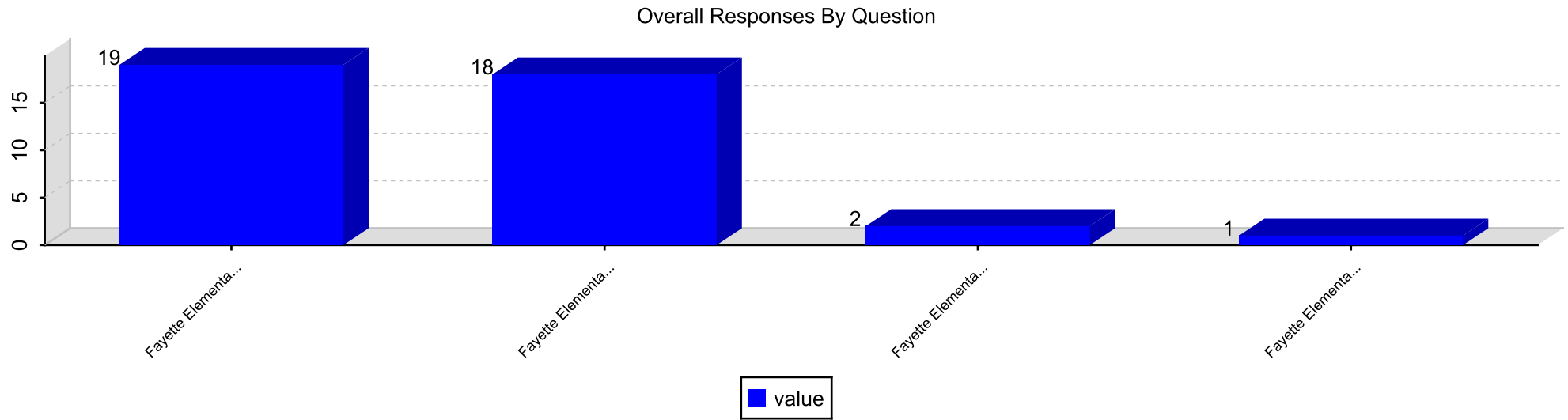
Question 17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

Overall Responses By Question
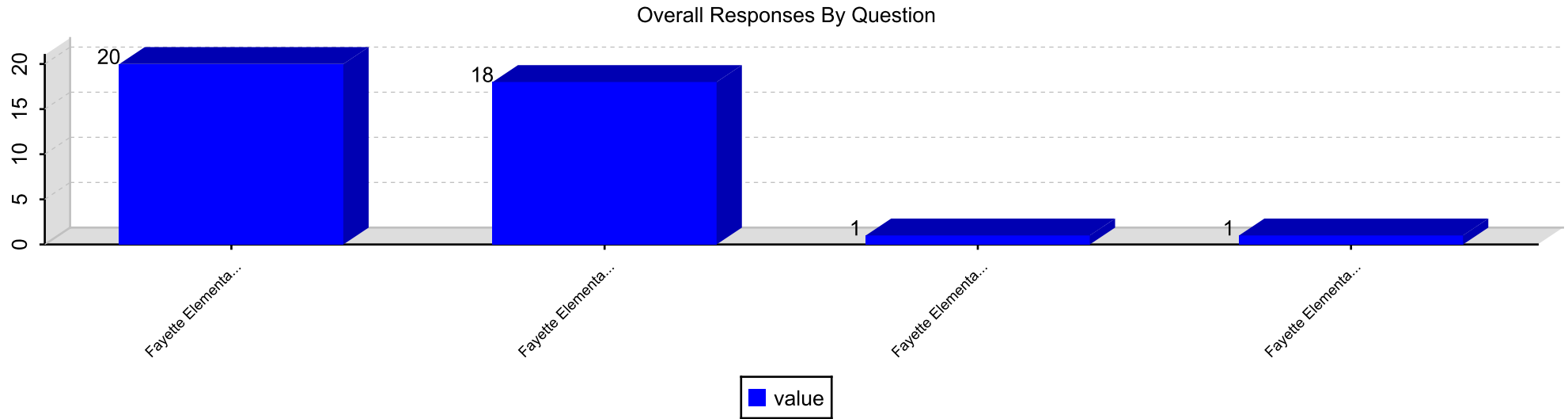
Question 18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

Overall Responses By Question
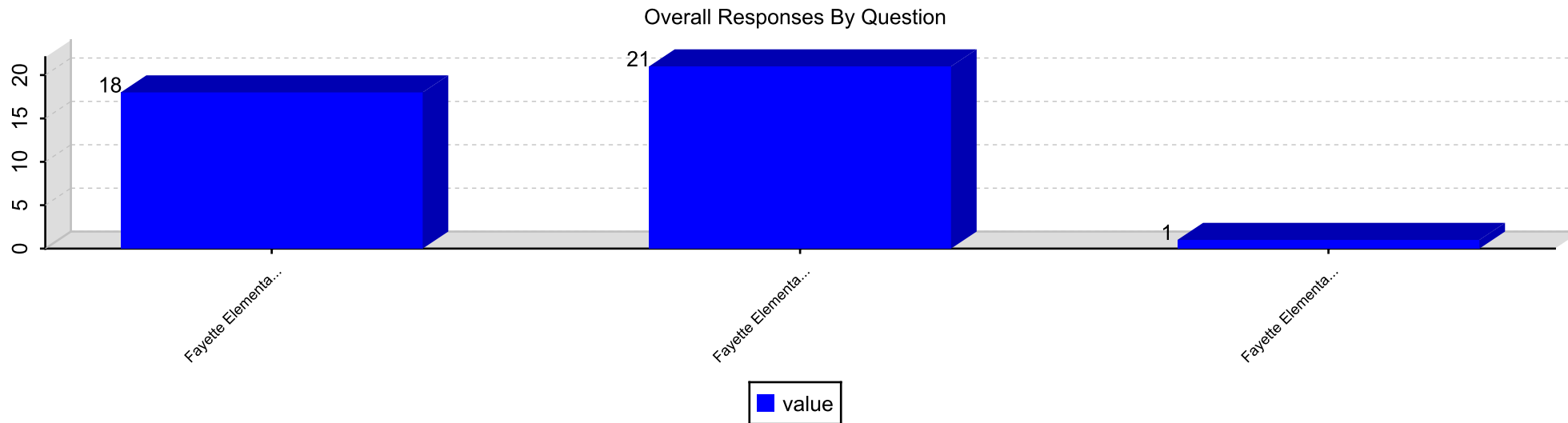
Question 19. All teachers in our school use a variety of technologies as instructional resources.

Overall Responses By Question

16   22   1   1

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...   Fayette Elementa...

value
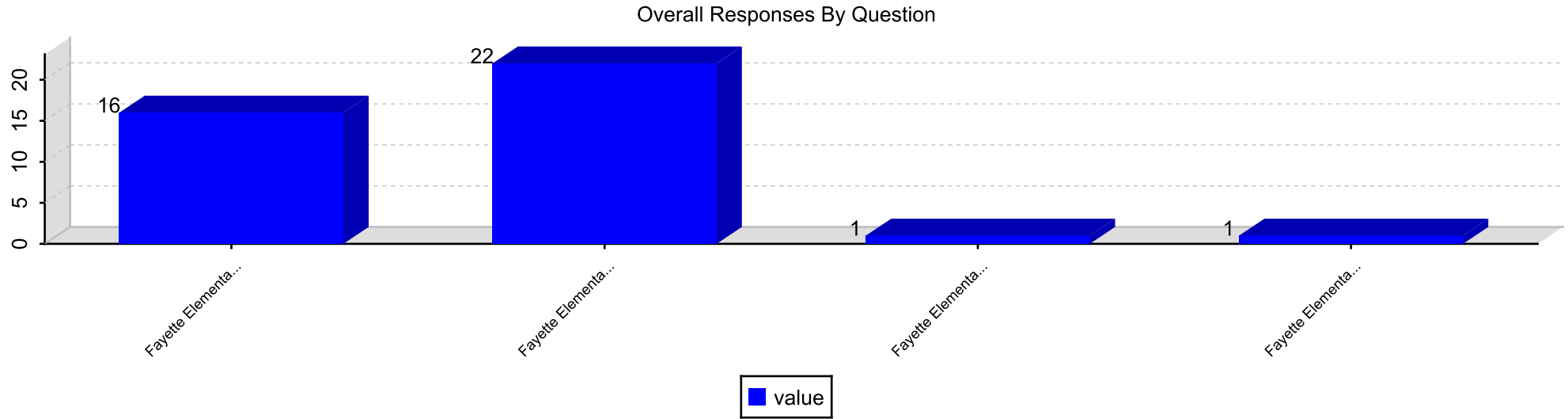
Question 20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.

Overall Responses By Question

18   21   1

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...

value
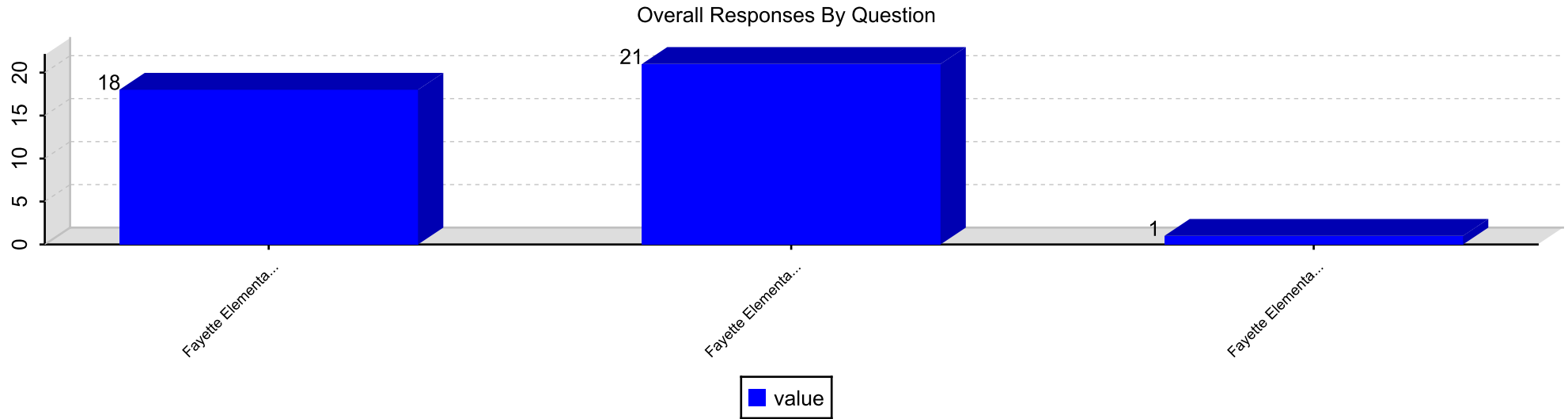
Question 21. All teachers in our school provide students with specific and timely feedback about their learning.

Overall Responses By Question

value
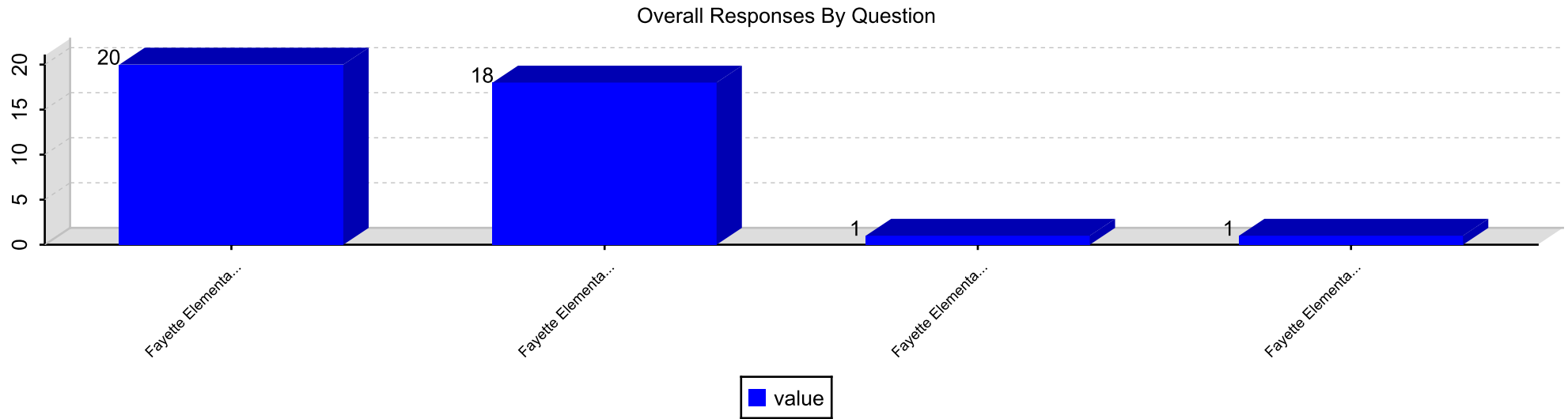
Question 22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.

Overall Responses By Question
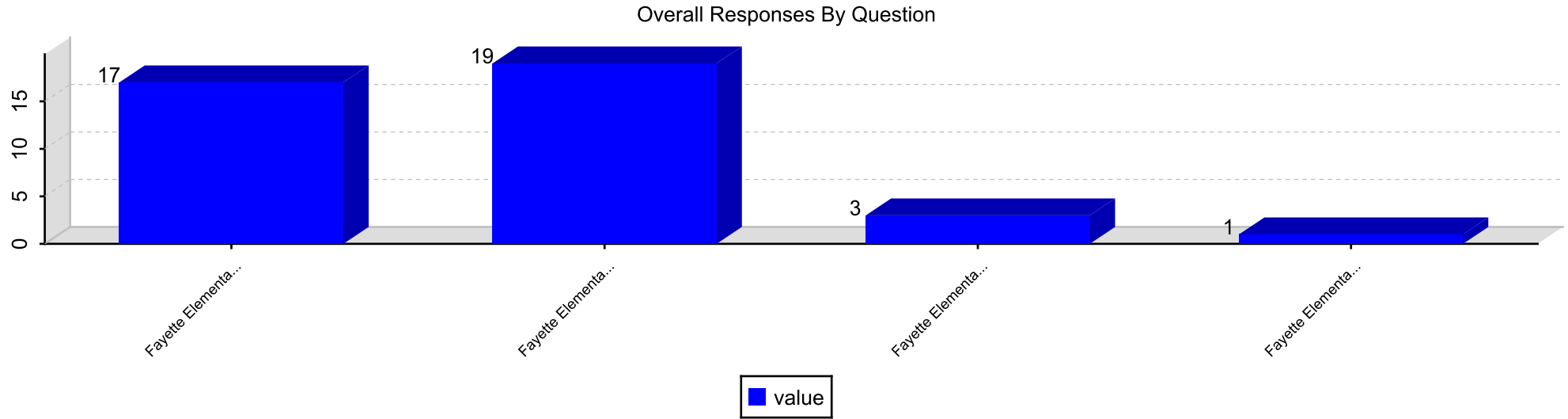
Question 23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

Overall Responses By Question
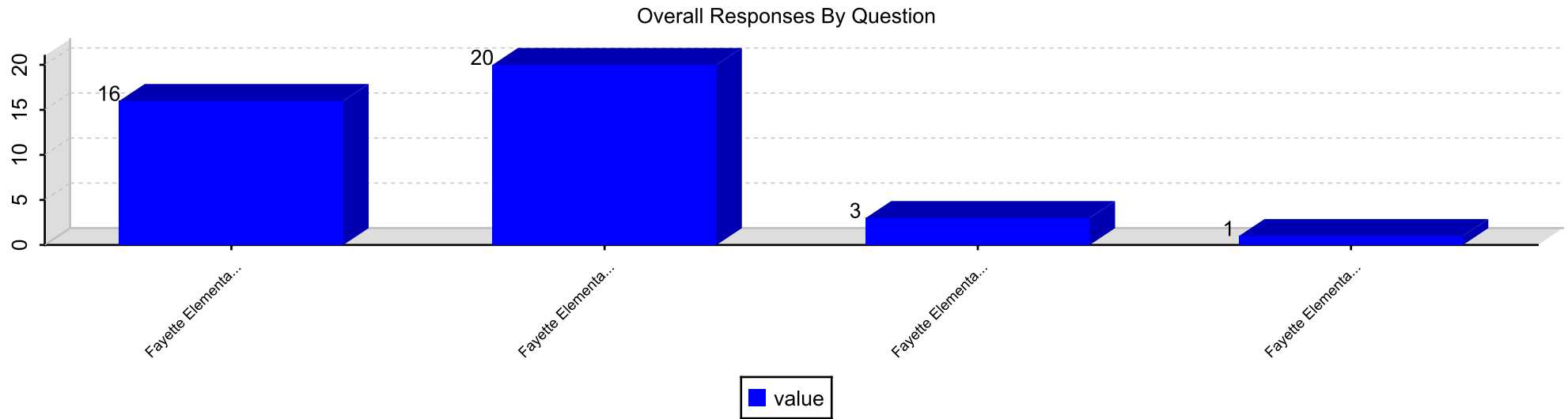
Question 24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

Overall Responses By Question
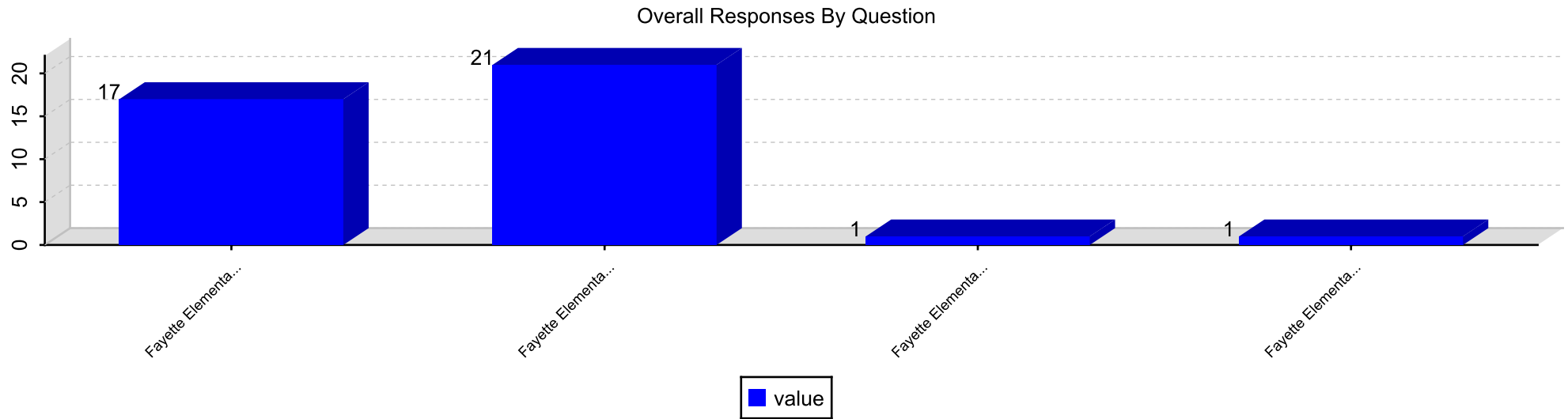
Question 25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).

Overall Responses By Question
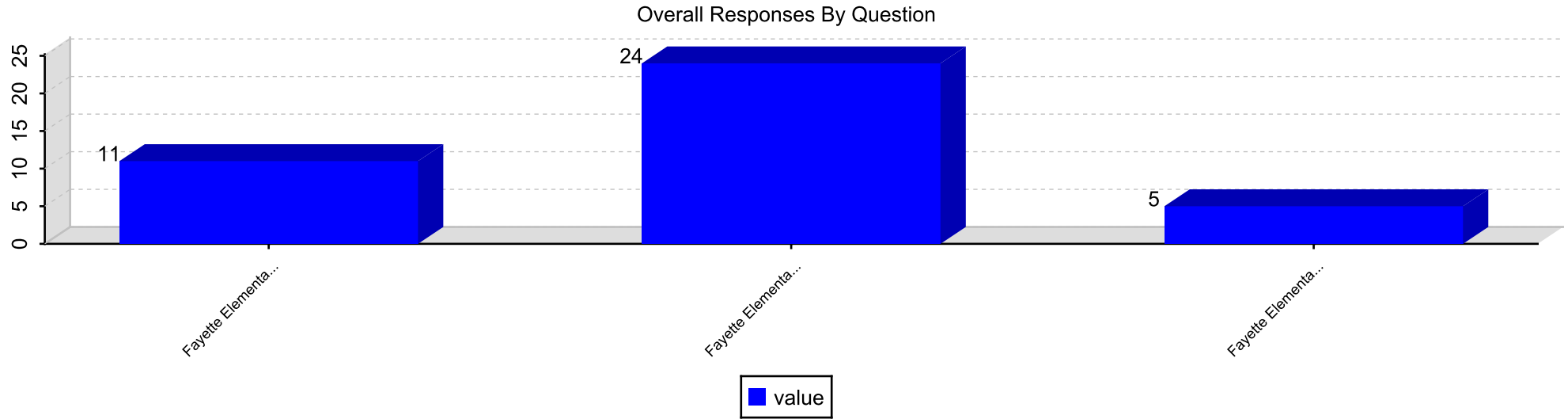
Question 26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

Overall Responses By Question
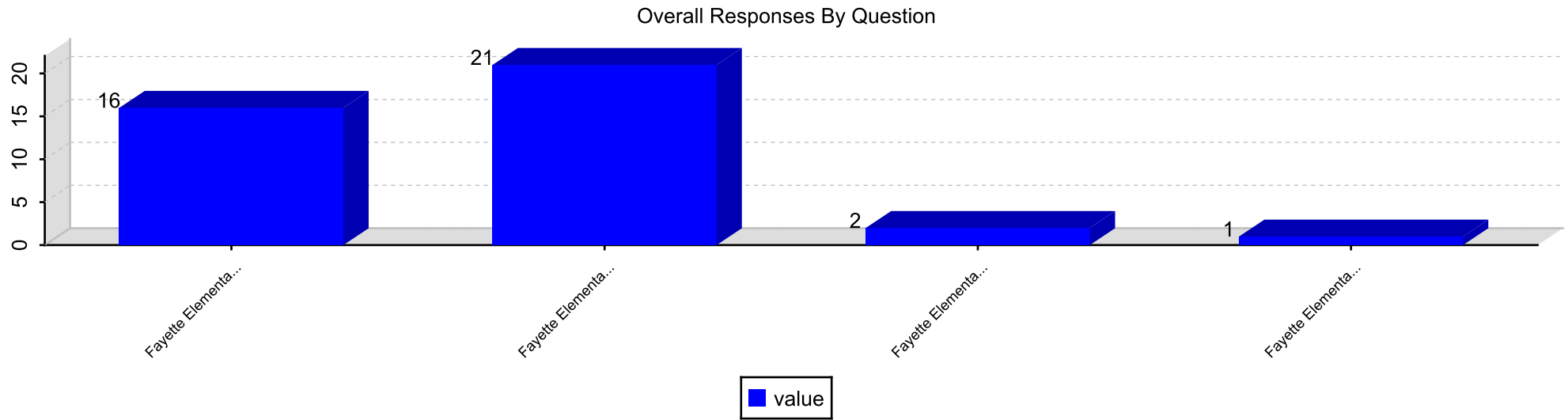
Question 27. In our school, related learning support services are provided for all students based on their needs.

Overall Responses By Question
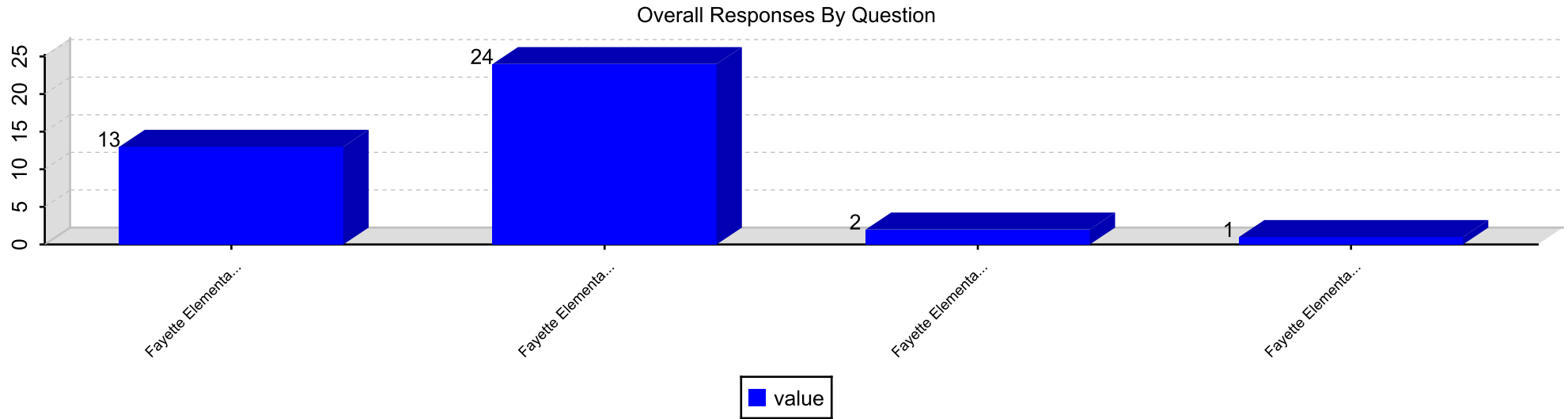
Question 28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Overall Responses By Question
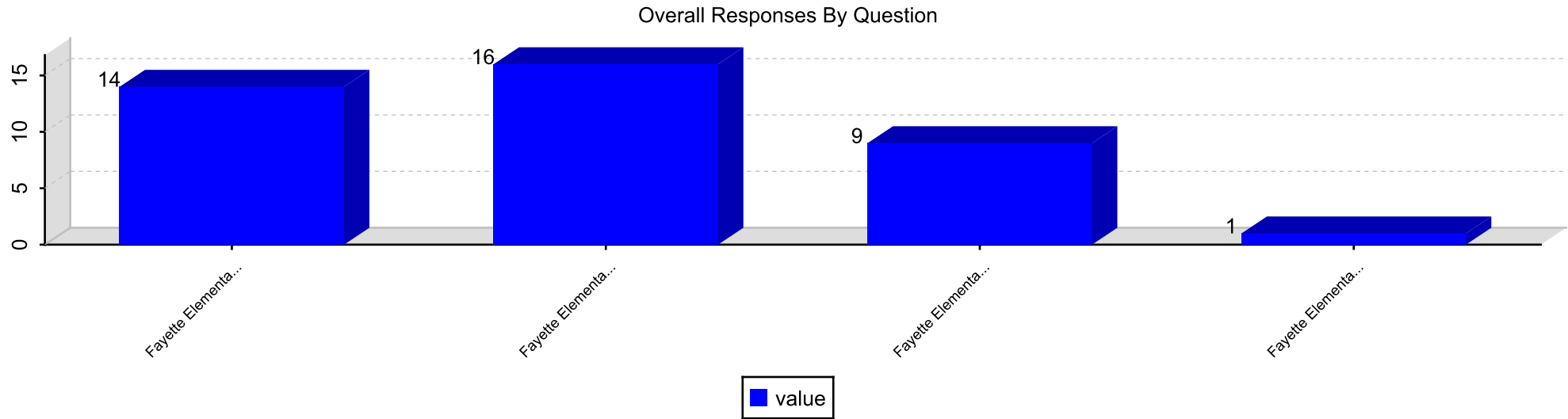
Question 29. In our school, all staff members use student data to address the unique learning needs of all students.

Overall Responses By Question
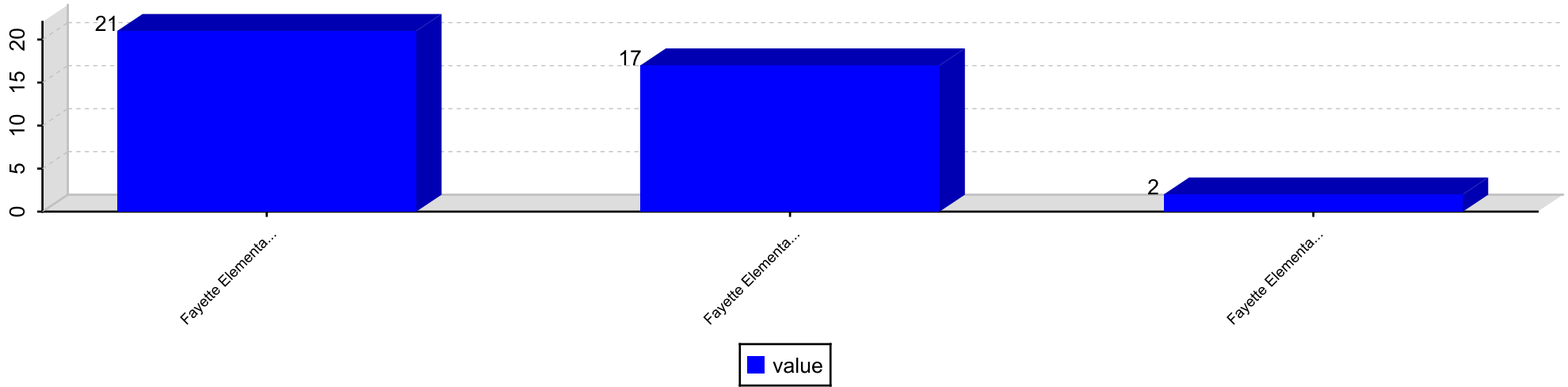
Question 30. In our school, staff members provide peer coaching to teachers.

Overall Responses By Question
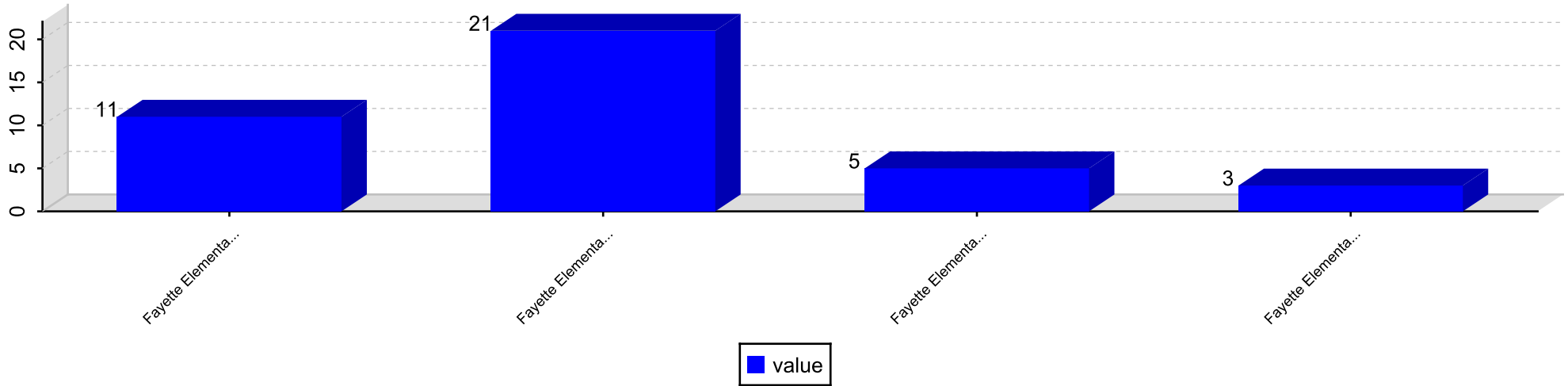
Question 31. In our school, a formal process is in place to support new staff members in their professional practice.

Overall Responses By Question
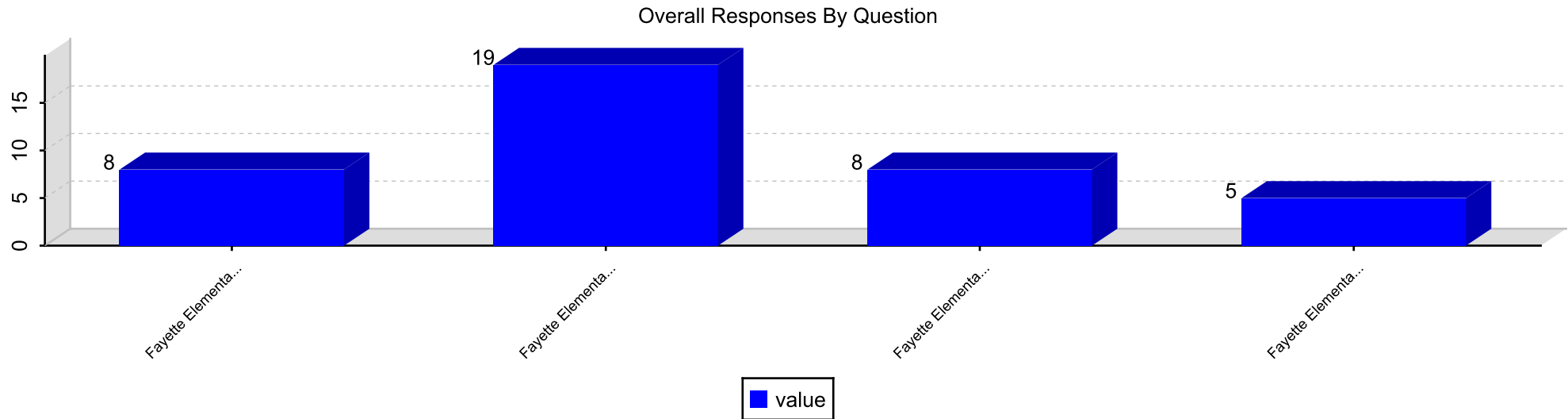
Question 32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.

Overall Responses By Question

value
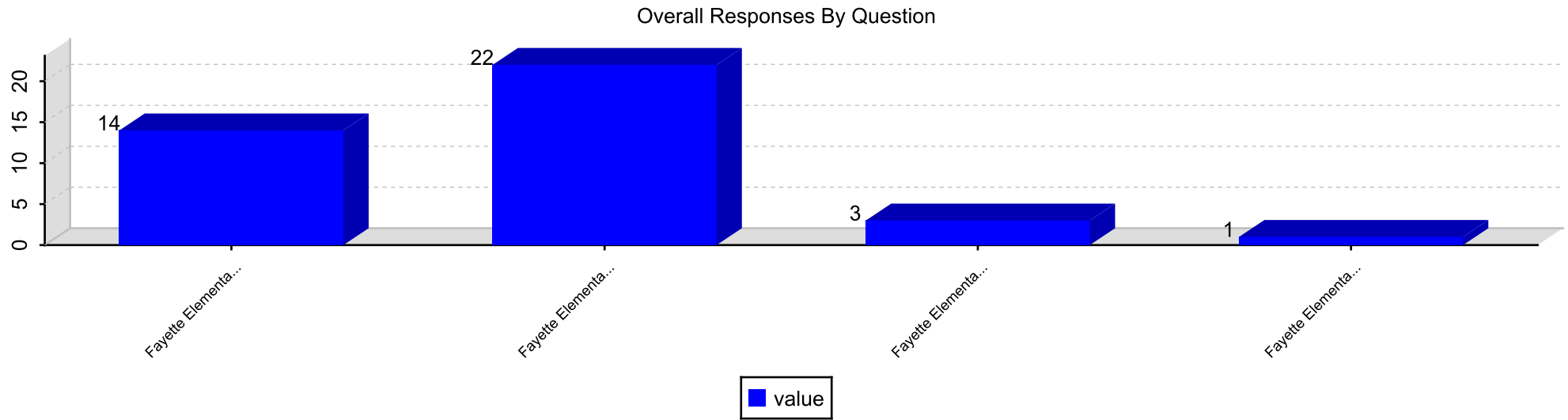
Question 33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.

Overall Responses By Question

value
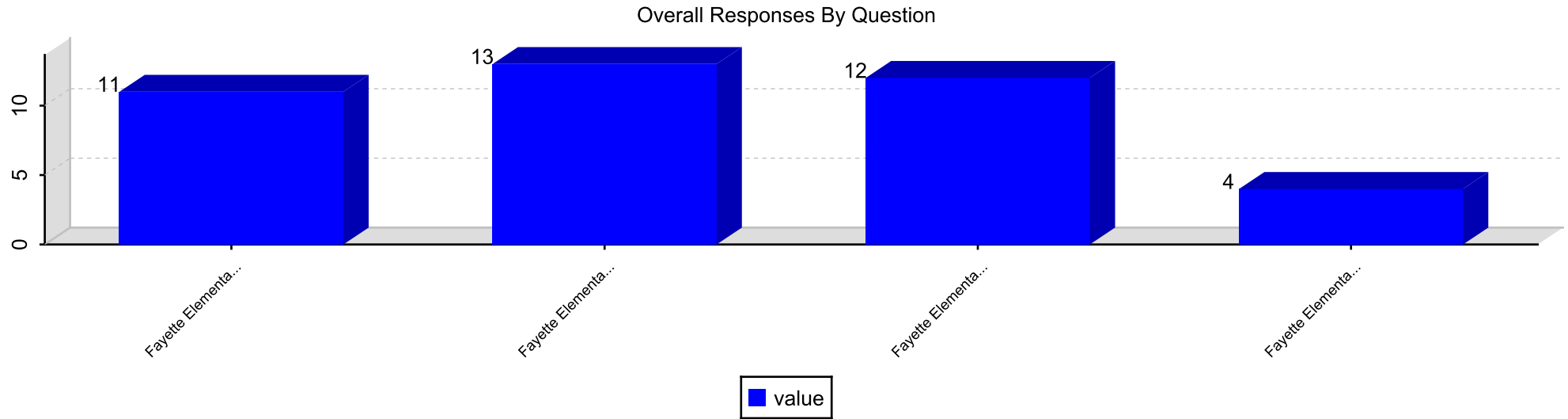
Question 34. In our school, all school personnel regularly engage families in their children's learning progress.

Overall Responses By Question
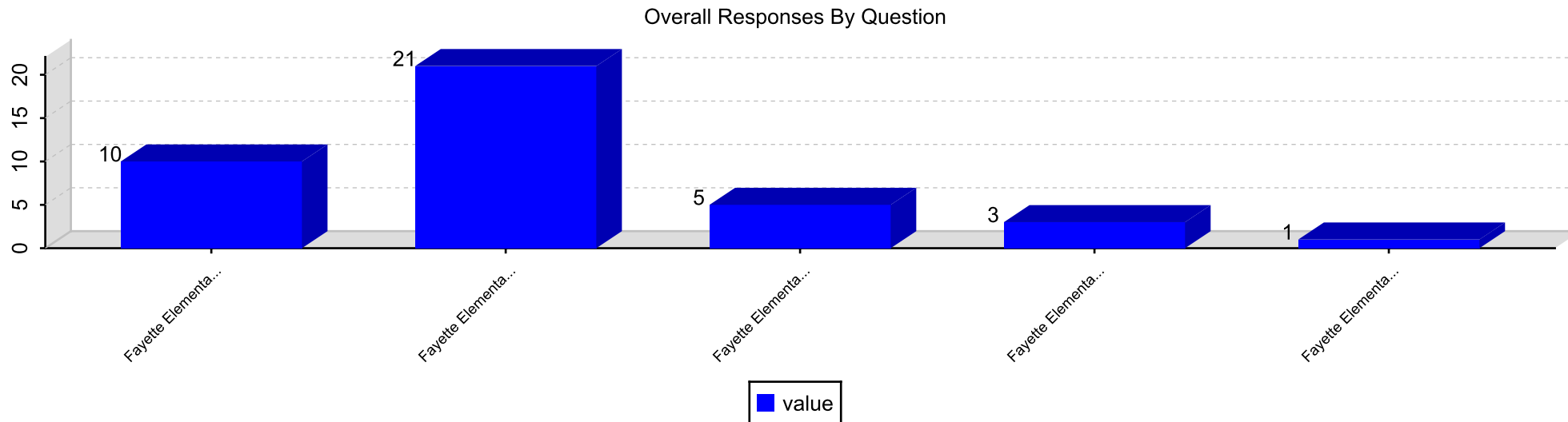
Question 35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.

Overall Responses By Question
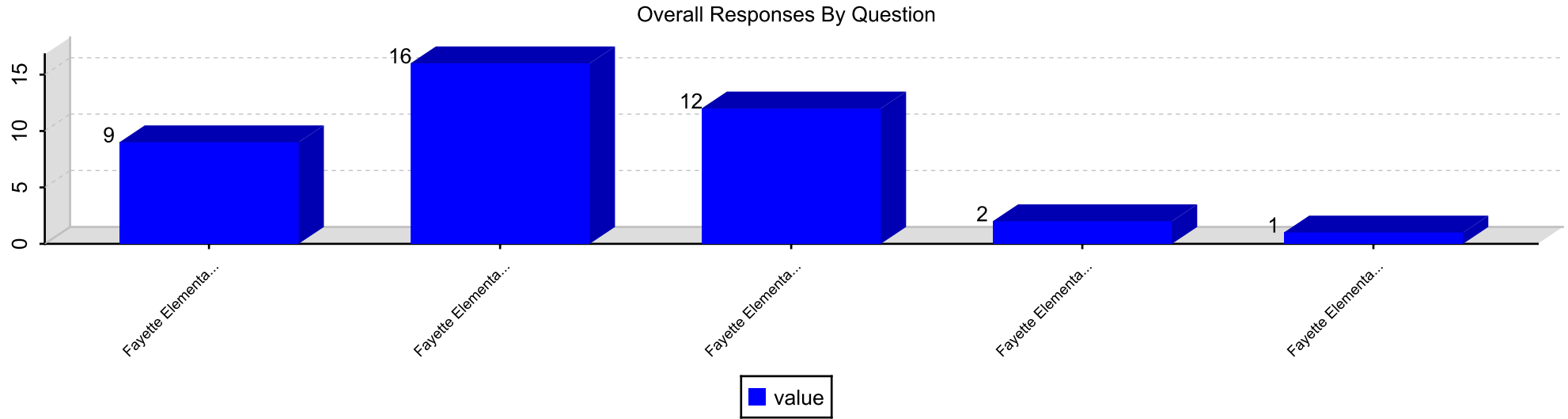
Section: Resources and Support Systems

Responses By Question

Question 36. Our school provides qualified staff members to support student learning.

Overall Responses By Question

value
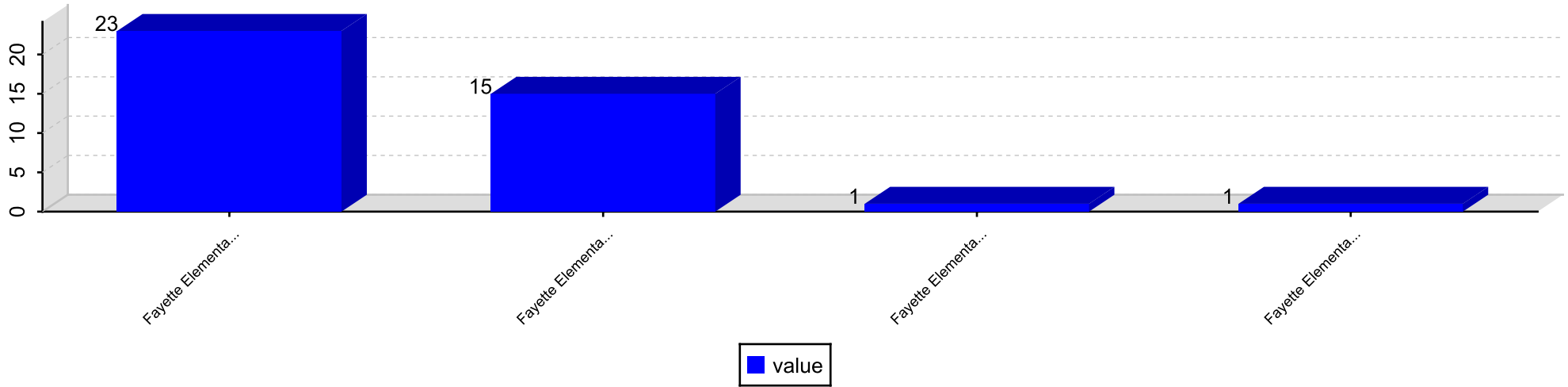
Question 37. Our school provides instructional time and resources to support our school's goals and priorities.

Overall Responses By Question

value
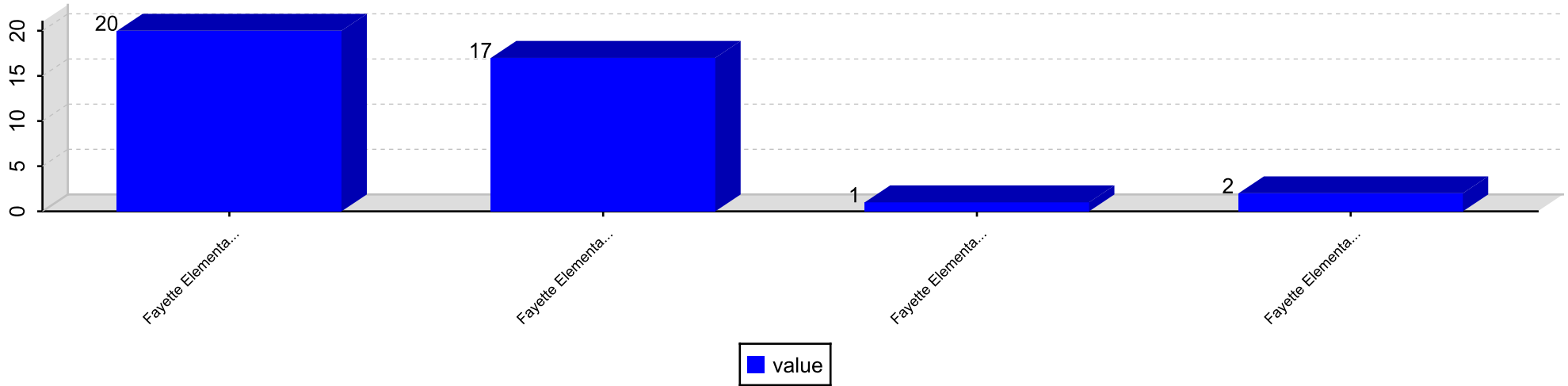
Question 38. Our school provides sufficient material resources to meet student needs.

Overall Responses By Question
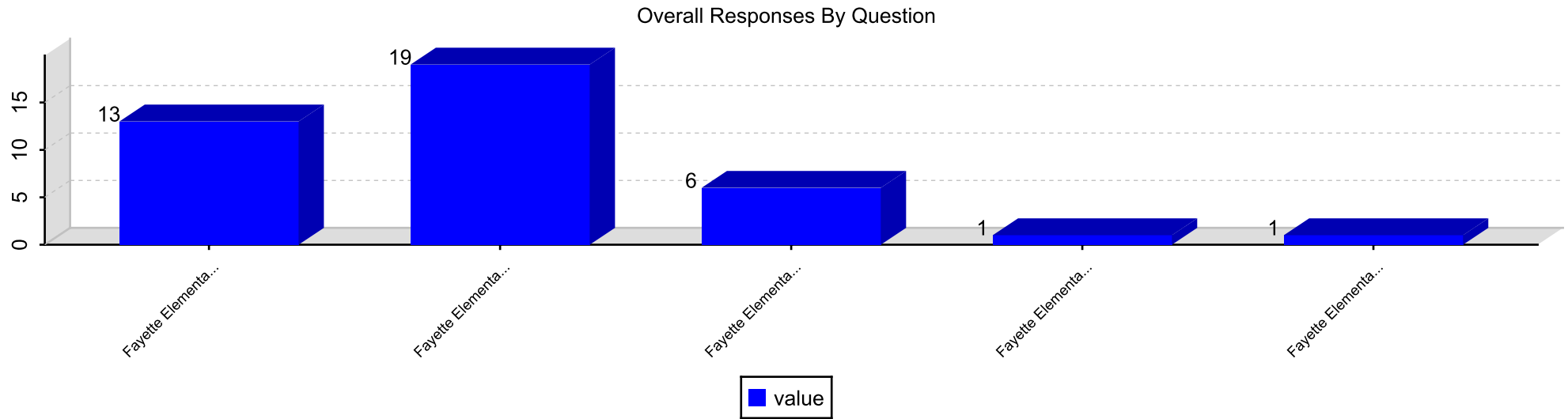
Question 39. Our school provides protected instructional time.

Overall Responses By Question

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...

31   8   1

value
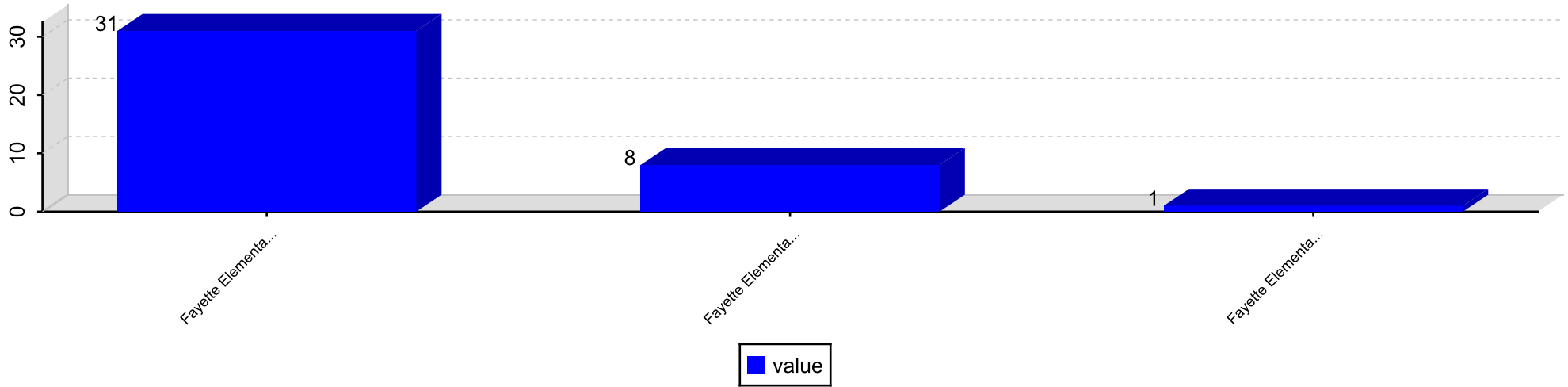
Question 40. Our school provides a variety of information resources to support student learning.

Overall Responses By Question

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...

13   25   2

value
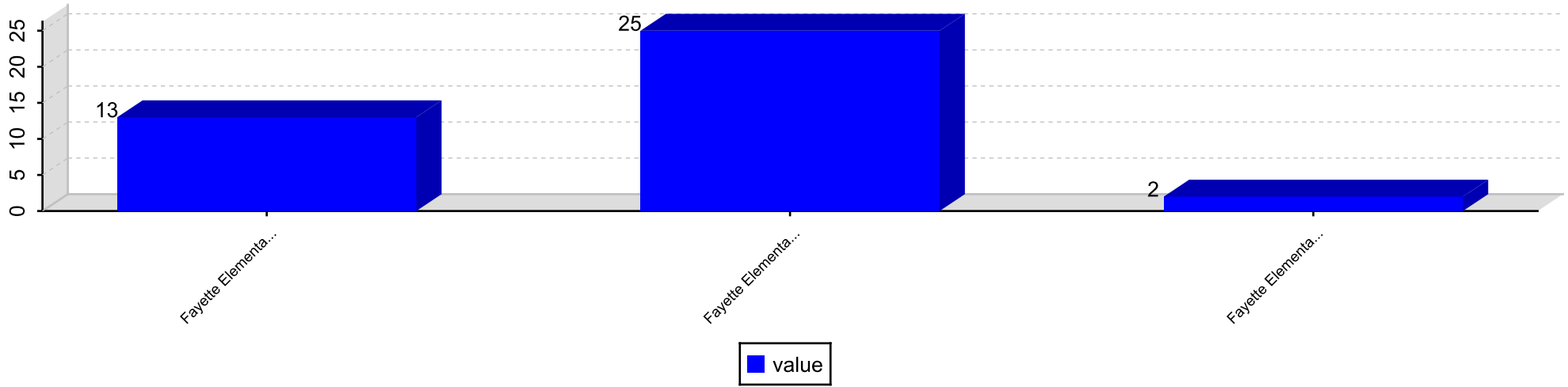
Question 41. Our school provides a plan for the acquisition and support of technology to support student learning.

Overall Responses By Question
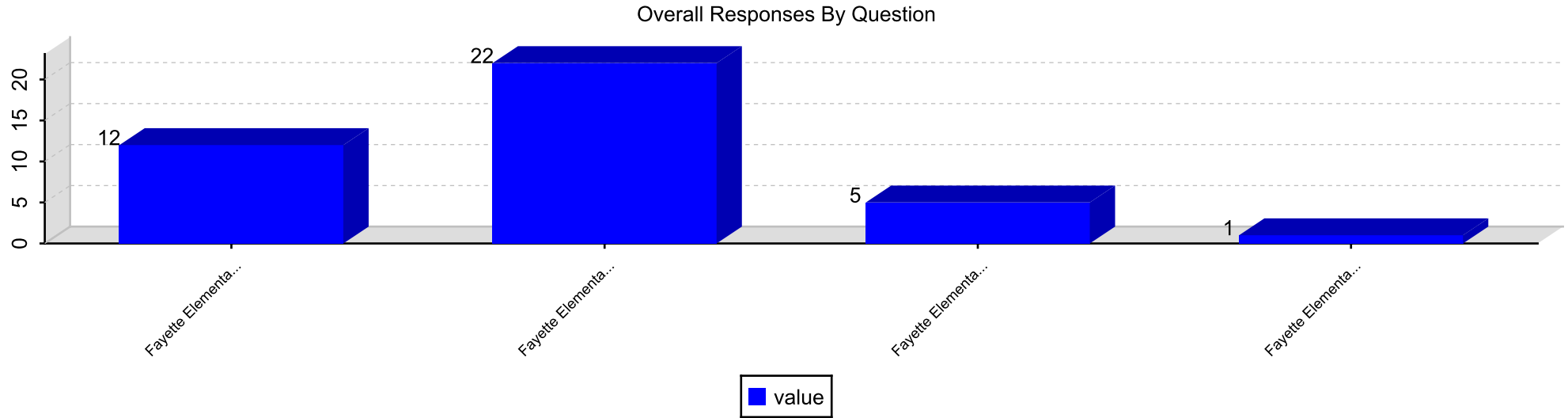
Question 42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

Overall Responses By Question
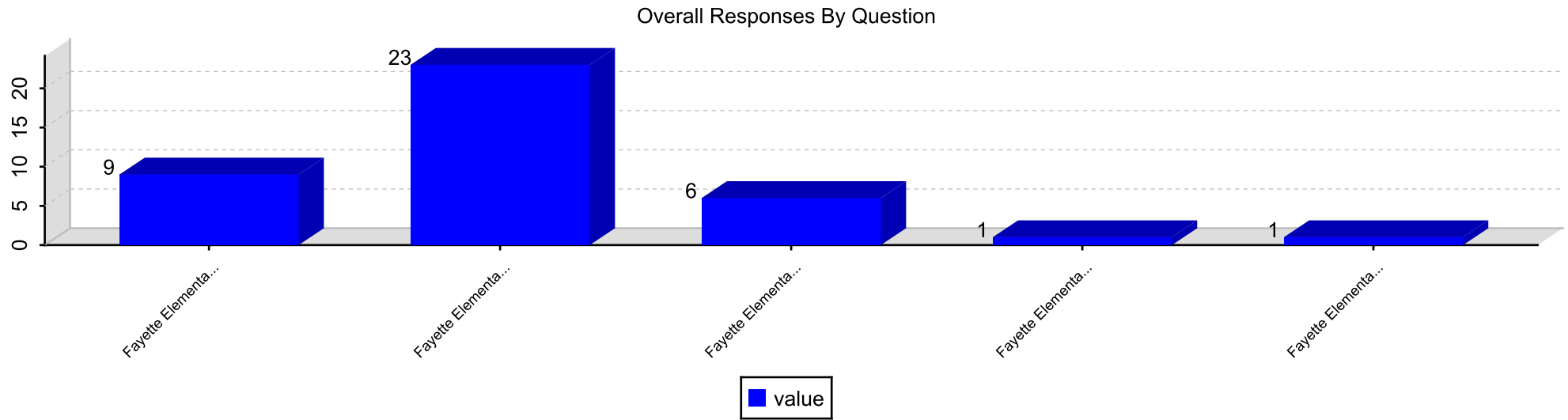
Question 43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).

Overall Responses By Question
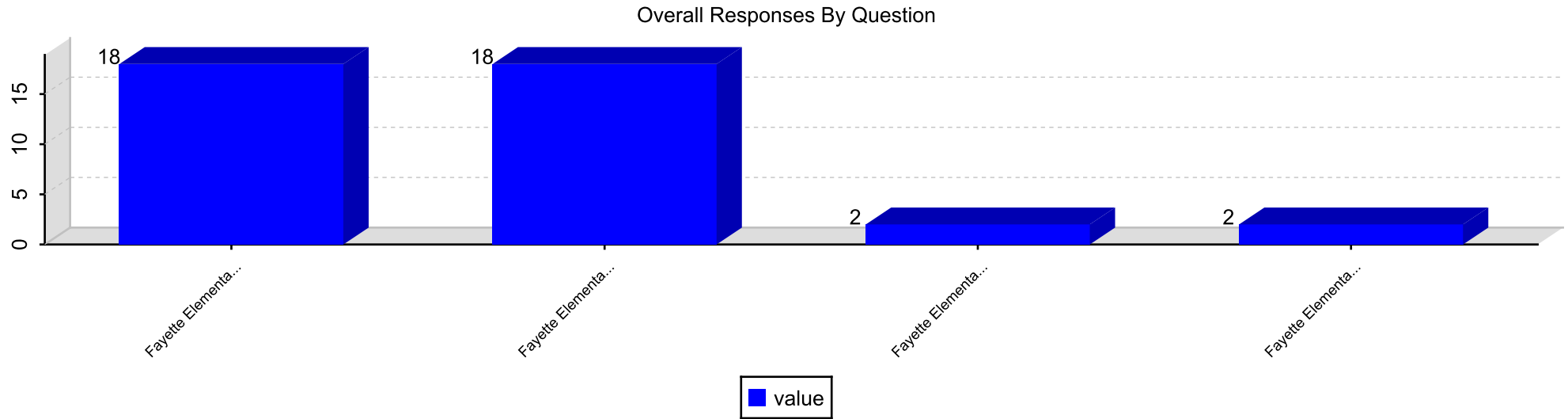
Question 44. Our school provides opportunities for students to participate in activities that interest them.

Overall Responses By Question
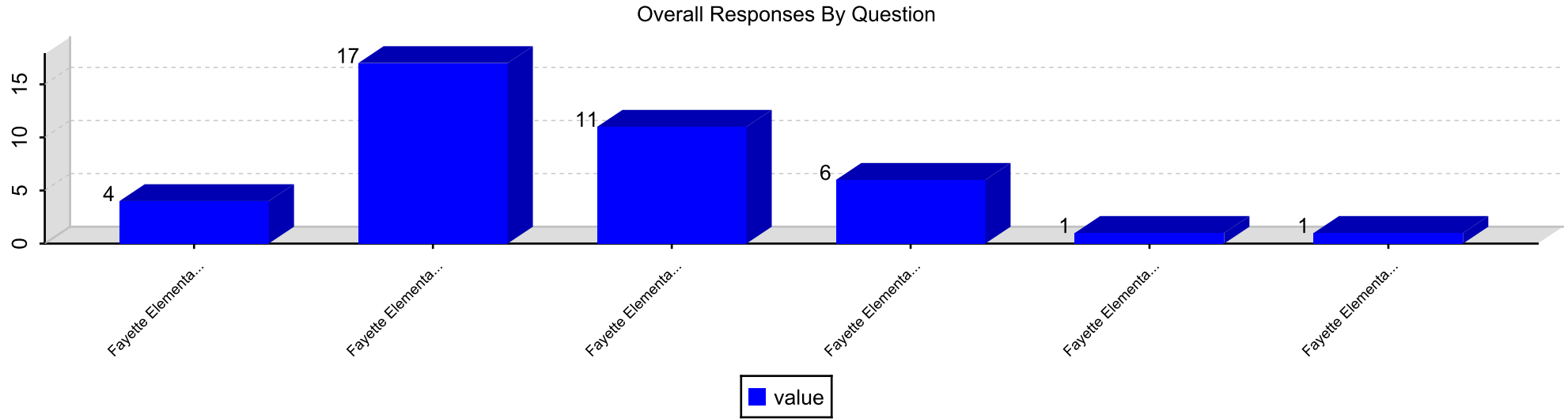
Question 45. Our school maintains facilities that support student learning.

Overall Responses By Question
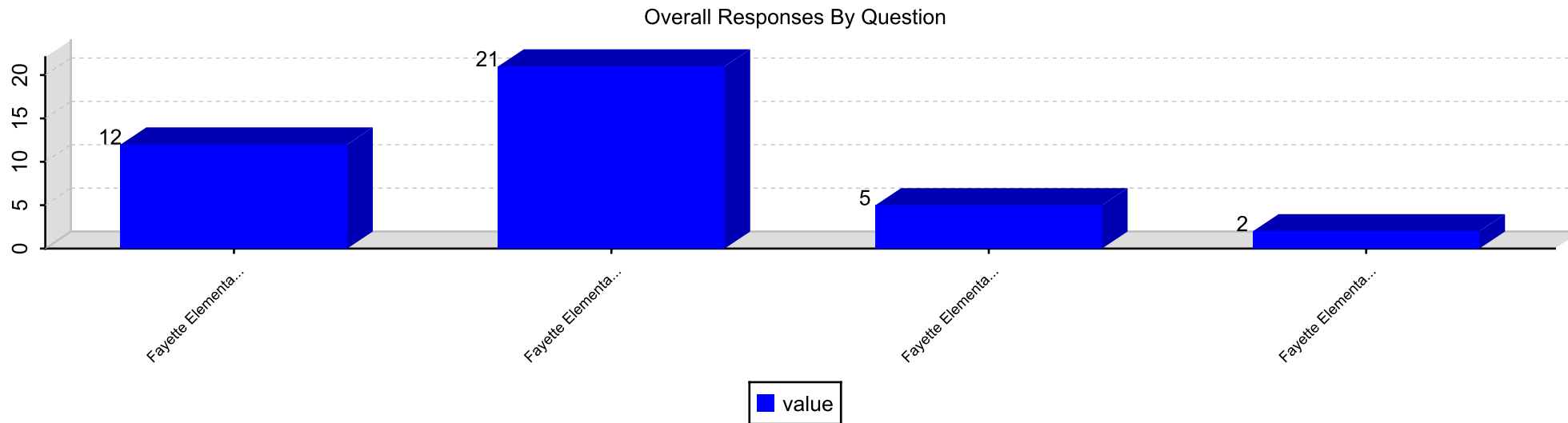
Question 46. Our school maintains facilities that contribute to a safe environment.

Overall Responses By Question

AdvancED
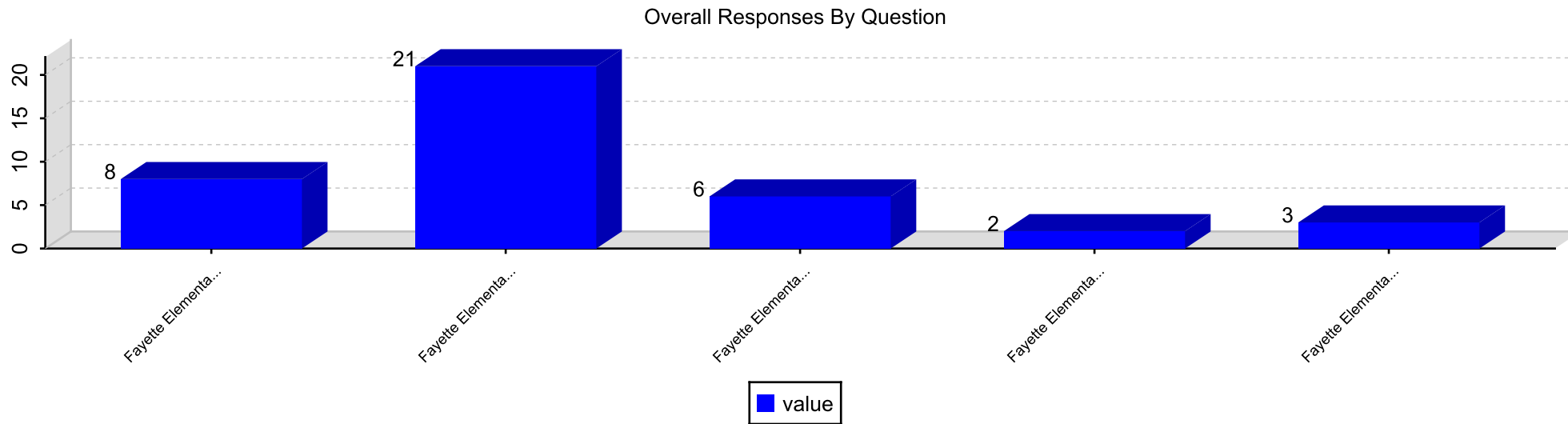
Section: Using Results for Continuous Improvement

Responses By Question

Question 47. Our school uses multiple assessment measures to determine student learning and school performance.

Overall Responses By Question
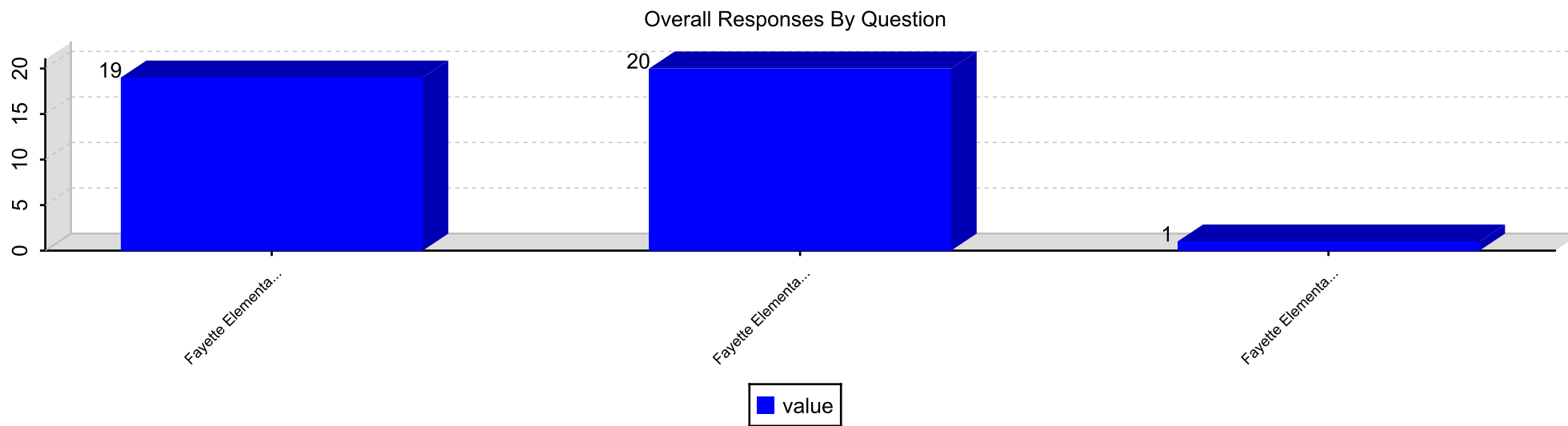
Question 48. Our school employs consistent assessment measures across classrooms and courses.

Overall Responses By Question
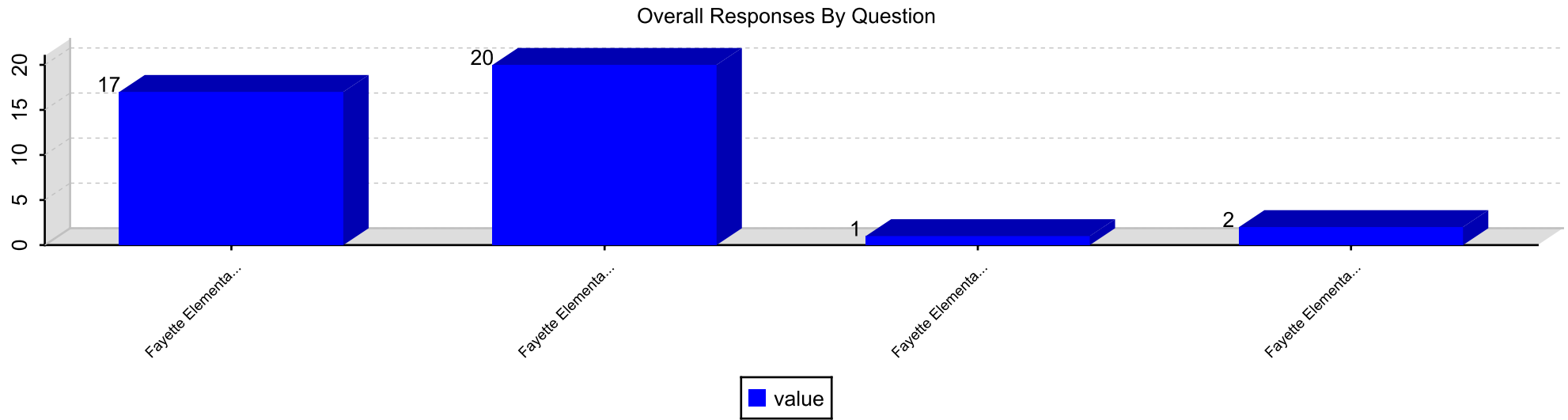
Question 49. Our school has a systematic process for collecting, analyzing, and using data.

Overall Responses By Question
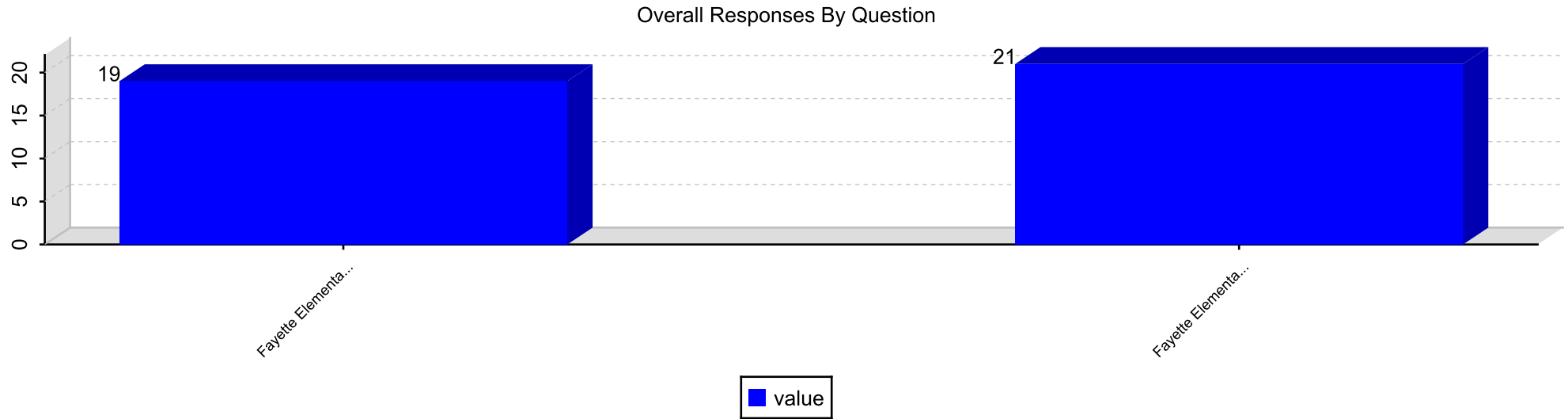
Question 50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

Overall Responses By Question

16   18   4   2

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...   Fayette Elementa...

value
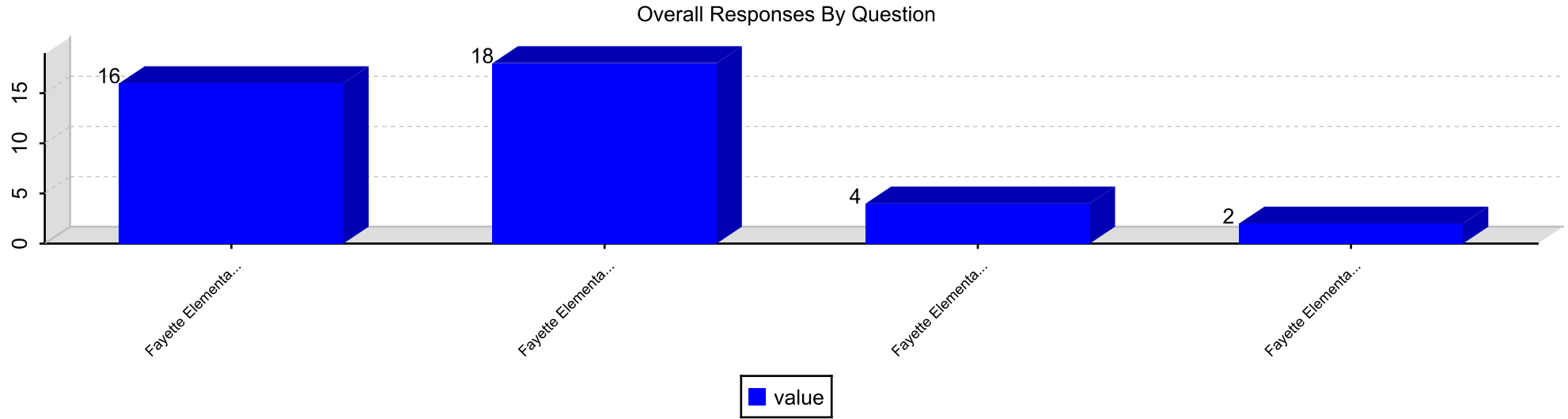
Question 51. Our school uses data to monitor student readiness and success at the next level.

Overall Responses By Question

21

17

1

1

value

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...   Fayette Elementa...
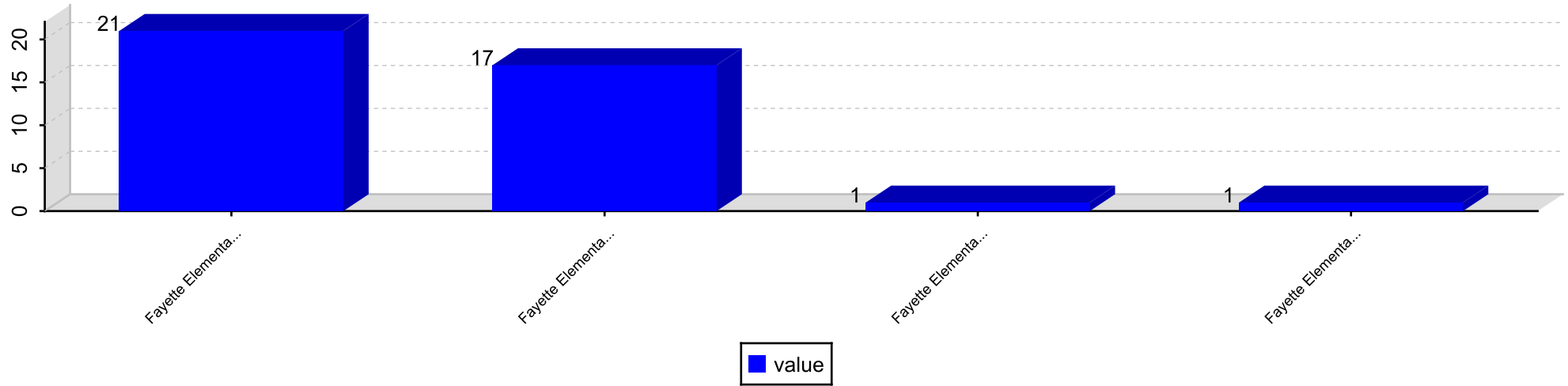
Question 52. Our school leaders monitor data related to student achievement.

Overall Responses By Question

21

16

1

2

value

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...   Fayette Elementa...
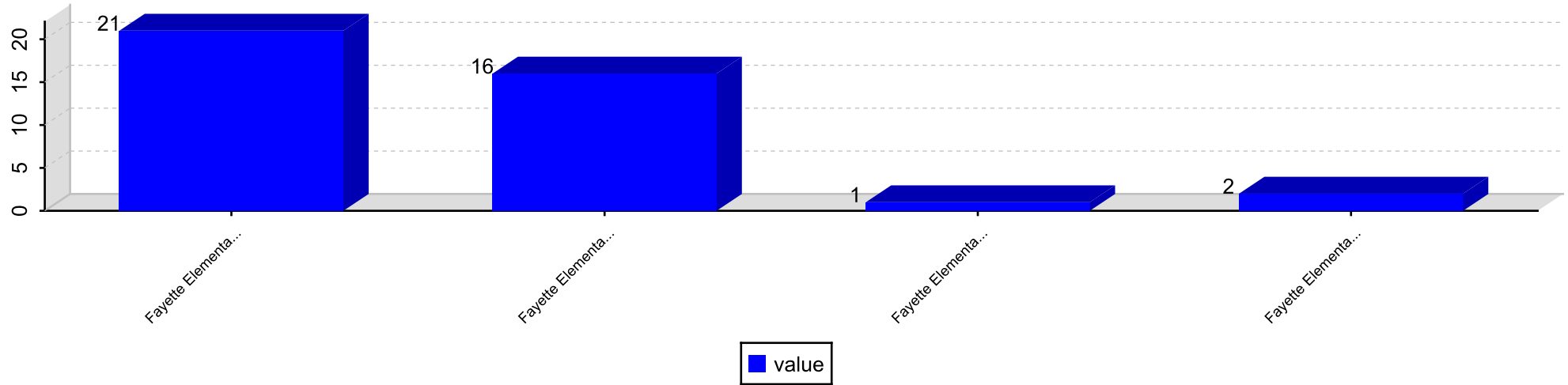
Question 53. Our school leaders monitor data related to school continuous improvement goals.
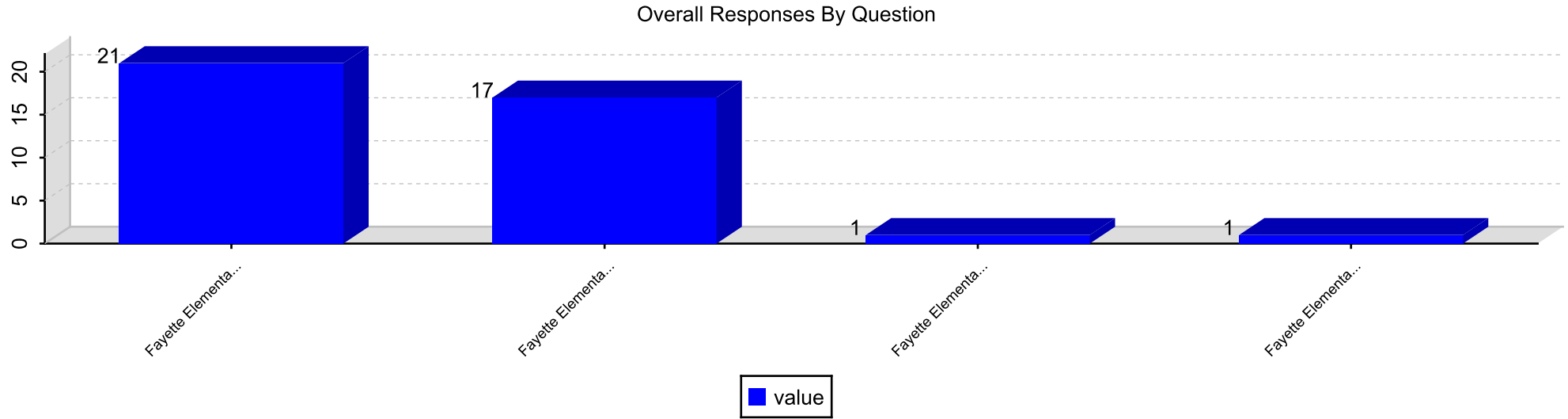
Overall Responses By Question

Survey Response Counts

Section: Purpose and Direction

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
1. In my school my principal and teachers want every student to learn.	Fayette Elementary School	Average Score	200	95.69%	7	3.35%	2	0.96%	209	100%
		2.95	200	95.69%	7	3.35%	2	0.96%	209	100%
	Total		200	95.69%	7	3.35%	2	0.96%	209	100%
2. In my school I am learning new things that will help me.	Fayette Elementary School	Average Score	194	92.82%	12	5.74%	3	1.44%	209	100%
		2.91	194	92.82%	12	5.74%	3	1.44%	209	100%
	Total		194	92.82%	12	5.74%	3	1.44%	209	100%
Total			394	94.26%	19	4.55%	5	1.2%	418	100%

Section: Governance and Leadership

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
3. In my school I am treated fairly.	Fayette Elementary School	Average Score	171	82.21%	24	11.54%	13	6.25%	208	100%
		2.76	171	82.21%	24	11.54%	13	6.25%	208	100%
	Total		171	82.21%	24	11.54%	13	6.25%	208	100%
4. In my school students treat adults with respect.	Fayette Elementary School	Average Score	174	83.65%	31	14.9%	3	1.44%	208	100%
		2.82	174	83.65%	31	14.9%	3	1.44%	208	100%
	Total		174	83.65%	31	14.9%	3	1.44%	208	100%
5. In my school my teachers want me to do my best work.	Fayette Elementary School	Average Score	201	96.63%	4	1.92%	3	1.44%	208	100%
		2.95	201	96.63%	4	1.92%	3	1.44%	208	100%
	Total		201	96.63%	4	1.92%	3	1.44%	208	100%
Total			546	87.5%	59	9.46%	19	3.04%	624	100%

Section: Teaching and Assessing for Learning

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
6. My teachers help me learn things I will need in the future.	Fayette Elementary School	Average Score	187	90.34%	14	6.76%	6	2.9%	207	100%
		2.87	187	90.34%	14	6.76%	6	2.9%	207	100%
	Total		187	90.34%	14	6.76%	6	2.9%	207	100%
7. My teachers use different activities to help me learn.	Fayette Elementary School	Average Score	190	91.79%	10	4.83%	7	3.38%	207	100%
		2.88	190	91.79%	10	4.83%	7	3.38%	207	100%
	Total		190	91.79%	10	4.83%	7	3.38%	207	100%
8. My teachers listen to me.	Fayette Elementary School	Average Score	166	80.19%	33	15.94%	8	3.86%	207	100%
		2.76	166	80.19%	33	15.94%	8	3.86%	207	100%
	Total		166	80.19%	33	15.94%	8	3.86%	207	100%
9. My teachers tell me how I should behave and do my work.	Fayette Elementary School	Average Score	193	93.24%	10	4.83%	4	1.93%	207	100%
		2.91	193	93.24%	10	4.83%	4	1.93%	207	100%
	Total		193	93.24%	10	4.83%	4	1.93%	207	100%
10. My teachers ask my family to come to school activities.	Fayette Elementary School	Average Score	121	58.45%	64	30.92%	22	10.63%	207	100%
		2.48	121	58.45%	64	30.92%	22	10.63%	207	100%
	Total		121	58.45%	64	30.92%	22	10.63%	207	100%
11. My teachers always help me when I need them.	Fayette Elementary School	Average Score	179	86.47%	19	9.18%	9	4.35%	207	100%
		2.82	179	86.47%	19	9.18%	9	4.35%	207	100%
	Total		179	86.47%	19	9.18%	9	4.35%	207	100%
12. My teachers tell my family how I am doing in school.	Fayette Elementary School	Average Score	186	89.86%	15	7.25%	6	2.9%	207	100%
		2.87	186	89.86%	15	7.25%	6	2.9%	207	100%
	Total		186	89.86%	15	7.25%	6	2.9%	207	100%
13. My teachers care about students.	Fayette Elementary School	Average Score	197	95.17%	9	4.35%	1	0.48%	207	100%
		2.95	197	95.17%	9	4.35%	1	0.48%	207	100%
	Total		197	95.17%	9	4.35%	1	0.48%	207	100%
Total			1,419	85.69%	174	10.51%	63	3.8%	1,656	100%

Section: Resources and Support Systems

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
14. My school is safe and clean.	Fayette Elementary School	Average Score	178	85.99%	21	10.14%	8	3.86%	207	100%
		2.82	178	85.99%	21	10.14%	8	3.86%	207	100%
	Total		178	85.99%	21	10.14%	8	3.86%	207	100%
15. My school has many places where I can learn, such as the library.	Fayette Elementary School	Average Score	196	94.69%	7	3.38%	4	1.93%	207	100%
		2.93	196	94.69%	7	3.38%	4	1.93%	207	100%
	Total		196	94.69%	7	3.38%	4	1.93%	207	100%
16. My school has computers to help me learn.	Fayette Elementary School	Average Score	196	94.69%	4	1.93%	7	3.38%	207	100%
		2.91	196	94.69%	4	1.93%	7	3.38%	207	100%
	Total		196	94.69%	4	1.93%	7	3.38%	207	100%
17. My school wants children in our school to help each other even if we are not friends.	Fayette Elementary School	Average Score	188	90.82%	11	5.31%	8	3.86%	207	100%
		2.87	188	90.82%	11	5.31%	8	3.86%	207	100%
	Total		188	90.82%	11	5.31%	8	3.86%	207	100%
Total			758	91.55%	43	5.19%	27	3.26%	828	100%

Section: Using Results for Continuous Improvement

Question / Institution			I Agree		I'm Not Sure		I Don't Agree		Total	
			#	%	#	%	#	%	#	%
18. My principal and teachers ask me what I think about school.	Fayette Elementary School	Average Score	139	67.15%	45	21.74%	23	11.11%	207	100%
		2.56	139	67.15%	45	21.74%	23	11.11%	207	100%
	Total		139	67.15%	45	21.74%	23	11.11%	207	100%
19 My principal and teachers tell children when they do a good	Fayette Elementary School	Average Score	191	92.27%	11	5.31%	5	2.42%	207	100%
		2.9	191	92.27%	11	5.31%	5	2.42%	207	100%
	Total		191	92.27%	11	5.31%	5	2.42%	207	100%
20. My principal and teachers help me to be ready for the next grade.	Fayette Elementary School	Average Score	198	95.65%	6	2.9%	3	1.45%	207	100%
		2.94	198	95.65%	6	2.9%	3	1.45%	207	100%
	Total		198	95.65%	6	2.9%	3	1.45%	207	100%
Total			528	85.02%	62	9.98%	31	4.99%	621	100%

Responses By Section and Question

Section: Purpose and Direction

Responses By Question

Question 1. In my school my principal and teachers want every student to learn.
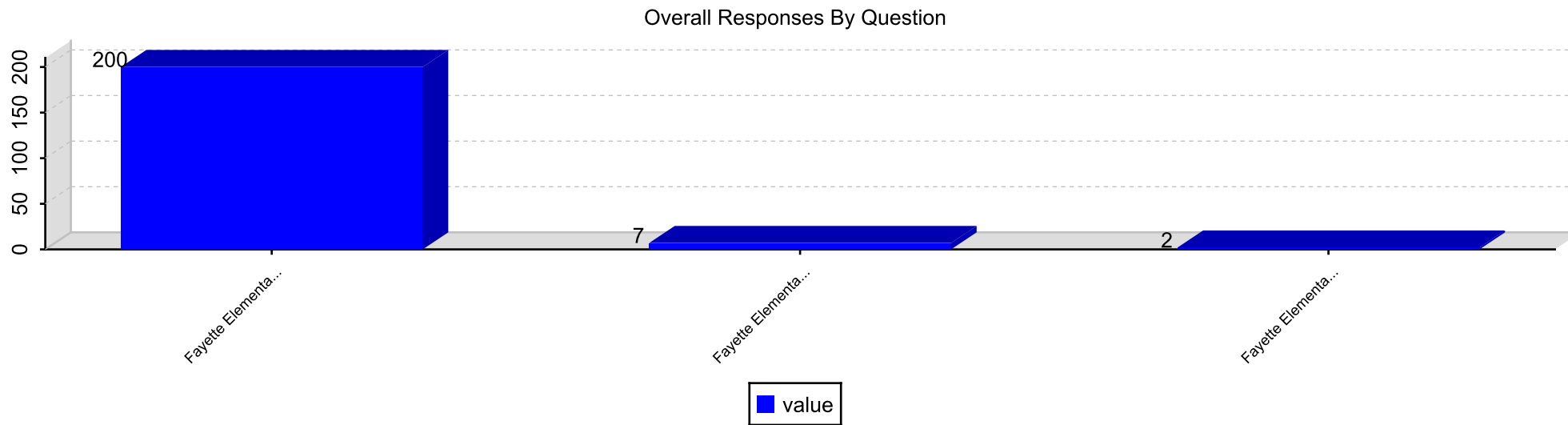
Question 2. In my school I am learning new things that will help me.

Overall Responses By Question
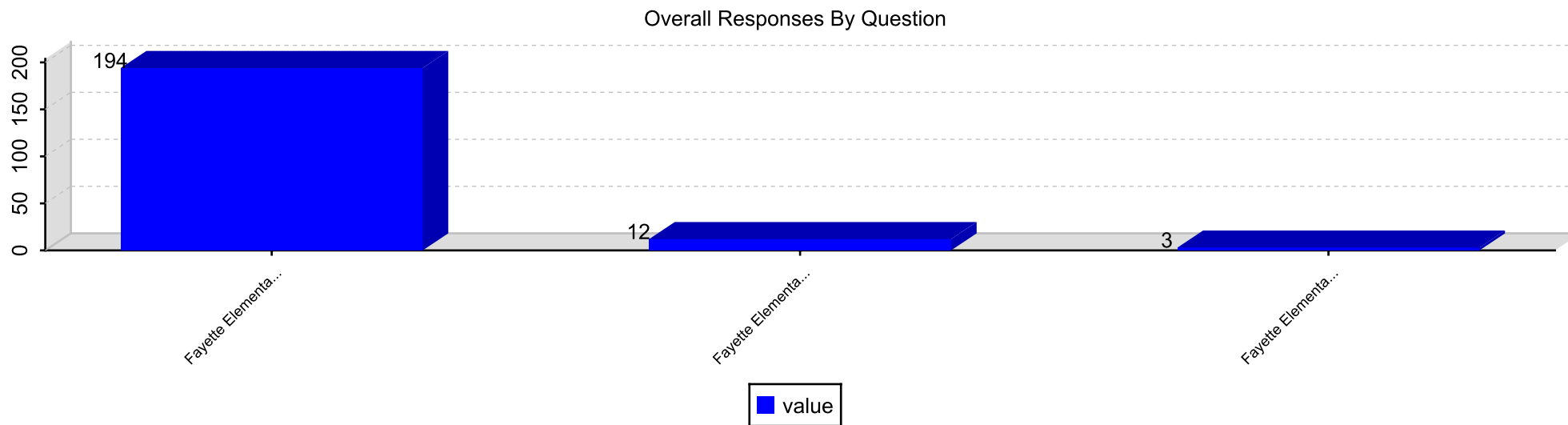
Section: Governance and Leadership

Responses By Question

Question 3. In my school I am treated fairly.

Overall Responses By Question

171

24

13

■ value
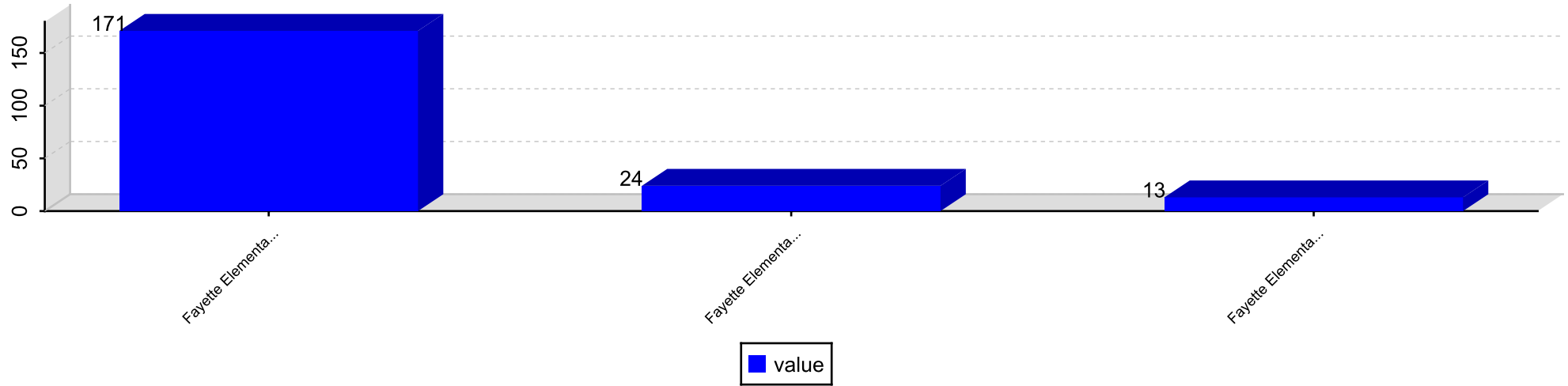
Question 4. In my school students treat adults with respect.

Overall Responses By Question

174

31

3

■ value
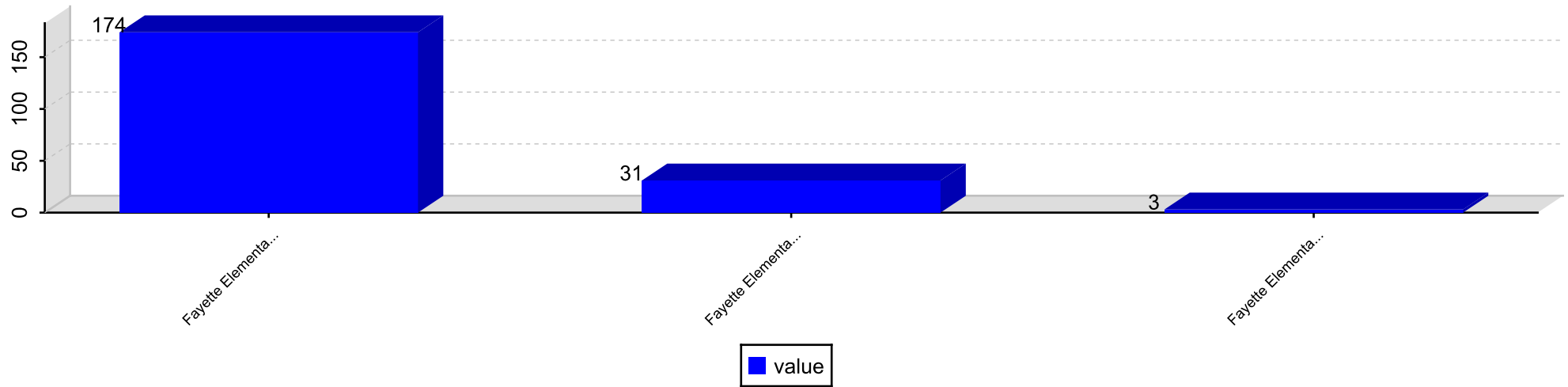
Question 5. In my school my teachers want me to do my best work.

Overall Responses By Question
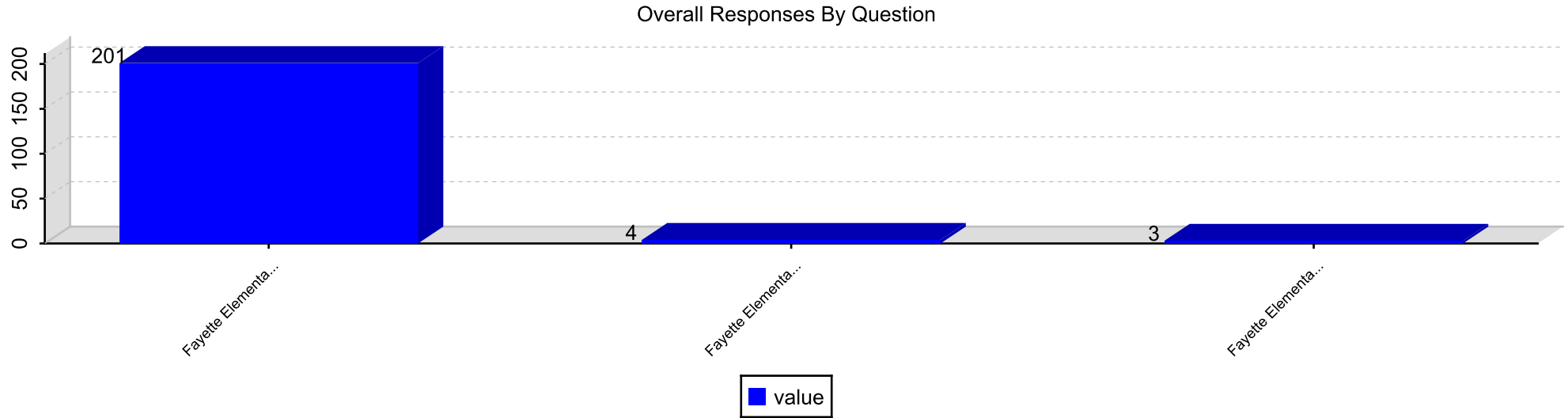
Section: Teaching and Assessing for Learning

Responses By Question

Question 6. My teachers help me learn things I will need in the future.

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Overall Responses By Question

187

14

6

value
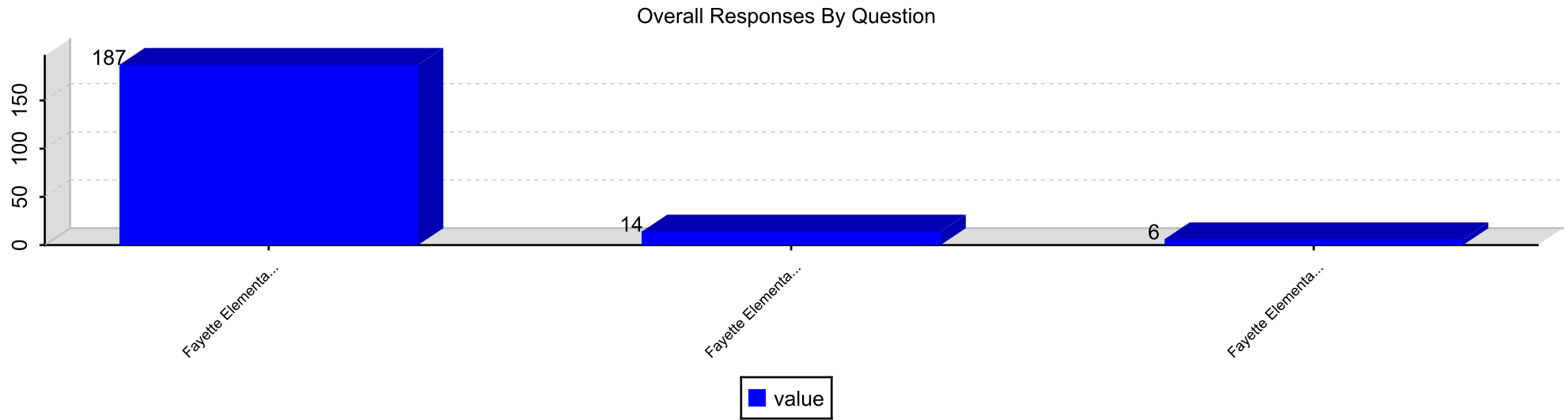
Question 7. My teachers use different activities to help me learn.

Overall Responses By Question

190

10

7

value
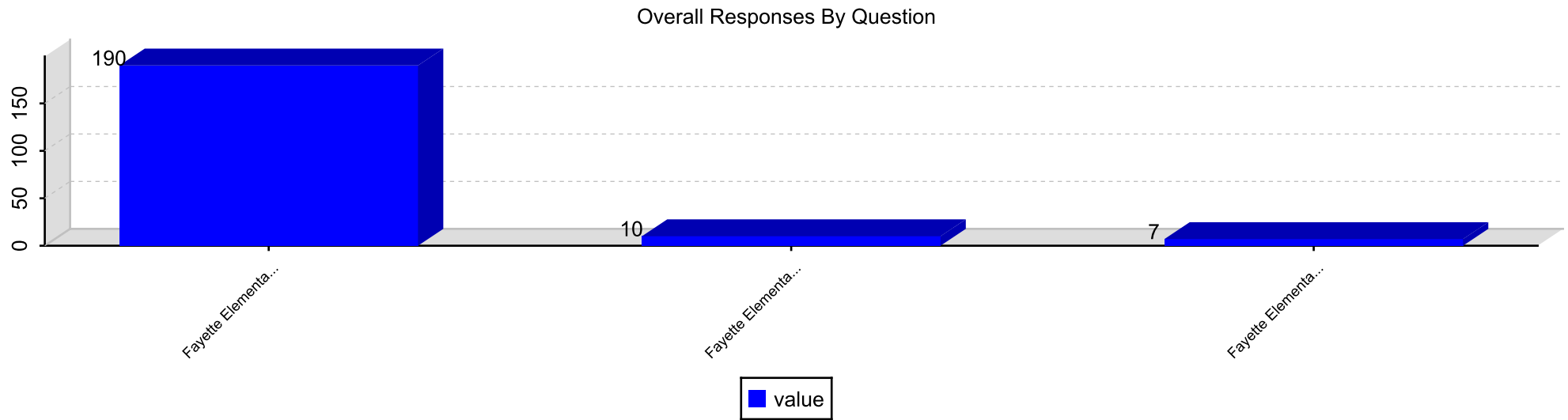
Question 8. My teachers listen to me.

Overall Responses By Question
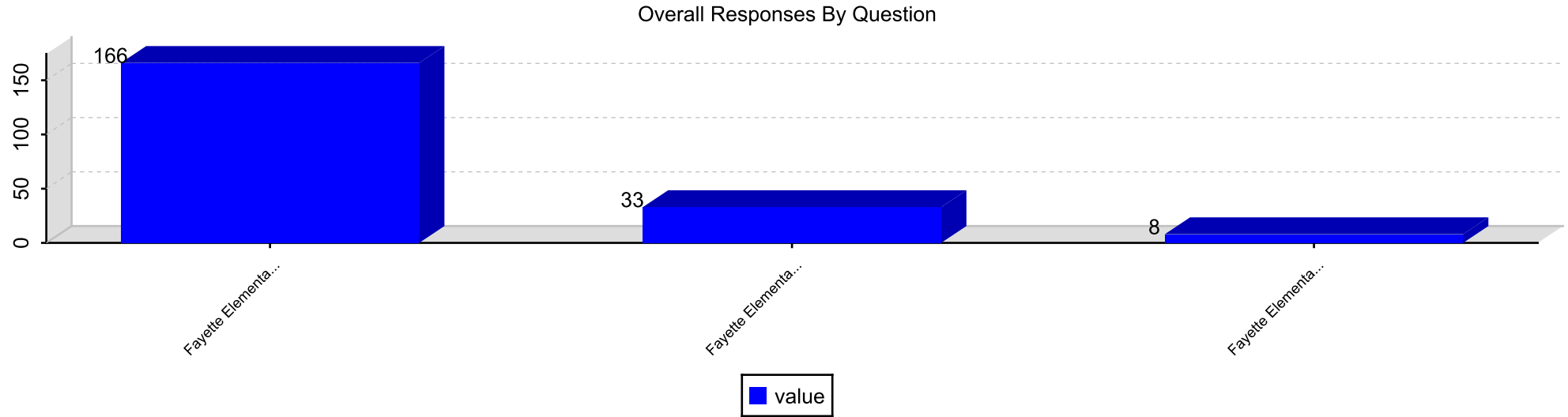
Question 9. My teachers tell me how I should behave and do my work.

AdvancED

Overall Responses By Question

193

10

4

Fayette Elementa…

Fayette Elementa…

Fayette Elementa…

value
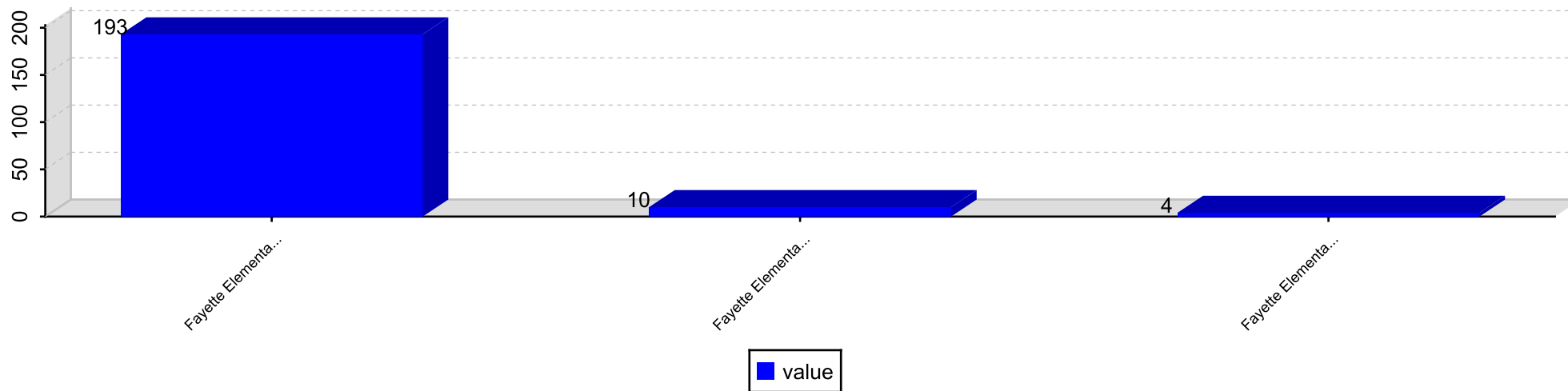
Question 10. My teachers ask my family to come to school activities.

Overall Responses By Question

121

64

22

Fayette Elementa…

Fayette Elementa…

Fayette Elementa…

value
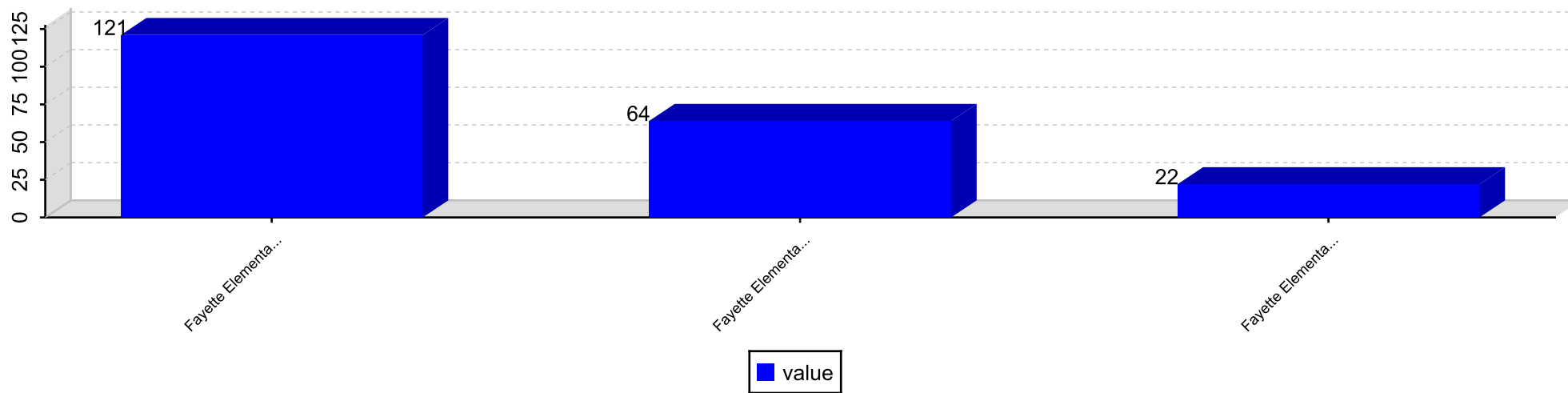
Question 11. My teachers always help me when I need them.

Overall Responses By Question
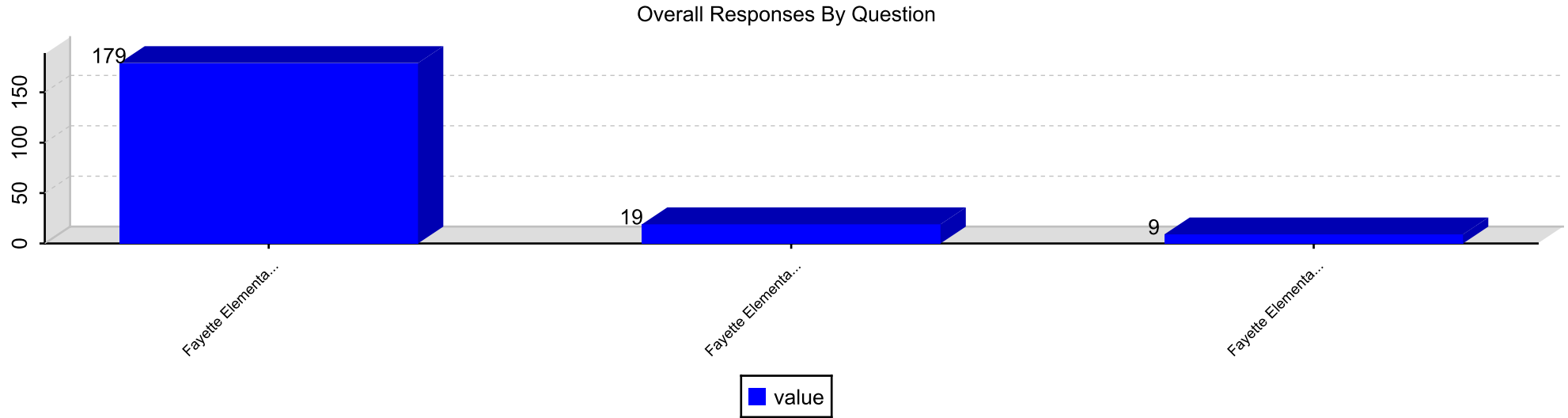
Question 12. My teachers tell my family how I am doing in school.

Overall Responses By Question

186

15

6

value
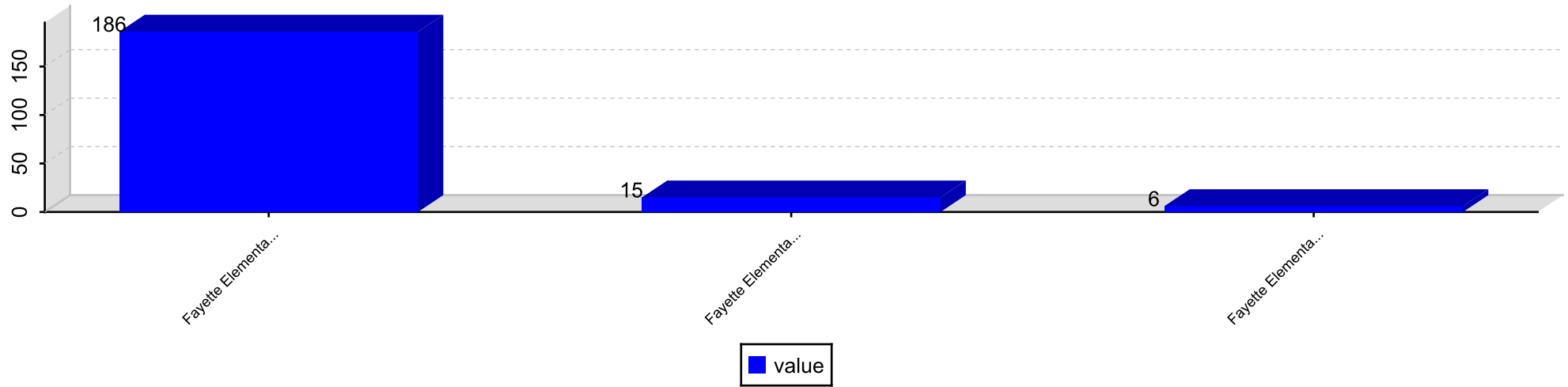
Question 13. My teachers care about students.

Overall Responses By Question

197

9

1

value

AdvancED
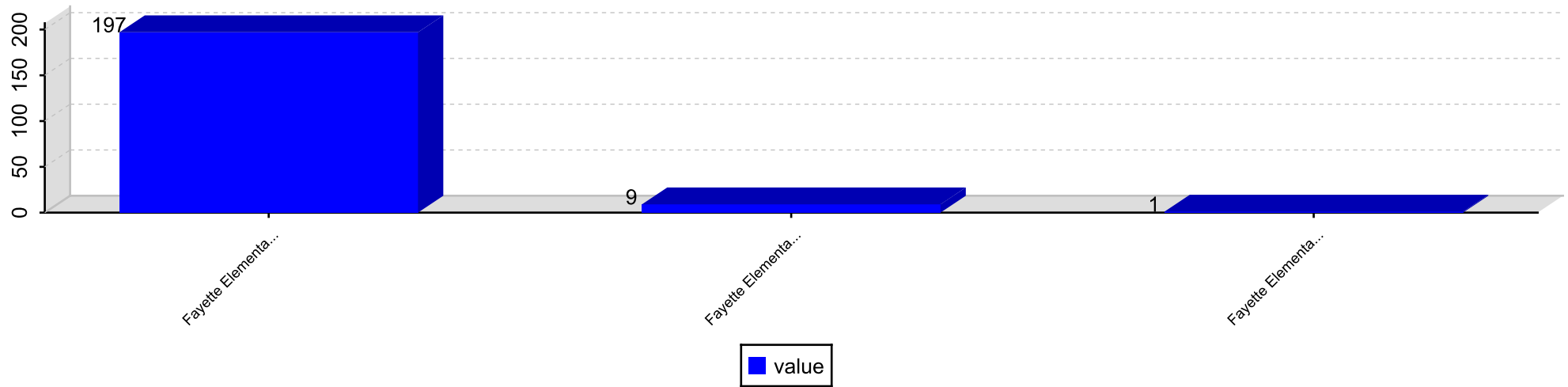
Section: Resources and Support Systems

Responses By Question

Question 14. My school is safe and clean.

Overall Responses By Question
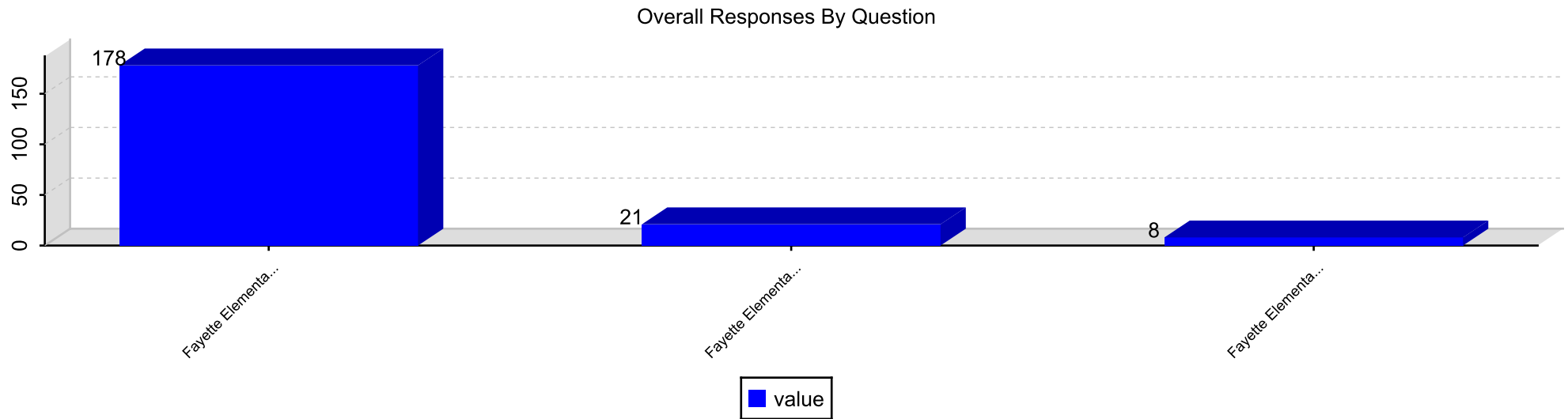
Question 15. My school has many places where I can learn, such as the library.

Overall Responses By Question

196

7

4

value
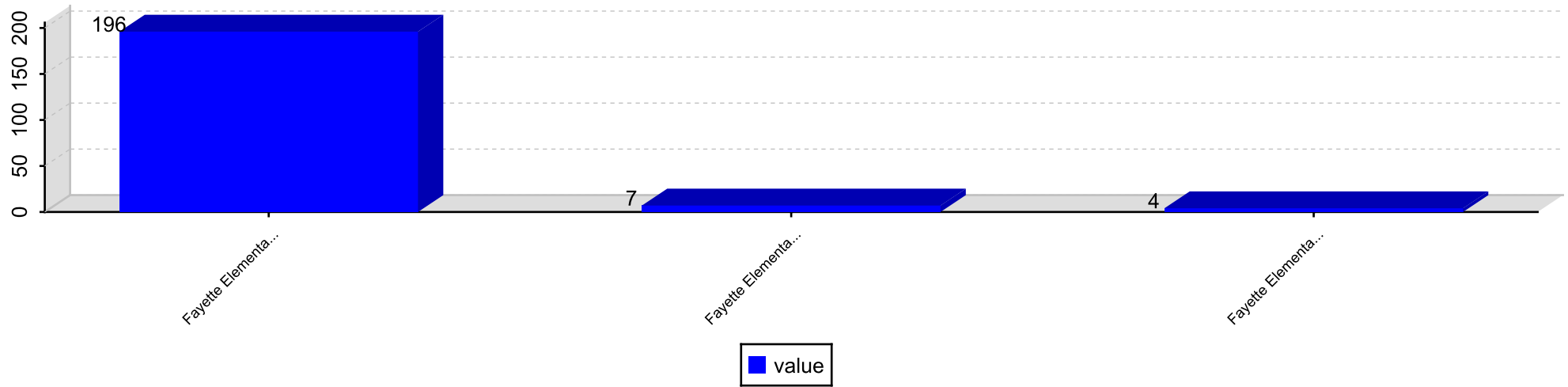
Question 16. My school has computers to help me learn.

Overall Responses By Question

196

4

7

value

AdvancED
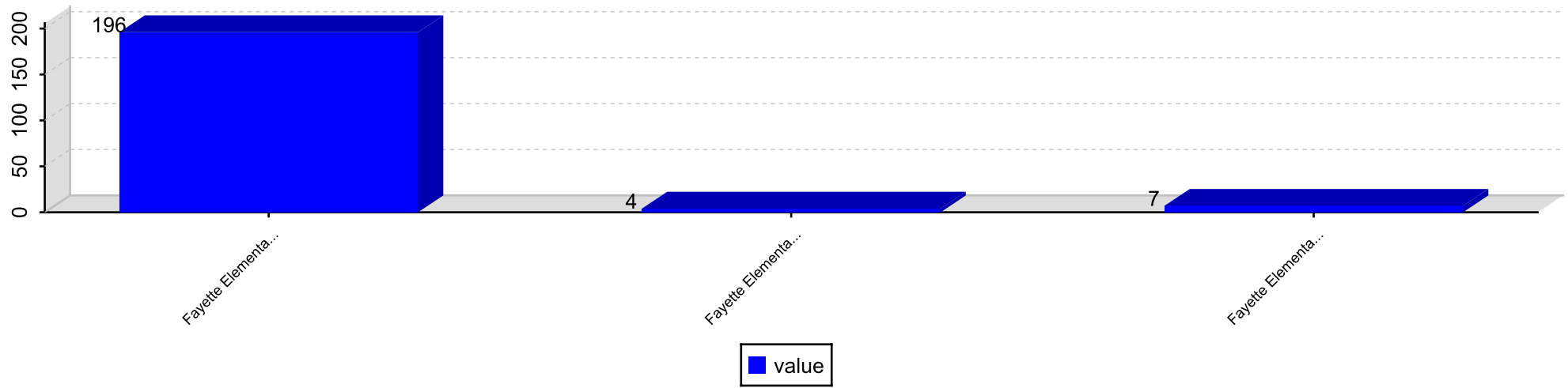
Question 17. My school wants children in our school to help each other even if we are not friends.

Overall Responses By Question

188

11

8

Fayette Elementa...

Fayette Elementa...

Fayette Elementa...

■ value
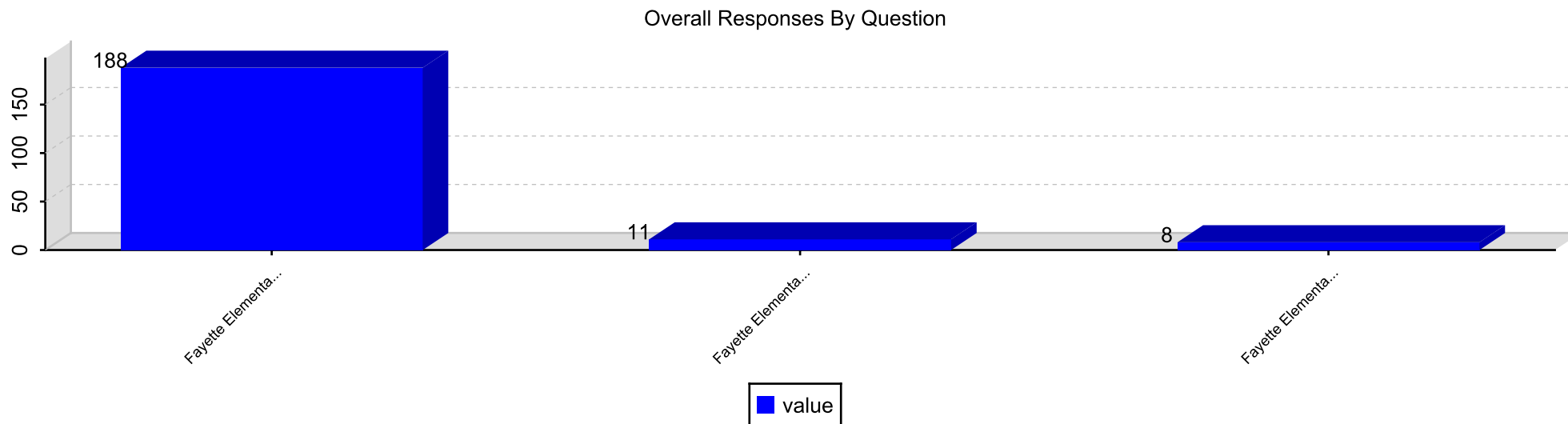
Section: Using Results for Continuous Improvement

Responses By Question

Question 18. My principal and teachers ask me what I think about school.

Overall Responses By Question

139

45

23

value
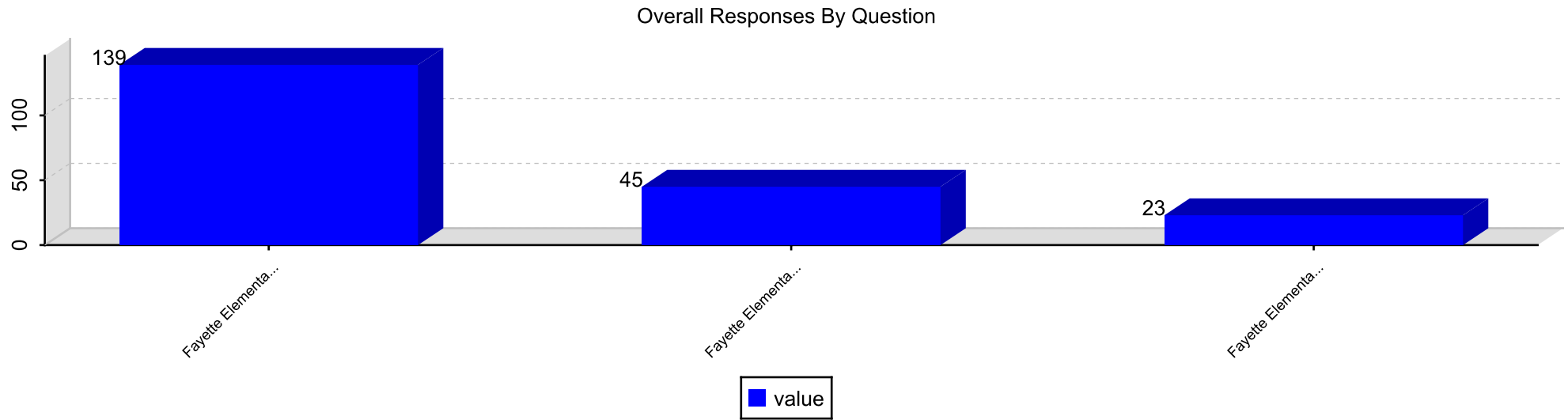
Question 19 My principal and teachers tell children when they do a good job.

Overall Responses By Question

191

11

5

value

AdvancED
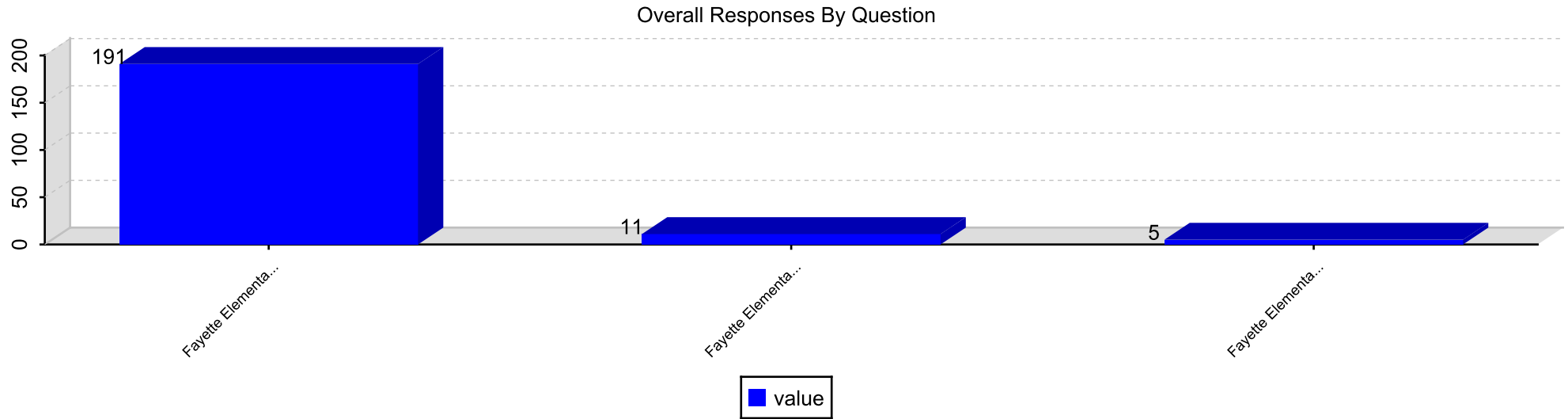
Question 20. My principal and teachers help me to be ready for the next grade.

Overall Responses By Question

Survey Response Counts

Section: Purpose and Direction

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
			#	%	#	%	#	%	#	%	#	%	#	%
1. Our school's purpose statement is clearly focused on student success.	Fayette Elementary School	Average Score	61	49.59%	55	44.72%	5	4.07%	2	1.63%	0	0%	123	100%
		4.42	61	49.59%	55	44.72%	5	4.07%	2	1.63%	0	0%	123	100%
	Total		61	49.59%	55	44.72%	5	4.07%	2	1.63%	0	0%	123	100%
2. Our school's purpose statement is formally reviewed and revised with involvement from parents.	Fayette Elementary School	Average Score	44	35.77%	58	47.15%	16	13.01%	4	3.25%	1	0.81%	123	100%
		4.14	44	35.77%	58	47.15%	16	13.01%	4	3.25%	1	0.81%	123	100%
	Total		44	35.77%	58	47.15%	16	13.01%	4	3.25%	1	0.81%	123	100%
3. Our school has established goals and a plan for improving student learning.	Fayette Elementary School	Average Score	54	43.9%	59	47.97%	8	6.5%	1	0.81%	1	0.81%	123	100%
		4.33	54	43.9%	59	47.97%	8	6.5%	1	0.81%	1	0.81%	123	100%
	Total		54	43.9%	59	47.97%	8	6.5%	1	0.81%	1	0.81%	123	100%
Total			159	43.09%	172	46.61%	29	7.86%	7	1.9%	2	0.54%	369	100%

Section: Governance and Leadership

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
4. Our school's governing body operates responsibly and functions effectively.	Fayette Elementary School	Average Score	43	36.13%	50	42.02%	19	15.97%	4	3.36%	0	0%	3	2.52%	119	100%
		4.03	43	36.13%	50	42.02%	19	15.97%	4	3.36%	0	0%	3	2.52%	119	100%
	Total		43	36.13%	50	42.02%	19	15.97%	4	3.36%	0	0%	3	2.52%	119	100%
5. Our school's governing body does not interfere with the operation or leadership of our school.	Fayette Elementary School	Average Score	38	31.93%	50	42.02%	23	19.33%	4	3.36%	1	0.84%	3	2.52%	119	100%
		3.93	38	31.93%	50	42.02%	23	19.33%	4	3.36%	1	0.84%	3	2.52%	119	100%
	Total		38	31.93%	50	42.02%	23	19.33%	4	3.36%	1	0.84%	3	2.52%	119	100%

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Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
6. Our school has high expectations for students in all classes.	Fayette Elementary School	Average Score	60	50.42%	46	38.66%	8	6.72%	3	2.52%	1	0.84%	1	0.84%	119	100%
		4.33	60	50.42%	46	38.66%	8	6.72%	3	2.52%	1	0.84%	1	0.84%	119	100%
	Total		60	50.42%	46	38.66%	8	6.72%	3	2.52%	1	0.84%	1	0.84%	119	100%
7. Our school shares responsibility for student learning with its stakeholders.	Fayette Elementary School	Average Score	42	35.29%	51	42.86%	19	15.97%	2	1.68%	1	0.84%	4	3.36%	119	100%
		4.0	42	35.29%	51	42.86%	19	15.97%	2	1.68%	1	0.84%	4	3.36%	119	100%
	Total		42	35.29%	51	42.86%	19	15.97%	2	1.68%	1	0.84%	4	3.36%	119	100%
8. Our school communicates effectively about the school's goals and activities.	Fayette Elementary School	Average Score	59	49.58%	48	40.34%	8	6.72%	2	1.68%	1	0.84%	1	0.84%	119	100%
		4.34	59	49.58%	48	40.34%	8	6.72%	2	1.68%	1	0.84%	1	0.84%	119	100%
	Total		59	49.58%	48	40.34%	8	6.72%	2	1.68%	1	0.84%	1	0.84%	119	100%
9. Our school provides opportunities for stakeholders to be involved in the school.	Fayette Elementary School	Average Score	44	36.97%	50	42.02%	18	15.13%	1	0.84%	2	1.68%	4	3.36%	119	100%
		4.02	44	36.97%	50	42.02%	18	15.13%	1	0.84%	2	1.68%	4	3.36%	119	100%
	Total		44	36.97%	50	42.02%	18	15.13%	1	0.84%	2	1.68%	4	3.36%	119	100%
Total			286	40.06%	295	41.32%	95	13.31%	16	2.24%	6	0.84%	16	2.24%	714	100%

Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	Fayette Elementary School	Average Score	57	48.72%	43	36.75%	12	10.26%	4	3.42%	1	0.85%	0	0%	117	100%
		4.29	57	48.72%	43	36.75%	12	10.26%	4	3.42%	1	0.85%	0	0%	117	100%
	Total		57	48.72%	43	36.75%	12	10.26%	4	3.42%	1	0.85%	0	0%	117	100%
11. All of my child's teachers give work that challenges my child.	Fayette Elementary School	Average Score	55	47.01%	55	47.01%	4	3.42%	2	1.71%	1	0.85%	0	0%	117	100%
		4.38	55	47.01%	55	47.01%	4	3.42%	2	1.71%	1	0.85%	0	0%	117	100%
	Total		55	47.01%	55	47.01%	4	3.42%	2	1.71%	1	0.85%	0	0%	117	100%
12. All of my child's teachers use a variety of teaching strategies and learning activities.	Fayette Elementary School	Average Score	54	46.15%	47	40.17%	12	10.26%	3	2.56%	1	0.85%	0	0%	117	100%
		4.28	54	46.15%	47	40.17%	12	10.26%	3	2.56%	1	0.85%	0	0%	117	100%
	Total		54	46.15%	47	40.17%	12	10.26%	3	2.56%	1	0.85%	0	0%	117	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
13. All of my child's teachers meet his/her learning needs by individualizing instruction.	**Fayette Elementary School**	Average Score	50	42.74%	41	35.04%	17	14.53%	7	5.98%	2	1.71%	0	0%	117	100%
		4.11	50	42.74%	41	35.04%	17	14.53%	7	5.98%	2	1.71%	0	0%	117	100%
	Total		50	42.74%	41	35.04%	17	14.53%	7	5.98%	2	1.71%	0	0%	117	100%
14. All of my child's teachers work as a team to help my child learn.	**Fayette Elementary School**	Average Score	51	43.59%	39	33.33%	18	15.38%	3	2.56%	2	1.71%	4	3.42%	117	100%
		4.04	51	43.59%	39	33.33%	18	15.38%	3	2.56%	2	1.71%	4	3.42%	117	100%
	Total		51	43.59%	39	33.33%	18	15.38%	3	2.56%	2	1.71%	4	3.42%	117	100%
15. All of my child's teachers help me to understand my child's progress.	**Fayette Elementary School**	Average Score	57	48.72%	47	40.17%	10	8.55%	1	0.85%	2	1.71%	0	0%	117	100%
		4.33	57	48.72%	47	40.17%	10	8.55%	1	0.85%	2	1.71%	0	0%	117	100%
	Total		57	48.72%	47	40.17%	10	8.55%	1	0.85%	2	1.71%	0	0%	117	100%
16. All of my child's teachers keep me informed regularly of how my child is being graded.	**Fayette Elementary School**	Average Score	56	47.86%	42	35.9%	11	9.4%	8	6.84%	0	0%	0	0%	117	100%
		4.25	56	47.86%	42	35.9%	11	9.4%	8	6.84%	0	0%	0	0%	117	100%
	Total		56	47.86%	42	35.9%	11	9.4%	8	6.84%	0	0%	0	0%	117	100%
17. All of my child's teachers report on my child's progress in easy to understand language.	**Fayette Elementary School**	Average Score	58	49.57%	49	41.88%	6	5.13%	4	3.42%	0	0%	0	0%	117	100%
		4.38	58	49.57%	49	41.88%	6	5.13%	4	3.42%	0	0%	0	0%	117	100%
	Total		58	49.57%	49	41.88%	6	5.13%	4	3.42%	0	0%	0	0%	117	100%
18. My child sees a relationship between what is being taught and his/her everyday life.	**Fayette Elementary School**	Average Score	45	38.46%	44	37.61%	22	18.8%	6	5.13%	0	0%	0	0%	117	100%
		4.09	45	38.46%	44	37.61%	22	18.8%	6	5.13%	0	0%	0	0%	117	100%
	Total		45	38.46%	44	37.61%	22	18.8%	6	5.13%	0	0%	0	0%	117	100%
19. My child knows the expectations for learning in all classes.	**Fayette Elementary School**	Average Score	51	43.59%	58	49.57%	7	5.98%	1	0.85%	0	0%	0	0%	117	100%
		4.36	51	43.59%	58	49.57%	7	5.98%	1	0.85%	0	0%	0	0%	117	100%
	Total		51	43.59%	58	49.57%	7	5.98%	1	0.85%	0	0%	0	0%	117	100%
20. My child has at least one adult advocate in the school.	**Fayette Elementary School**	Average Score	52	44.44%	39	33.33%	17	14.53%	2	1.71%	2	1.71%	5	4.27%	117	100%
		4.04	52	44.44%	39	33.33%	17	14.53%	2	1.71%	2	1.71%	5	4.27%	117	100%
	Total		52	44.44%	39	33.33%	17	14.53%	2	1.71%	2	1.71%	5	4.27%	117	100%
21. My child is given multiple assessments to measure his/her understanding of what was taught.	**Fayette Elementary School**	Average Score	50	42.74%	53	45.3%	11	9.4%	2	1.71%	1	0.85%	0	0%	117	100%
		4.27	50	42.74%	53	45.3%	11	9.4%	2	1.71%	1	0.85%	0	0%	117	100%
	Total		50	42.74%	53	45.3%	11	9.4%	2	1.71%	1	0.85%	0	0%	117	100%

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Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
22. My child has up-to-date computers and other technology to learn.	Fayette Elementary School	Average Score	57	48.72%	50	42.74%	6	5.13%	1	0.85%	2	1.71%	1	0.85%	117	100%
		4.33	57	48.72%	50	42.74%	6	5.13%	1	0.85%	2	1.71%	1	0.85%	117	100%
	Total		57	48.72%	50	42.74%	6	5.13%	1	0.85%	2	1.71%	1	0.85%	117	100%
23. My child has access to support services based on his/her identified needs.	Fayette Elementary School	Average Score	50	42.74%	52	44.44%	12	10.26%	0	0%	1	0.85%	2	1.71%	117	100%
		4.23	50	42.74%	52	44.44%	12	10.26%	0	0%	1	0.85%	2	1.71%	117	100%
	Total		50	42.74%	52	44.44%	12	10.26%	0	0%	1	0.85%	2	1.71%	117	100%
Total			743	45.36%	659	40.23%	165	10.07%	44	2.69%	15	0.92%	12	0.73%	1,638	100%

Section: Resources and Support Systems

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
24. Our school provides qualified staff members to support student learning.	Fayette Elementary School	Average Score	58	50.43%	42	36.52%	14	12.17%	1	0.87%	0	0%	0	0%	115	100%
		4.37	58	50.43%	42	36.52%	14	12.17%	1	0.87%	0	0%	0	0%	115	100%
	Total		58	50.43%	42	36.52%	14	12.17%	1	0.87%	0	0%	0	0%	115	100%
25. Our school provides an adequate supply of learning resources that are current and in good condition.	Fayette Elementary School	Average Score	49	42.61%	47	40.87%	14	12.17%	4	3.48%	0	0%	1	0.87%	115	100%
		4.2	49	42.61%	47	40.87%	14	12.17%	4	3.48%	0	0%	1	0.87%	115	100%
	Total		49	42.61%	47	40.87%	14	12.17%	4	3.48%	0	0%	1	0.87%	115	100%
26. Our school provides a safe learning environment.	Fayette Elementary School	Average Score	57	49.57%	47	40.87%	7	6.09%	2	1.74%	2	1.74%	0	0%	115	100%
		4.35	57	49.57%	47	40.87%	7	6.09%	2	1.74%	2	1.74%	0	0%	115	100%
	Total		57	49.57%	47	40.87%	7	6.09%	2	1.74%	2	1.74%	0	0%	115	100%
27. Our school provides students with access to a variety of information resources to support their learning.	Fayette Elementary School	Average Score	50	43.48%	54	46.96%	10	8.7%	1	0.87%	0	0%	0	0%	115	100%
		4.33	50	43.48%	54	46.96%	10	8.7%	1	0.87%	0	0%	0	0%	115	100%
	Total		50	43.48%	54	46.96%	10	8.7%	1	0.87%	0	0%	0	0%	115	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
28. Our school provides excellent support services (e.g., counseling, and/or career planning).	Fayette Elementary School	Average Score	50	43.48%	42	36.52%	13	11.3%	1	0.87%	2	1.74%	7	6.09%	115	100%
		4.01	50	43.48%	42	36.52%	13	11.3%	1	0.87%	2	1.74%	7	6.09%	115	100%
	Total		50	43.48%	42	36.52%	13	11.3%	1	0.87%	2	1.74%	7	6.09%	115	100%
29. Our school provides opportunities for students to participate in activities that interest them.	Fayette Elementary School	Average Score	44	38.26%	50	43.48%	16	13.91%	3	2.61%	1	0.87%	1	0.87%	115	100%
		4.13	44	38.26%	50	43.48%	16	13.91%	3	2.61%	1	0.87%	1	0.87%	115	100%
	Total		44	38.26%	50	43.48%	16	13.91%	3	2.61%	1	0.87%	1	0.87%	115	100%
30. Our school ensures that the facilities support student learning.	Fayette Elementary School	Average Score	49	42.61%	46	40%	15	13.04%	4	3.48%	0	0%	1	0.87%	115	100%
		4.19	49	42.61%	46	40%	15	13.04%	4	3.48%	0	0%	1	0.87%	115	100%
	Total		49	42.61%	46	40%	15	13.04%	4	3.48%	0	0%	1	0.87%	115	100%
31. Our school ensures the effective use of financial resources.	Fayette Elementary School	Average Score	40	34.78%	43	37.39%	24	20.87%	5	4.35%	3	2.61%	0	0%	115	100%
		3.97	40	34.78%	43	37.39%	24	20.87%	5	4.35%	3	2.61%	0	0%	115	100%
	Total		40	34.78%	43	37.39%	24	20.87%	5	4.35%	3	2.61%	0	0%	115	100%
32. Our school ensures that instructional time is protected and interruptions are minimized.	Fayette Elementary School	Average Score	53	46.09%	53	46.09%	9	7.83%	0	0%	0	0%	0	0%	115	100%
		4.38	53	46.09%	53	46.09%	9	7.83%	0	0%	0	0%	0	0%	115	100%
	Total		53	46.09%	53	46.09%	9	7.83%	0	0%	0	0%	0	0%	115	100%
Total			450	43.48%	424	40.97%	122	11.79%	21	2.03%	8	0.77%	10	0.97%	1,035	100%

Section: Using Results for Continuous Improvement

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
33. Our school ensures that all staff members monitor and report the achievement of school goals.	Fayette Elementary School	Average Score	47	41.23%	54	47.37%	11	9.65%	2	1.75%	0	0%	0	0%	114	100%
		4.28	47	41.23%	54	47.37%	11	9.65%	2	1.75%	0	0%	0	0%	114	100%
	Total		47	41.23%	54	47.37%	11	9.65%	2	1.75%	0	0%	0	0%	114	100%

Question / Institution			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Not Applicable		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
34. My child is prepared for success in the next school year.	Fayette Elementary School	Average Score	51	44.74%	50	43.86%	9	7.89%	2	1.75%	1	0.88%	1	0.88%	114	100%
		4.27	51	44.74%	50	43.86%	9	7.89%	2	1.75%	1	0.88%	1	0.88%	114	100%
	Total		51	44.74%	50	43.86%	9	7.89%	2	1.75%	1	0.88%	1	0.88%	114	100%
35. My child has administrators and teachers that monitor and inform me of his/her learning progress.	Fayette Elementary School	Average Score	49	42.98%	51	44.74%	11	9.65%	2	1.75%	1	0.88%	0	0%	114	100%
		4.27	49	42.98%	51	44.74%	11	9.65%	2	1.75%	1	0.88%	0	0%	114	100%
	Total		49	42.98%	51	44.74%	11	9.65%	2	1.75%	1	0.88%	0	0%	114	100%
Total			147	42.98%	155	45.32%	31	9.06%	6	1.75%	2	0.58%	1	0.29%	342	100%

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Responses By Section and Question

Section: Purpose and Direction

Responses By Question

Question 1. Our school's purpose statement is clearly focused on student success.

Overall Responses By Question

Question 2. Our school's purpose statement is formally reviewed and revised with involvement from parents.

Overall Responses By Question

Question 3. Our school has established goals and a plan for improving student learning.
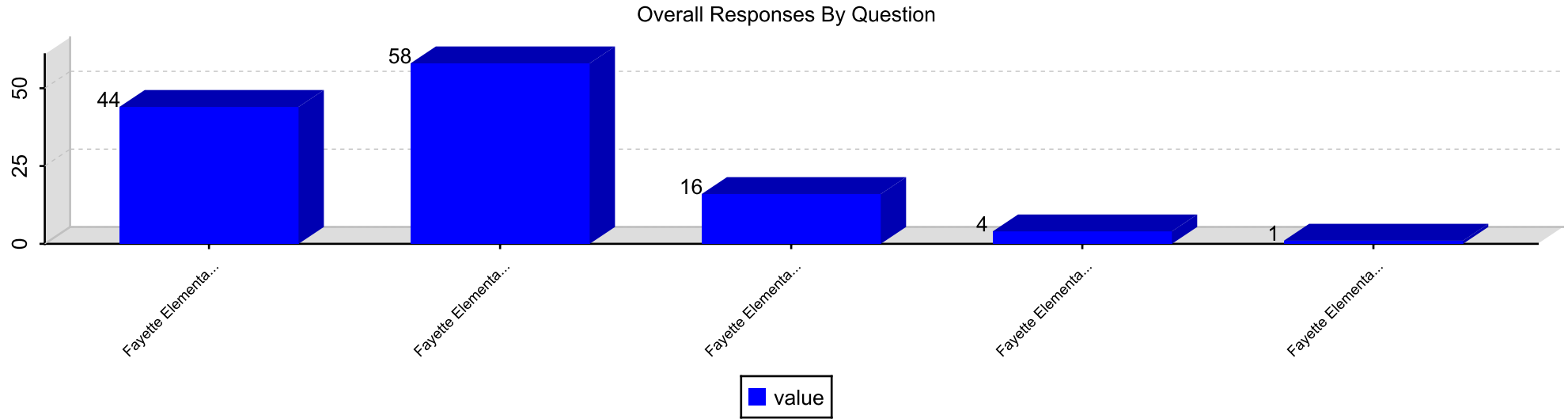
Overall Responses By Question
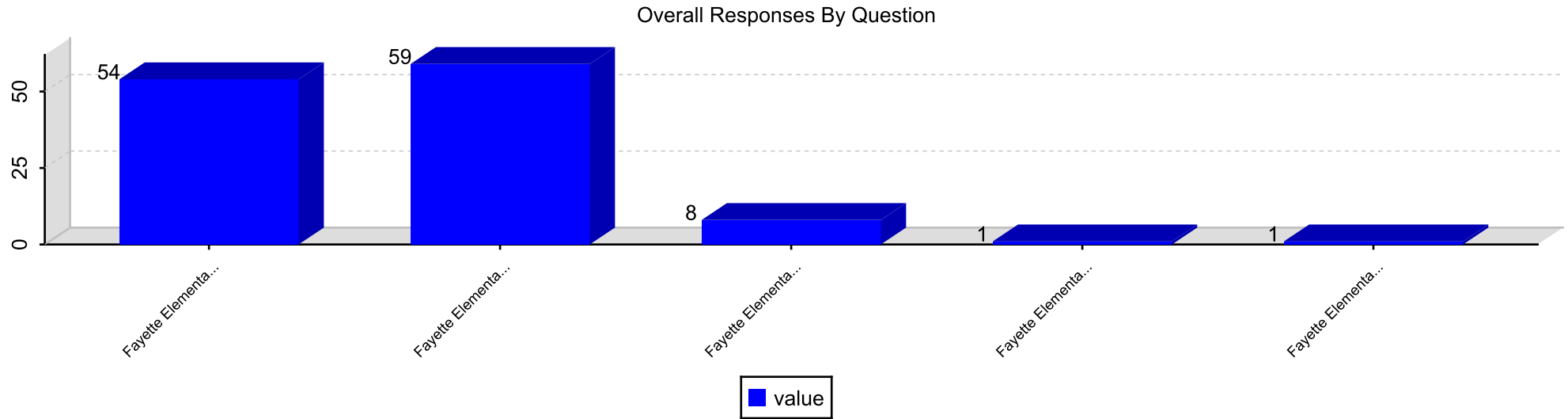
Section: Governance and Leadership

Responses By Question

Question 4. Our school's governing body operates responsibly and functions effectively.

Overall Responses By Question
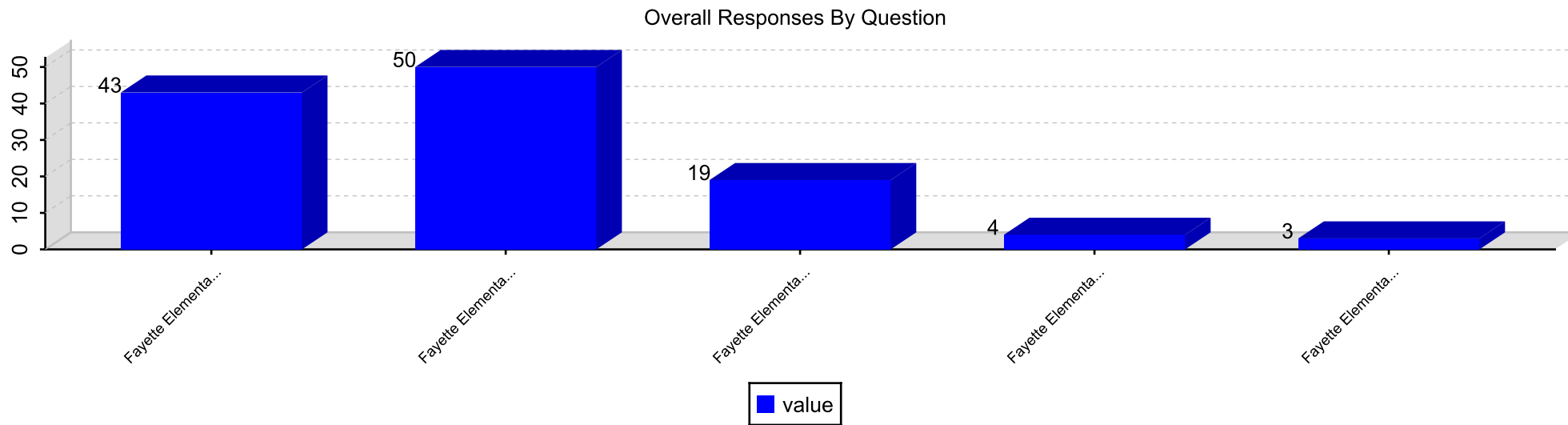
Question 5. Our school's governing body does not interfere with the operation or leadership of our school.

Overall Responses By Question
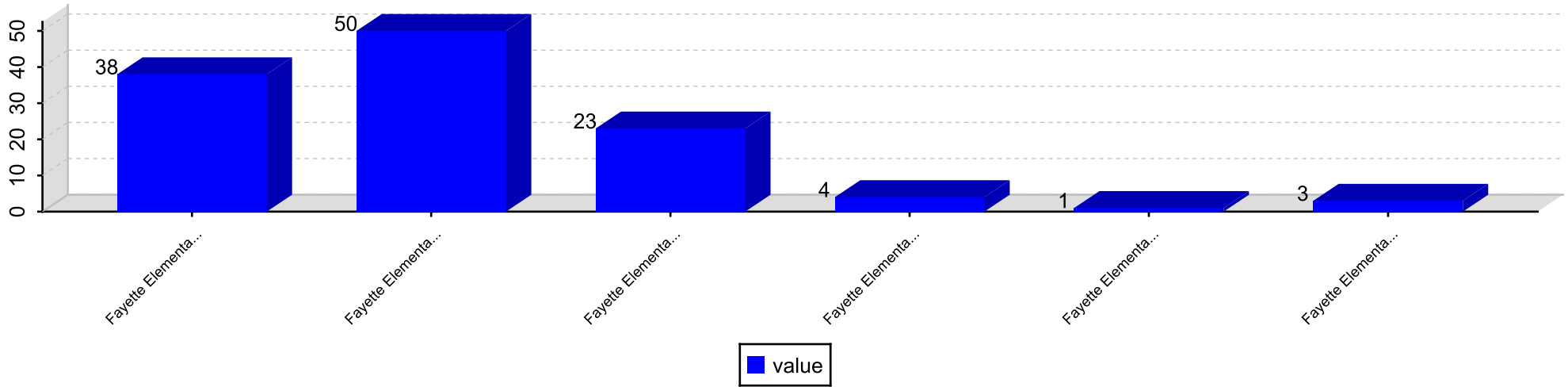
Question 6. Our school has high expectations for students in all classes.

Overall Responses By Question
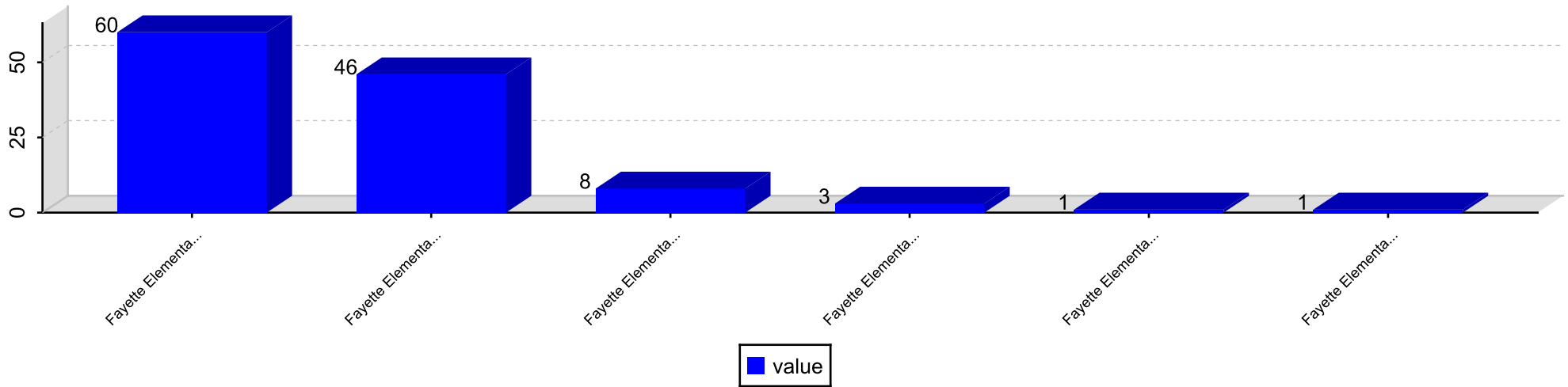
Question 7. Our school shares responsibility for student learning with its stakeholders.

Overall Responses By Question
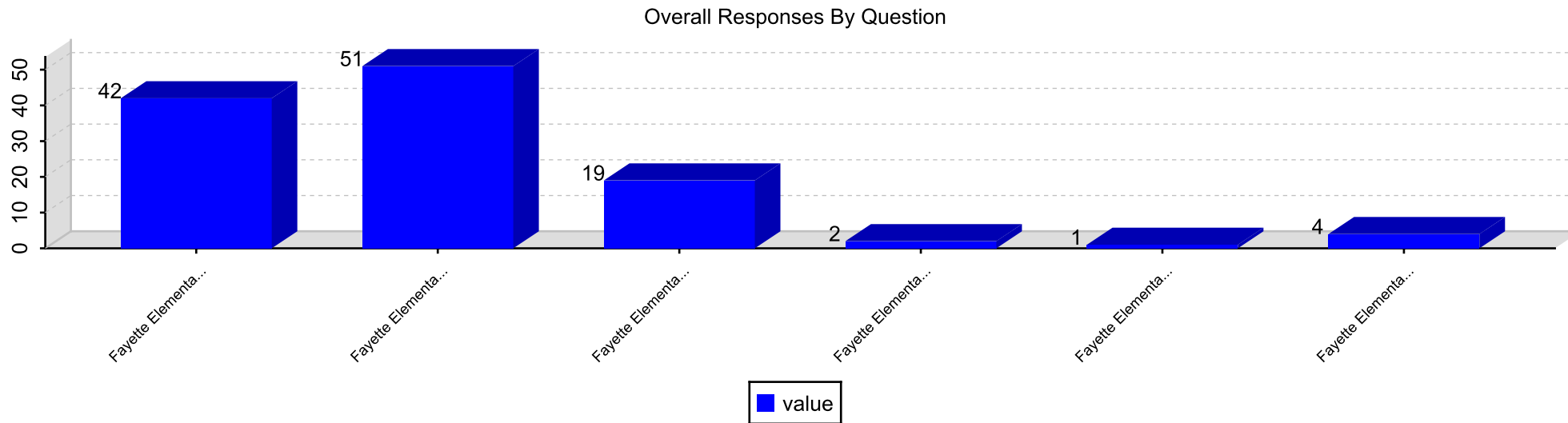
Question 8. Our school communicates effectively about the school's goals and activities.

Overall Responses By Question
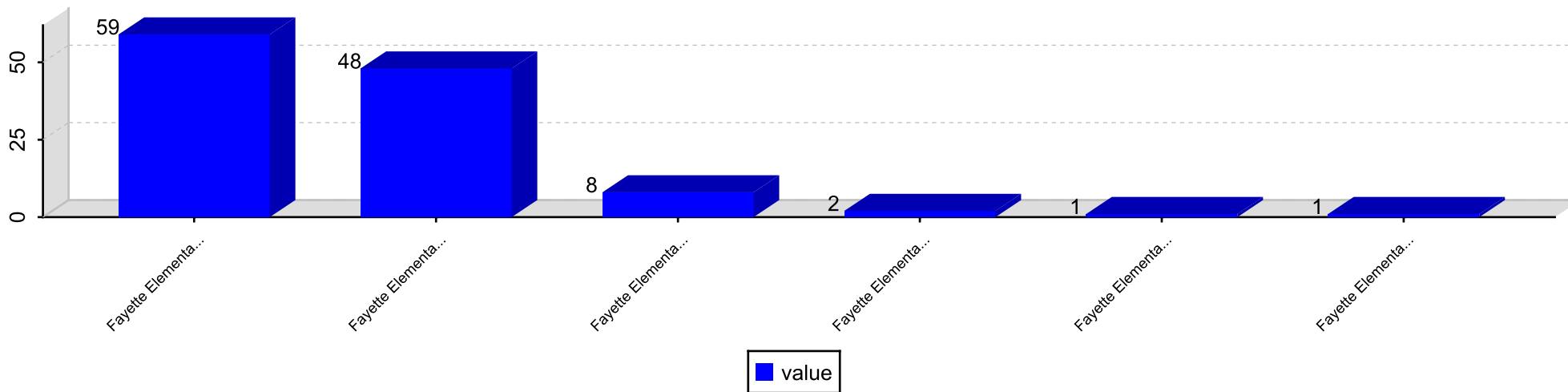
Question 9. Our school provides opportunities for stakeholders to be involved in the school.

Overall Responses By Question
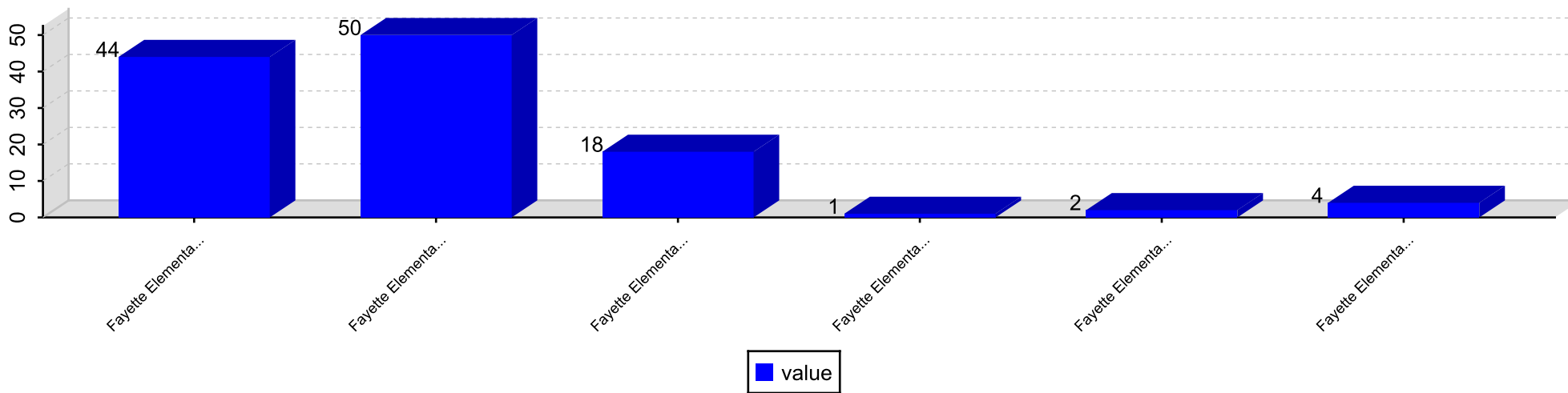
Section: Teaching and Assessing for Learning

Responses By Question

Question 10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.

Overall Responses By Question
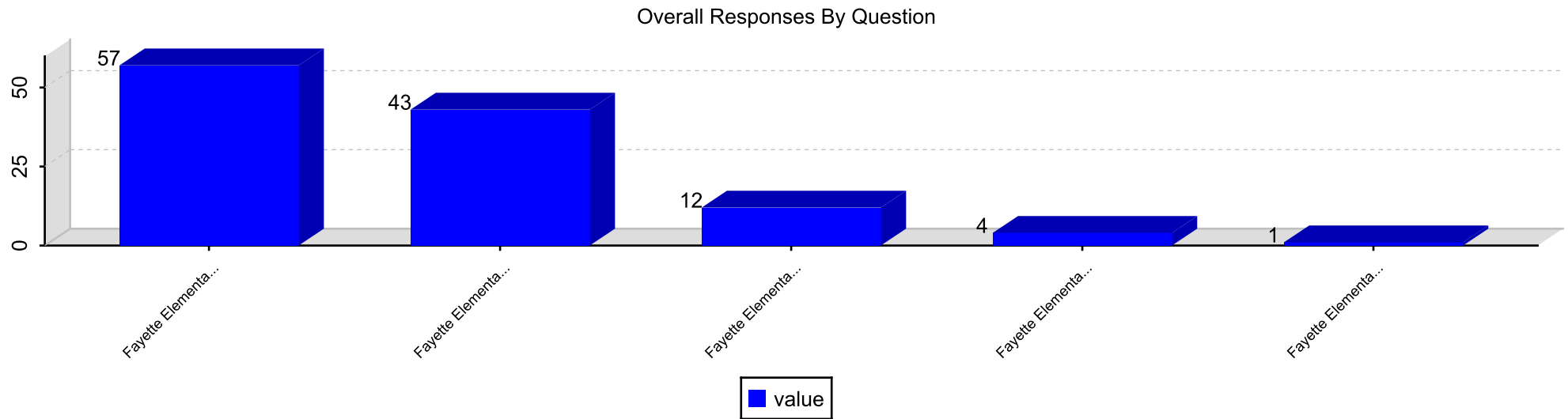
Question 11. All of my child's teachers give work that challenges my child.

Overall Responses By Question
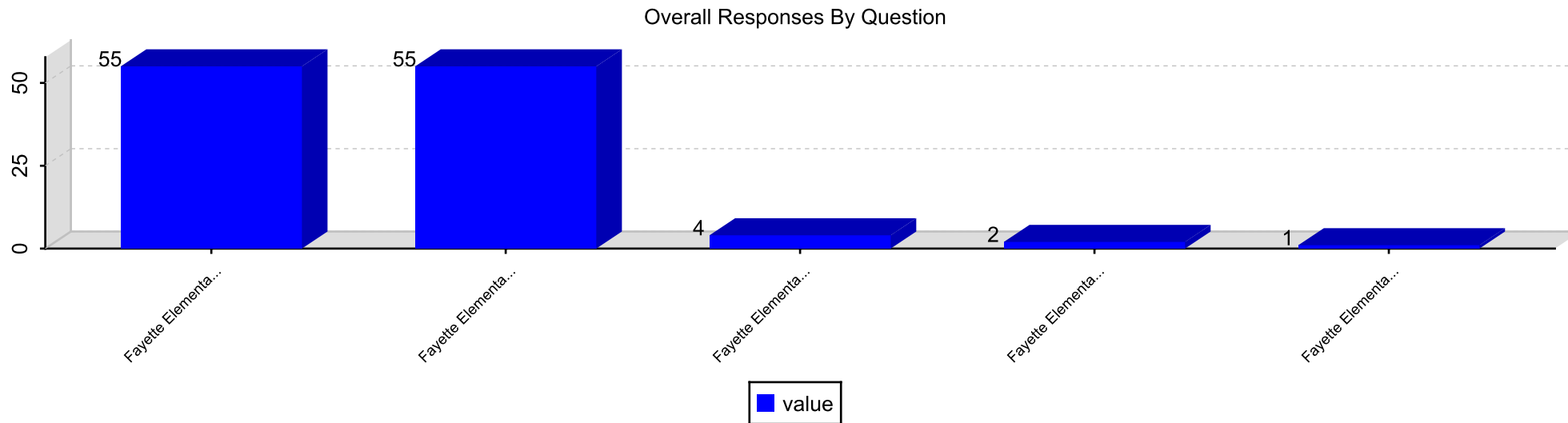
Question 12. All of my child's teachers use a variety of teaching strategies and learning activities.

Overall Responses By Question
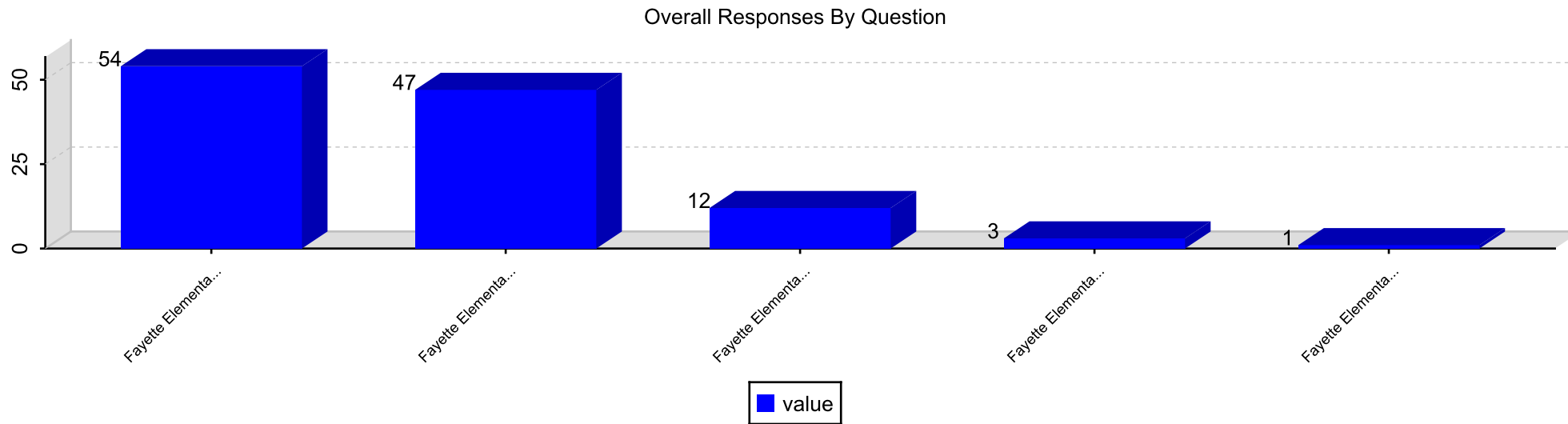
Question 13. All of my child's teachers meet his/her learning needs by individualizing instruction.

Overall Responses By Question
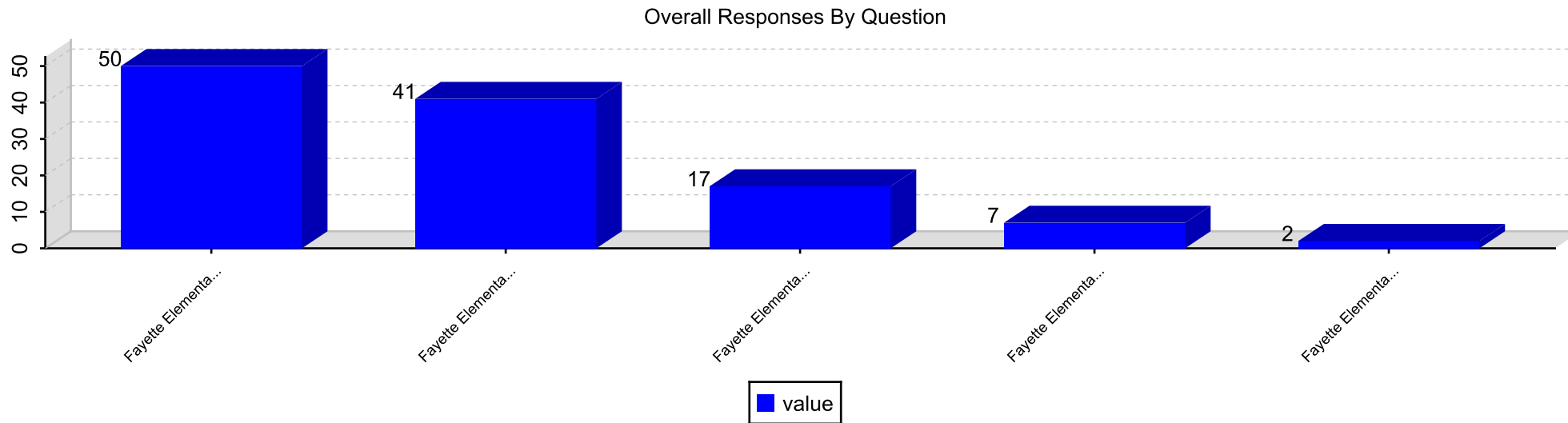
Question 14. All of my child's teachers work as a team to help my child learn.

Overall Responses By Question
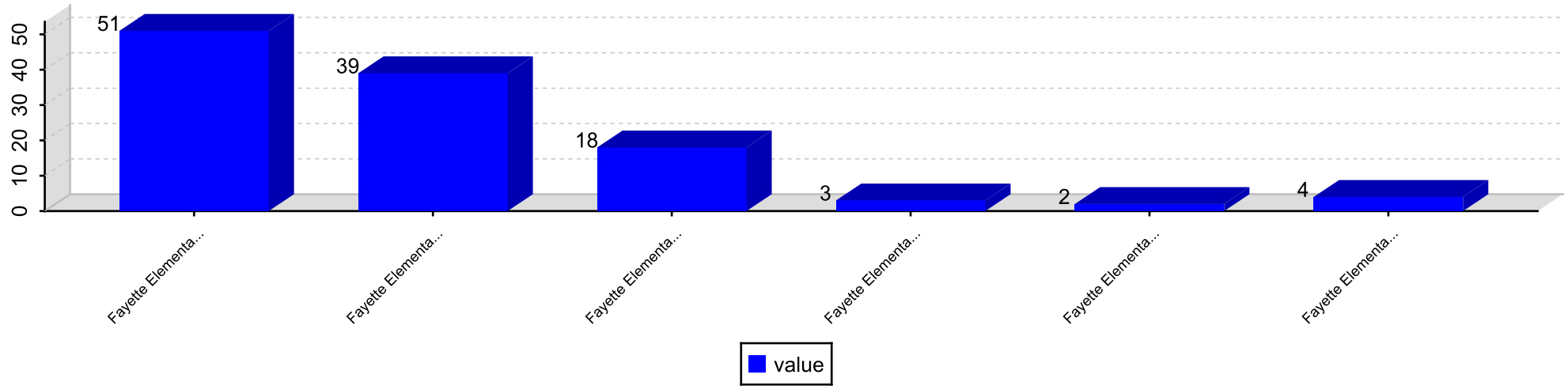
Question 15. All of my child's teachers help me to understand my child's progress.

Overall Responses By Question
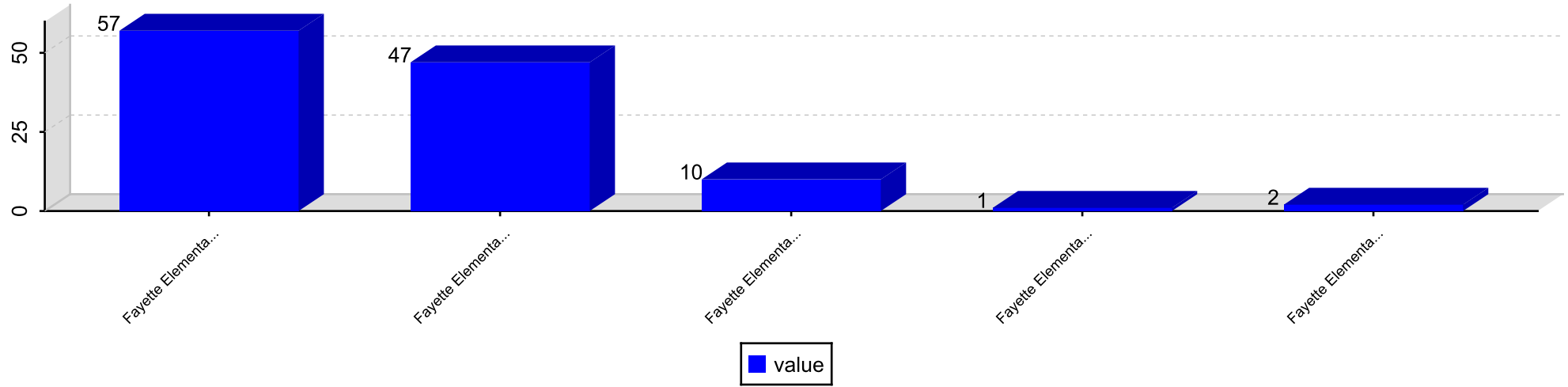
Question 16. All of my child's teachers keep me informed regularly of how my child is being graded.

Overall Responses By Question
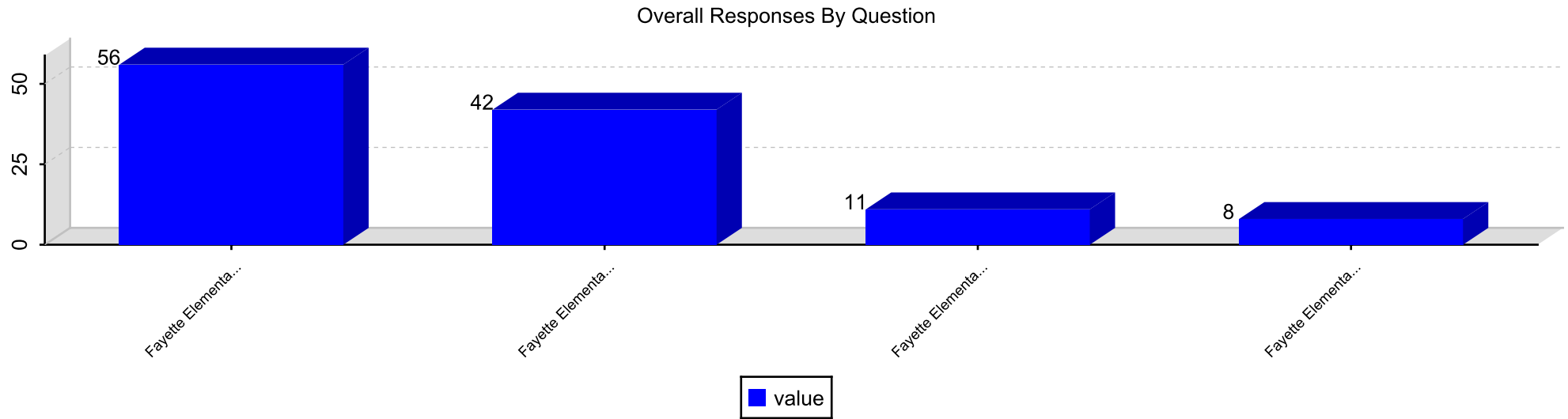
Question 17. All of my child's teachers report on my child's progress in easy to understand language.

Overall Responses By Question
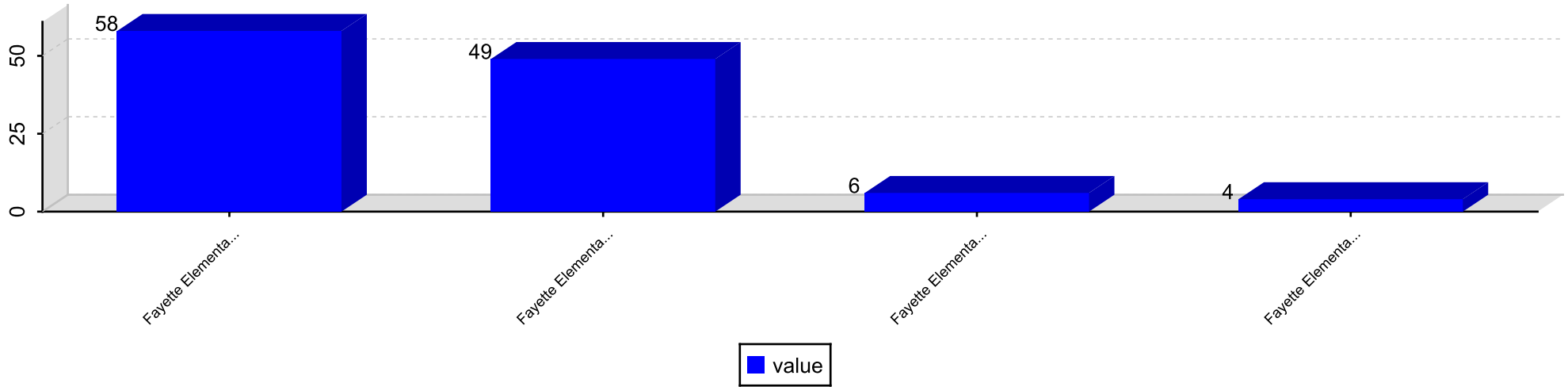
Question 18. My child sees a relationship between what is being taught and his/her everyday life.

Overall Responses By Question
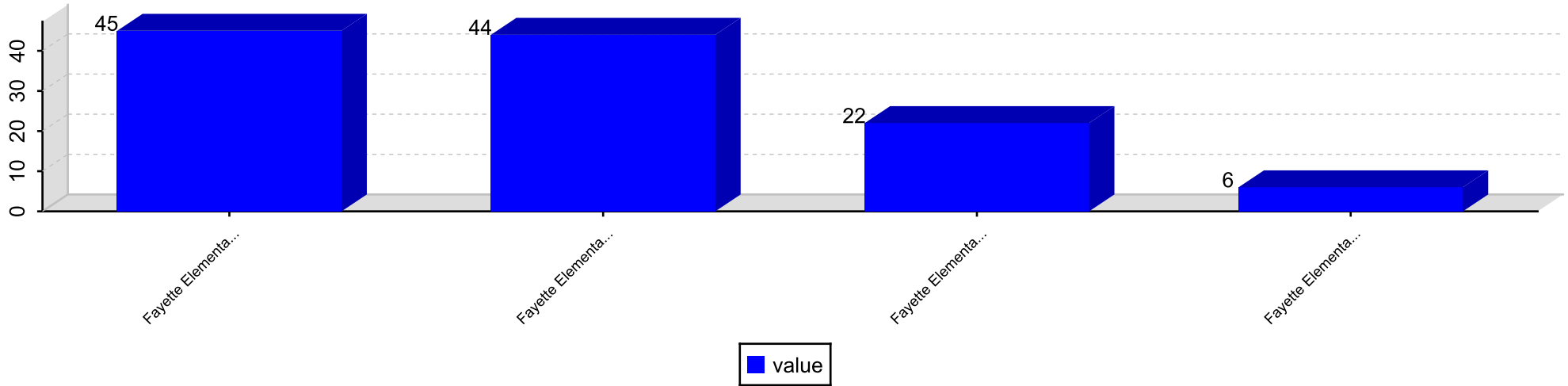
Question 19. My child knows the expectations for learning in all classes.

Overall Responses By Question
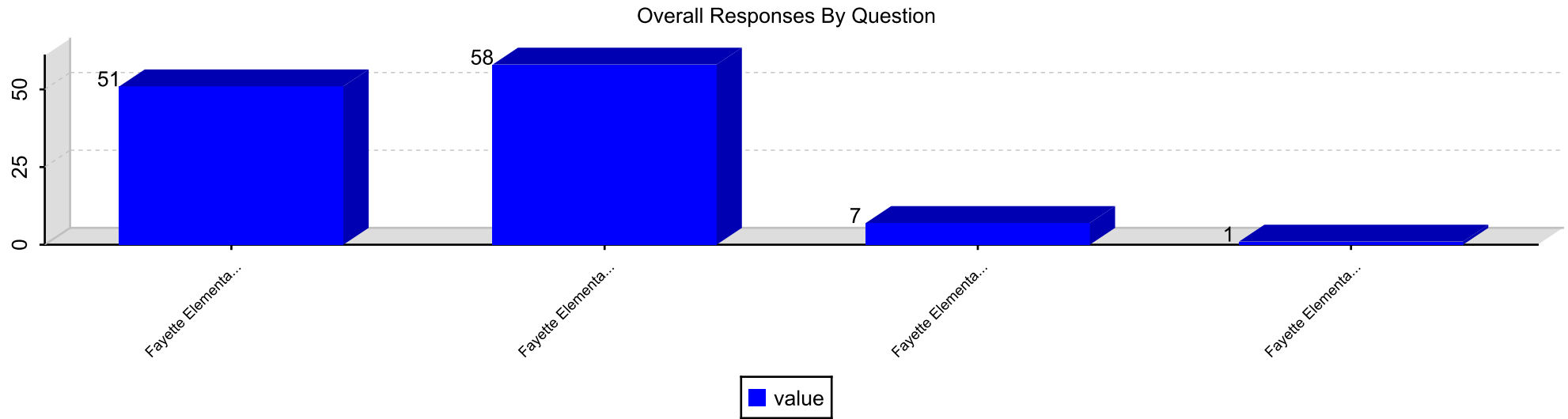
Question 20. My child has at least one adult advocate in the school.

Overall Responses By Question
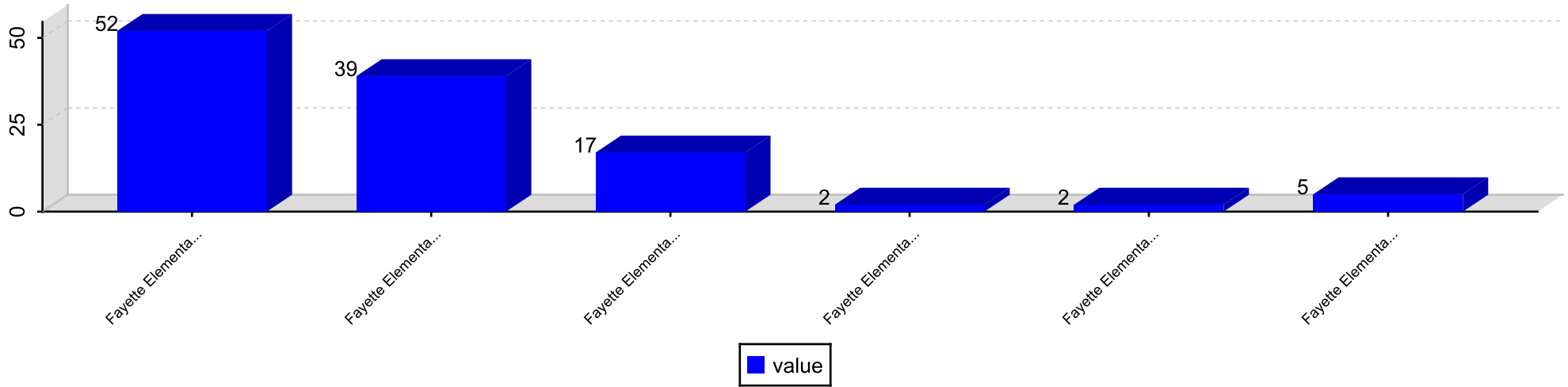
Question 21. My child is given multiple assessments to measure his/her understanding of what was taught.

Overall Responses By Question
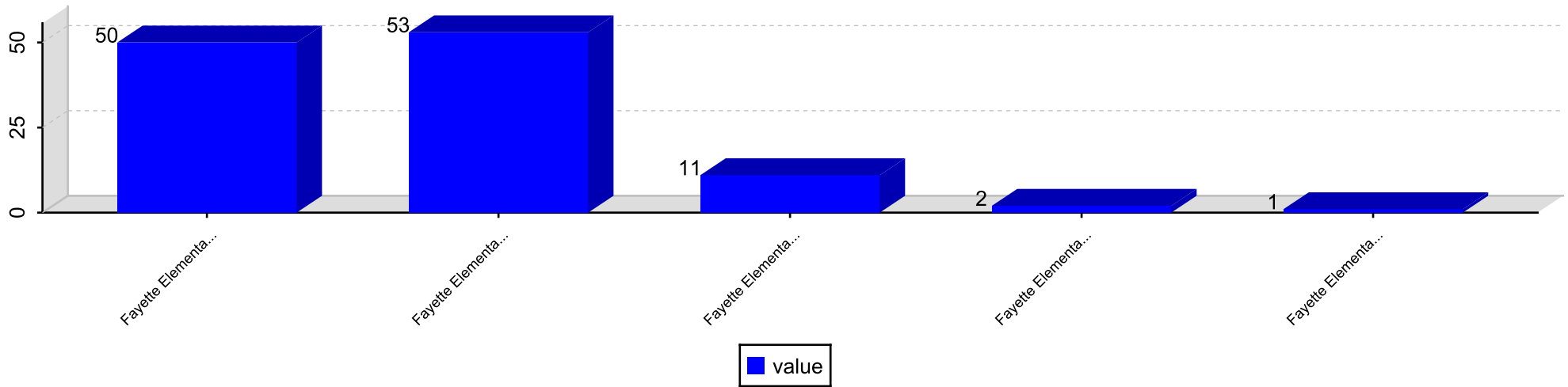
Question 22. My child has up-to-date computers and other technology to learn.

Overall Responses By Question
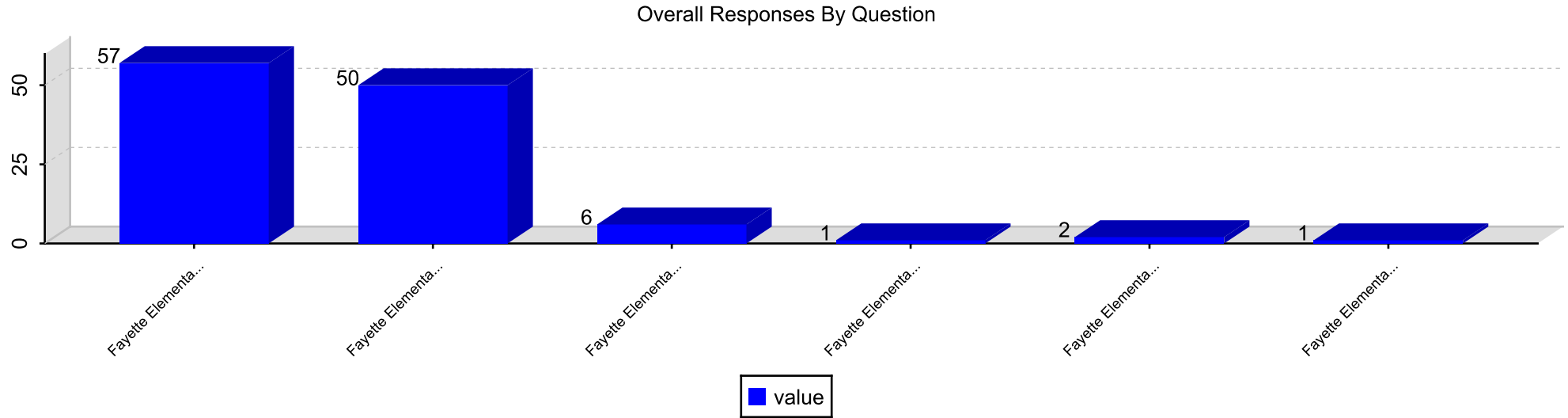
Question 23. My child has access to support services based on his/her identified needs.

Overall Responses By Question
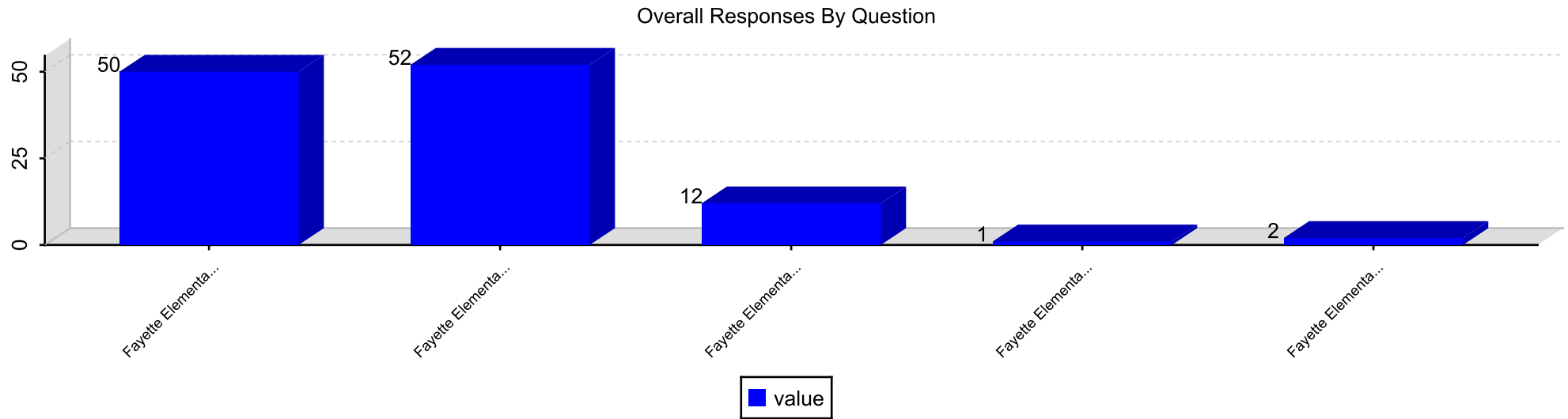
Section: Resources and Support Systems

Responses By Question

Question 24. Our school provides qualified staff members to support student learning.

Overall Responses By Question

58

42

14

1

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...   Fayette Elementa...

■ value
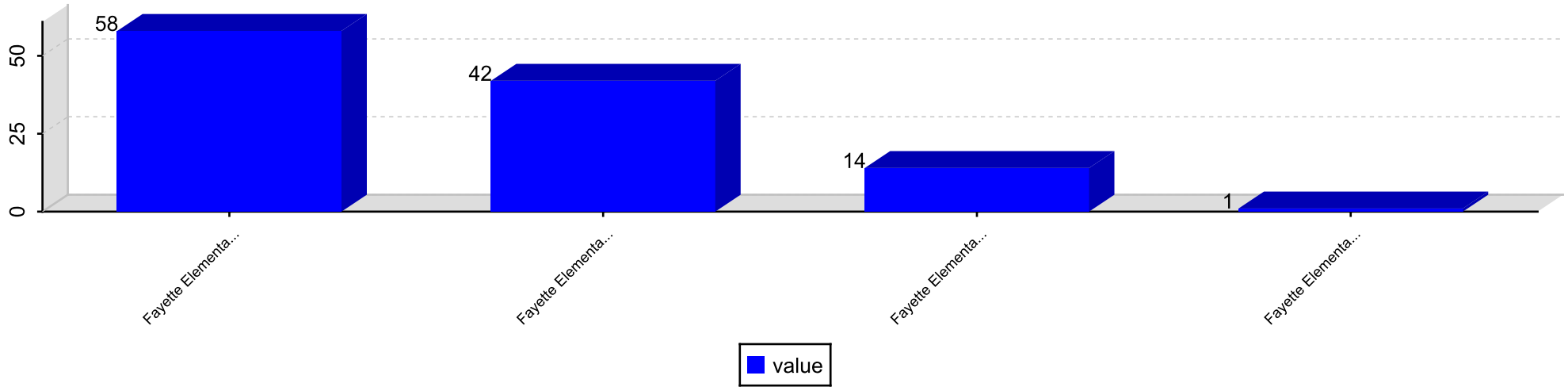
Question 25. Our school provides an adequate supply of learning resources that are current and in good condition.

Overall Responses By Question

49

47

14

4

1

Fayette Elementa...   Fayette Elementa...   Fayette Elementa...   Fayette Elementa...   Fayette Elementa...

■ value
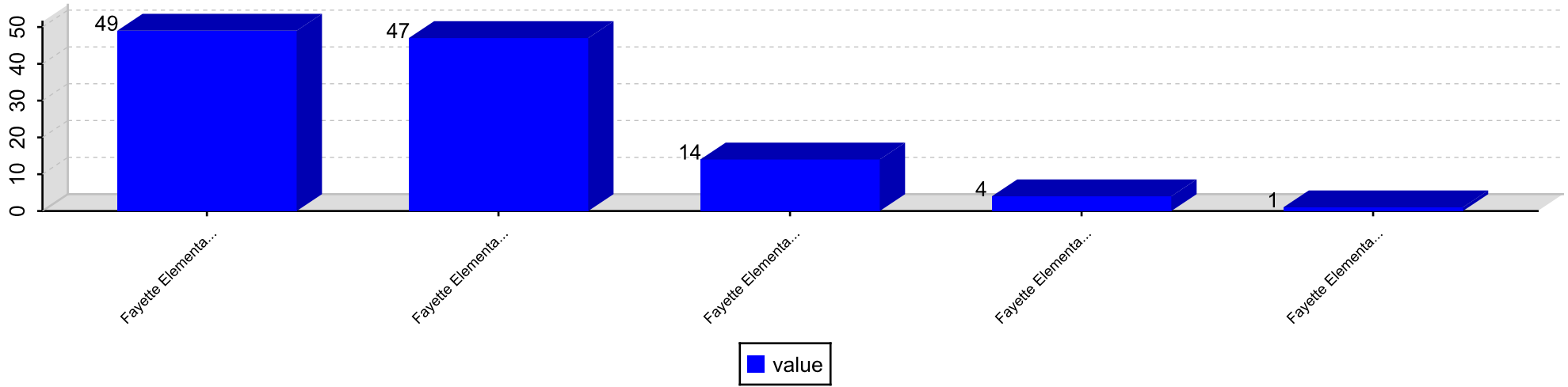
Question 26. Our school provides a safe learning environment.

Overall Responses By Question
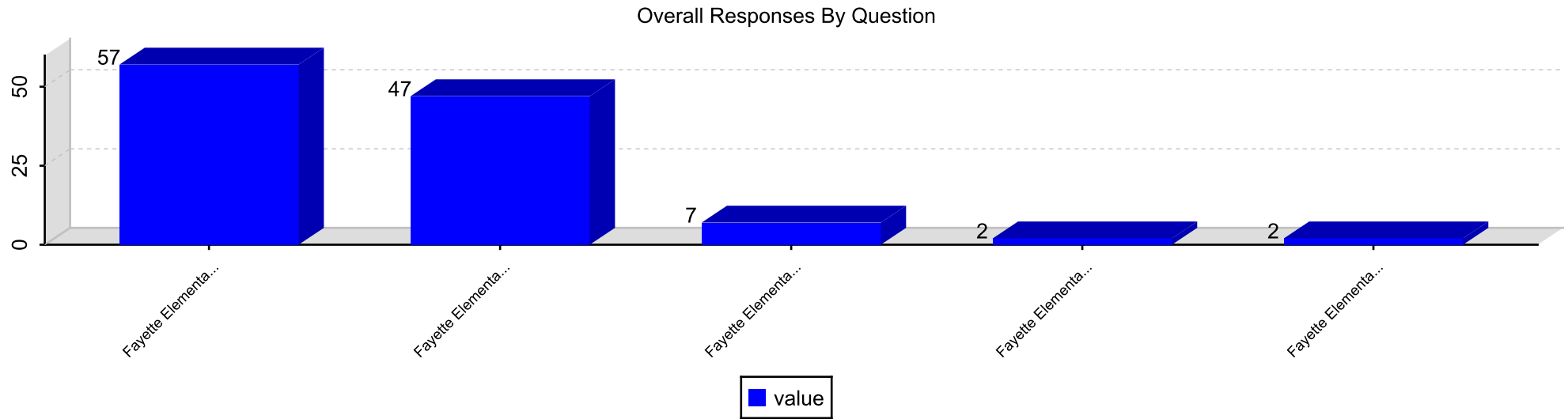
Question 27. Our school provides students with access to a variety of information resources to support their learning.

Overall Responses By Question
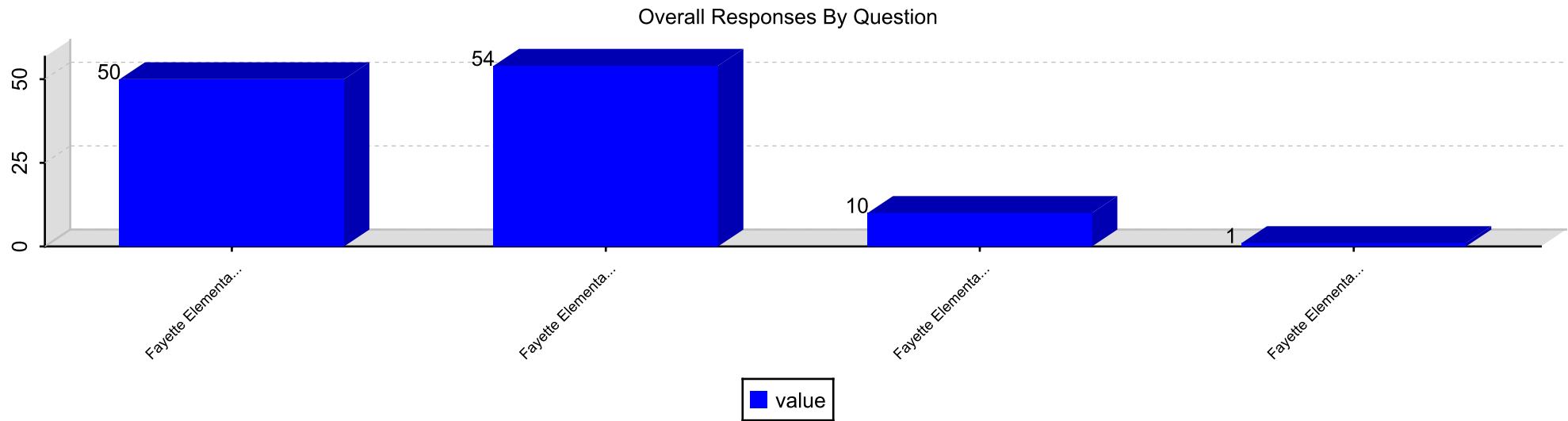
Question 28. Our school provides excellent support services (e.g., counseling, and/or career planning).

Overall Responses By Question
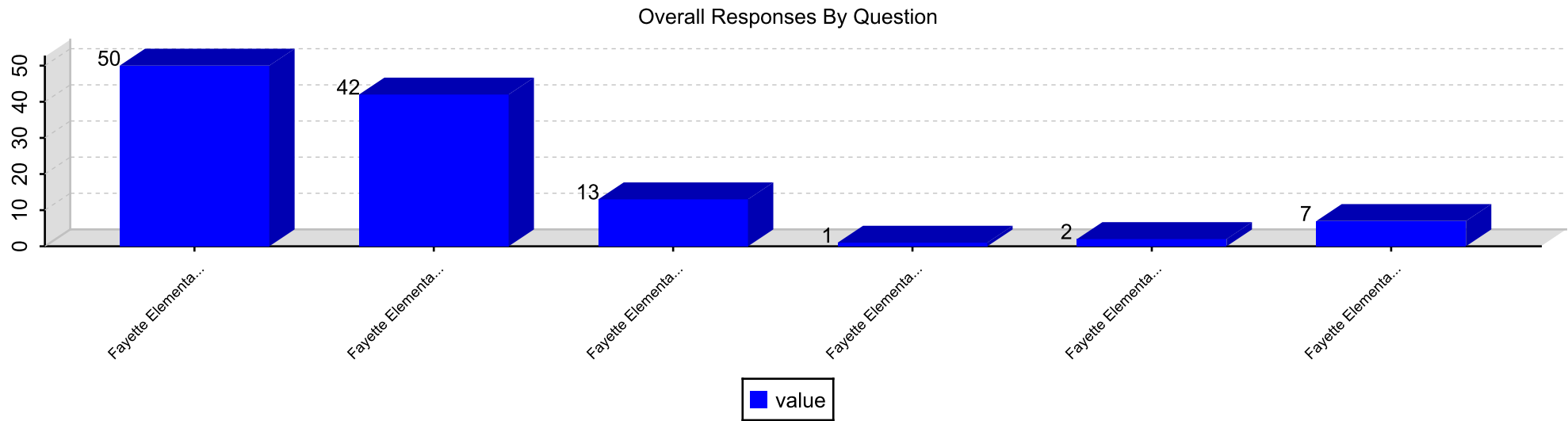
Question 29. Our school provides opportunities for students to participate in activities that interest them.

Overall Responses By Question
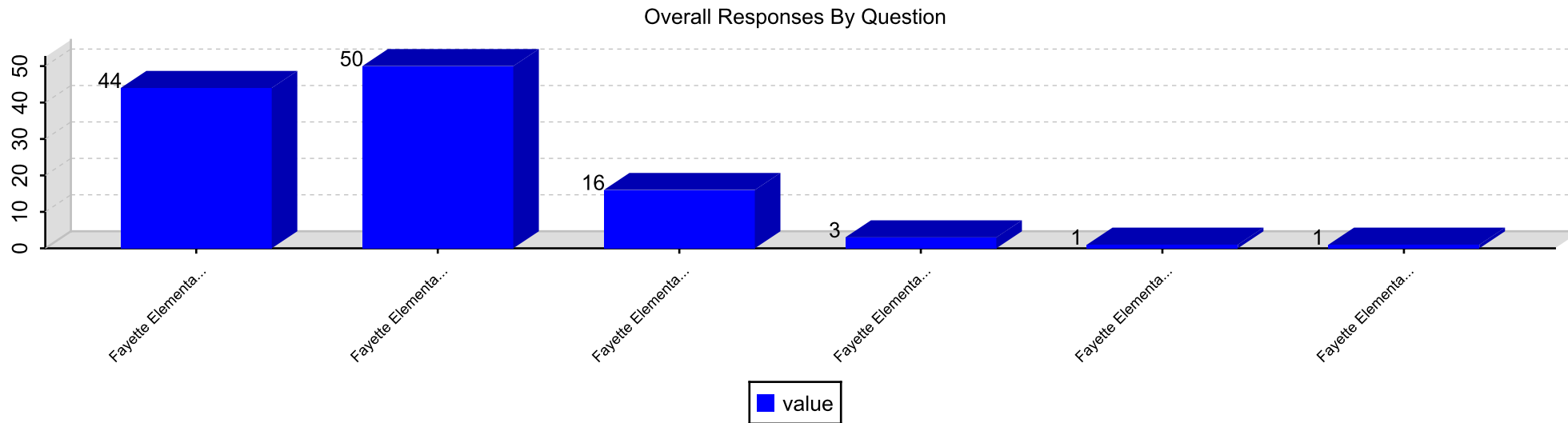
Question 30. Our school ensures that the facilities support student learning.

Overall Responses By Question

49 46 15 4 1

Fayette Elementa... Fayette Elementa... Fayette Elementa... Fayette Elementa... Fayette Elementa...

value
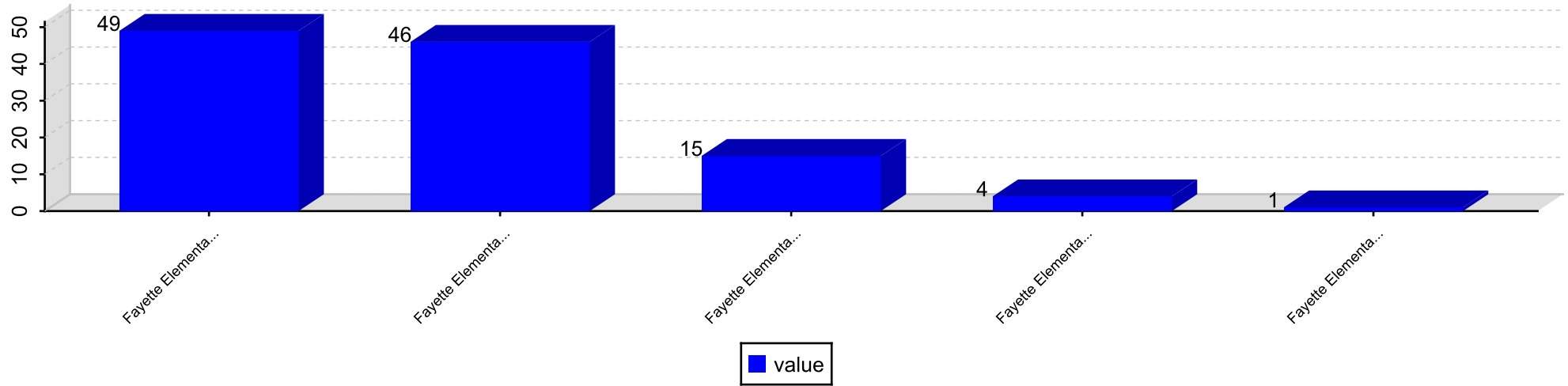
Question 31. Our school ensures the effective use of financial resources.

Overall Responses By Question

40 43 24 5 3

Fayette Elementa... Fayette Elementa... Fayette Elementa... Fayette Elementa... Fayette Elementa...

value
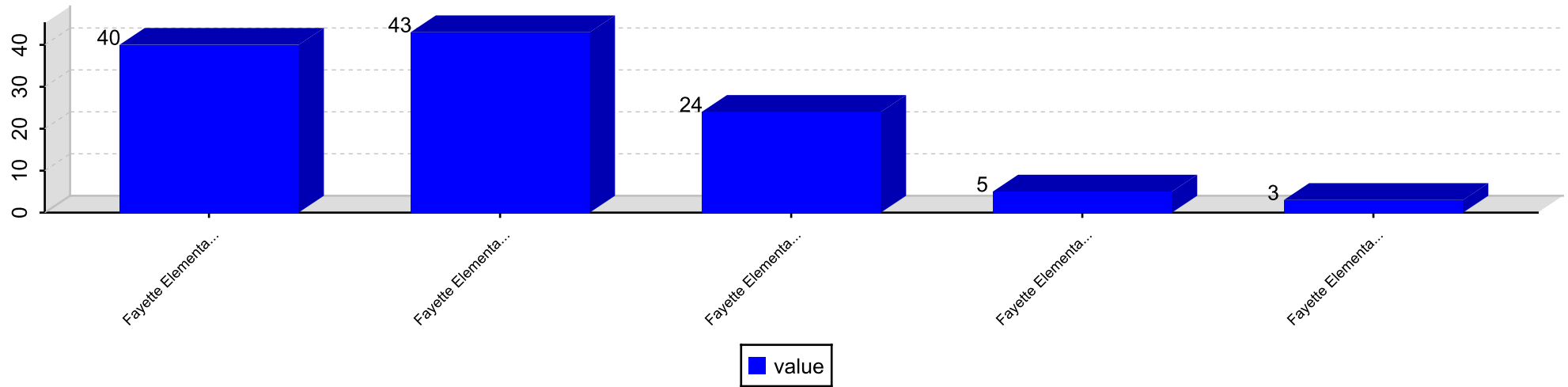
Question 32. Our school ensures that instructional time is protected and interruptions are minimized.

Overall Responses By Question
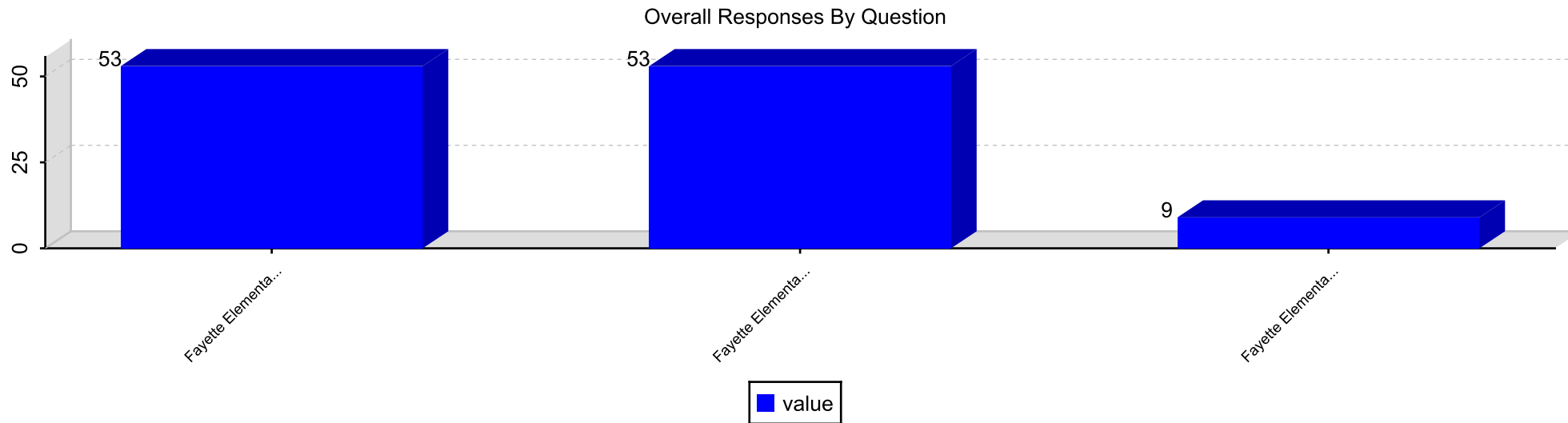
Section: Using Results for Continuous Improvement

Responses By Question

Question 33. Our school ensures that all staff members monitor and report the achievement of school goals.

Overall Responses By Question

Question 34. My child is prepared for success in the next school year.

Overall Responses By Question

Question 35. My child has administrators and teachers that monitor and inform me of his/her learning progress.

Overall Responses By Question

FAYETTE ELEMENTARY SCHOOL

"WHERE CHILDREN COME FIRST"
509 Second Street NE
Fayette, Alabama 35555
Telephone 205-932-3161
Fax 205-932-5285
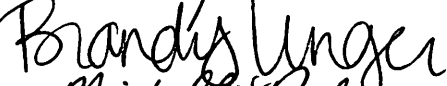
Dr. Alicia Nalls   Mr. Matthew Lindsey
Principal   Assistant Principal
analls@fayette.k12.al.us   mlindsey@fayette.k12.al.us

Instructional Leadership Team
2013-2014

Alicia Nalls - Principal *(signature)*

Matthew Lindsey - Assistant Principal *(signature)*
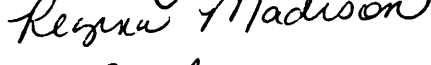
Brandy Unger - First Grade Teacher *(signature)*

Michelle Porter - Fourth Grade Teacher *(signature)*

Portia Stowe - Special Education Teacher *(signature)*

Heather Whitley - Counselor *(signature)*

Jennifer Sanford- Instructional Coach *(signature)*

Regina Madison -Intervention Teacher *(signature)*

Amy Fowler - Computer Teacher *(signature)*

Donna Brown - Parent *(signature)*

Nikki Davis - Parent *(signature)*

Mark Brown - Business Leader *(signature)*