

School Strategic Plan History Log

Fayette County Schools (020) Public District - FY 2026 - Fayetteville PK-8 (020-101) Public School - School Strategic Plan - Rev 1

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Date	User	Status (S) / Comment (C)	S / C
5/30/2025 3:04:33 PM	Melissa Harrah	Status changed to 'School Strategic Plan Monitoring'.	S

Fayette County Schools (020) Public District - FY 2026 - Fayetteville PK-8 (020-101) Public School - School Strategic Plan - Rev 1

*** Please identify all planning team members, including team members' titles and email addresses. The plan shall be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and LSIC members.**

Melissa Harrah - principal - mharrah@k12.wv.us
Britney Maynor- assistant principal - bmaynor@k12.wv.us
Debbie Scott - assistant principal - dscott@k12.wv.us
Adriane Heatherly - Counselor Representative - Adriane.heatherly@k12.wv.us
Stacy Harrison - Title I/ LSIC Representative - srmoore@K12.wv.us Amy Adkins - First Grade Representative - artruman@k12.wv.us
Monica Marcum - Second Grade Representative - mmarcum@k12.wv.us
Karrah Aubry - Fourth Grade Representative - kaubry@k12.wv.us
Cindy Wolfe - Fifth/ Sixth Grade Representative - cwolfe@k12.wv.us
Jonathan Rahall - Seventh/ Eighth Grade Representative - jonathan.rahall@k12.wv.us
David Elder - Parent/ PTO Representative

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*** What are the core beliefs guiding continuous improvement? Utilizing the core beliefs state the mission demonstrating support for all learners.**

FPK8 has adopted a saying "Believe in the HEART of the Community." Embedded in this statement are the school's core values. It is the mission to keep these "big ideas" at the center of all decision making at FPK8.

- H- Hardworking Learners
- E- Emotional Growth
- A- Academic Excellence
- R- Relationship Development
- T- Trail Builders

FPK8 core values were developed during the spring of 2020 through vertical and grade level teaming processes led by the school leadership team.

School Strategic Plan - Demographic Data

Fayette County Schools (020) Public District - FY 2026 - Fayetteville PK-8 (020-101) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Demographic Data

Student Groups	State (2024-25) % of Students	County (2024-25) % of Students	School (2024-25) % of Students
All	100.00	100.00	100.00
Status			
Economically Disadvantaged	50.77	51.69	43.35
English Learners	1.08	0.19	0.19
Foster Care	2.08	2.62	4.37
Homeless	5.31	4.63	3.04
Military Connected	0.42	--	--
Students with Disabilities	20.26	21.31	15.97
Race			
American Indian or Alaska Native	0.09	0.08	0.19
Asian	0.73	0.17	0.19
Black or African American	4.23	3.68	0.57
Hispanic or Latino Native	2.65	0.80	1.14
Multi-Racial	4.82	4.37	4.37
Native Hawaiian or Other Pacific Islander	0.06	--	--
White	87.41	90.90	93.54
Gender			
Female	48.48	47.97	47.91
Male	51.52	52.03	52.09

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

* In the text box below, summarize the other (locally obtained) demographic data and results that have been reviewed and will be part of decision making (i.e. LEA collected demographic data, school counselor data collection, quantitative/qualitative survey results, homeless identification/support methods,

Fayetteville PK8 2025-2026 Demographic Data Analysis

Fayetteville PK8 is the result of a school consolidation that took place at the start of the 2019-2020 school year. The school combined the student populations of Fayetteville Elementary School, Gatewood Elementary School, and Fayetteville High School's seventh and eighth grades. Currently, FPK8 serves **526 students** in grades Pre-K through eight.

Following a decline in enrollment during the two years immediately after the pandemic—largely due to an increase in families choosing homeschool—enrollment began to rebound in 2022-2023 and continues to stabilize. Fayetteville PK8 serves students from the town of Fayetteville and surrounding rural communities. The median household income for the area is approximately \$40,000, with incomes slightly lower in the outlying unincorporated areas.

Fayetteville is the county seat of Fayette County and is adjacent to the New River Gorge National Park. Tourism and outdoor recreation play a significant role in the local economy, which has shifted heavily toward tourism-related businesses and services following the designation of the New River Gorge as a National Park. This shift has impacted local housing, with rising real estate prices and many properties being purchased for short-term vacation rentals, reducing affordable housing availability for local families.

Demographic Highlights

- **Total Enrollment:** 526 students
- **Race/Ethnicity:** Predominantly white (95%); non-white populations make up less than 5%
- **Economically Disadvantaged:** Approximately 58%
- **Students with Disabilities:** 99 students (19%), primarily qualifying under SLD, OHI, and Speech/Language
 - Includes 7 students in the K-4 Behavior Disorder program and 6 in the 5-8 Behavior Disorder program
 - 5 students identified with autism
 - 2 students who are deaf/hard of hearing
- **Transient Population:** 8%
- **Homeless Population:** 1%
- **English Learners (EL):** 1%
- **Students in Foster Care:** 3%, including those residing at the New River Ranch

While these populations may seem small by percentage, they require high levels of support academically, socially, and emotionally. FPK8 continues to implement targeted services for these groups, including collaboration with outside agencies, targeted intervention programs, and counseling services.

Stakeholder Input and Communication

In the fall of 2025, the school held its annual Back-to-School Parent Night on August 18th. Families received information on Title I services, PBIS expectations, and the school's grading and communication systems. Parents were encouraged to sign up for SchoolMessenger, ClassDojo, and LiveGrades to stay informed.

Throughout the year, families participated in several parent and family engagement activities, including data nights, student-led conferences, and online parent training videos. Parent surveys collected following these events showed positive feedback, particularly highlighting:

- Appreciation for the **Goal Setting** process implemented this year, with parents requesting more frequent updates and additional resources to help their child meet their goals.
- Positive feedback on the **online video format** used for parent information sessions, with families requesting additional short videos on topics like reading strategies, math problem-solving, and homework tips.
- Families noted that **student-led conferences** gave them a better understanding of their child's academic progress and felt more connected to their child's learning.
- Parents expressed that they valued the **flexibility** of both in-person and virtual engagement opportunities, asking for these to continue next year.
- Several parents suggested more frequent **reminders and tips via text or social media**, which the school plans to address through monthly communication campaigns next year.

Transition Activities

Kindergarten transition activities for 2025-2026 are underway. Twenty-seven incoming kindergarten students received summer support kits to build readiness skills. An additional transition event is scheduled for May, where all registered kindergarten students will pick up their kits and participate in orientation activities. Pre-K students visited the kindergarten classrooms on April 8th, and collaborative conferences between PK and K teachers have been held to share student data and support smooth transitions for all students moving from Pre-K to Kindergarten.

Demographic Needs Assessment Summary:

* After review of all identified data results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Next Steps for 2025-2026 Based on Demographic Analysis

- 1. **Expand Goal-Setting and Progress Communication**
 - 1. Develop a school-wide system for **mid-year and end-of-year goal review meetings** with families.
 - 2. Provide families with **at-home strategies and resources** that align with student goals in reading and math.
 - 3. Increase the use of **digital video updates** and short parent tips to support families in monitoring progress.
- 2. **Enhance Support for High-Need Subgroups**

1. Continue targeted professional development for staff on **behavioral supports, trauma-informed practices, and inclusive strategies** for students with disabilities, particularly in autism, behavior disorders, and hearing impairments.
2. Strengthen partnerships with outside agencies to provide additional services for **foster care, homeless, and transient students**.
3. Review and adjust **intervention schedules** to ensure students in these subgroups are receiving appropriate academic and social-emotional support.
3. **Strengthen Stakeholder Communication and Engagement**
 1. Build a **yearlong calendar** of family engagement events, balancing in-person and virtual options based on parent feedback.
 2. Increase **text message and social media communication** campaigns to provide frequent reminders, tips, and celebrations.
 3. Offer **training for families** on using LiveGrades, ClassDojo, and other platforms to monitor student progress.
4. **Support Student Transitions and Early Learning Readiness**
 1. Expand **transition activities** for incoming kindergarten students, including summer readiness events and parent resources.
 2. Continue collaboration between **Pre-K and Kindergarten staff** to share data and plan individualized student supports.

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School Strategic Plan - Academic Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

2036 Annual English Language Arts (ELA) Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	28.32	30.71	33.10	35.49	37.88	40.27	42.65	45.04	47.43	49.82	52.21	54.60	56.99	59.38	61.77	64.16

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

ELA Proficiency

Student Groups	School (2021-22) % of Students	School (2022-23) % of Students	School (2023-24) % of Students	2023-24 Scorecard Rating		County (2023-24) % of Students	State (2023-24) % of Students
All	36.08	36.62	38.17			37.58	45.08
Status							
Economically Disadvantaged	27.57	32.64	30.32			32.05	35.68
English Learners	--	0.00	0.00			33.33	14.07
Foster Care	0.00	--	25.00			25.78	26.29
Homeless	0.00	50.00	16.67			24.12	29.43
Military Connected	--	--	--			--	57.07
Students with Disabilities	11.16	10.34	11.48			11.17	14.72

Race							
American Indian or Alaska Native	0.00	0.00	0.00	0.00		33.33	50.00
Asian	--	--	--	--		0.00	68.58
Black or African American	0.00	0.00	0.00	0.00		28.97	28.81
Hispanic or Latino Native	83.33	50.00	80.00	80.00		43.48	36.92
Multi-Racial	26.32	20.00	40.00	40.00		37.50	41.33
Native Hawaiian or Other Pacific Islander	--	--	--	--		--	52.63
White	35.48	37.06	37.69	37.69		37.97	46.03
Gender							
Female	42.20	40.46	38.10	38.10		41.89	49.51
Male	30.17	32.97	38.24	38.24		33.33	40.87

ELA Academic Progress

Student Groups		School (2023-24)	2023-24 Scorecard Rating	County (2023-24)		State (2023-24)	
		% of Students		% of Students		% of Students	
All		36.30		40.75		45.65	
Status							
Economically Disadvantaged		34.18		40.38		42.15	
English Learners		0.00		66.67		42.83	
Foster Care		33.33		40.91		37.93	
Homeless		40.00		43.48		41.97	
Students with Disabilities		31.91		36.64		37.55	
Race							
American Indian or Alaska Native		0.00		0.00		53.85	
Asian		--		0.00		65.82	
Black or African American		100.00		43.75		39.02	
Hispanic or Latino Native		50.00		33.33		43.51	
Multi-Racial		50.00		42.86		43.24	
Native Hawaiian or Other Pacific Islander		--		--		56.41	

White		35.69		40.69	45.98
Gender					
Female		32.39		42.46	47.96
Male		40.29		39.08	43.46

Reading Lexile Distribution - School (2023-24)

Grade	Average Lexile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	658	--	--	--	--
4	778	--	--	--	--
5	935	--	--	--	--
6	963	--	--	--	--
7	958	--	--	--	--
8	1073	--	--	--	--
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected ELA data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

i-Ready ELA Data Analysis (2024–2025)

Overall Performance

- 39% of students are performing at or above grade level in reading.
- 18% are early on grade level.
- 43% of students are below grade level (21% one grade below, 9% two grades below, and 13% three or more below).
- There is notable variation by grade level, with **K–2 showing stronger performance** than upper grades. For example:
 - **Grade K:** 86% on or above grade level.

- **Grade 2:** 62% on or above.
- **Grades 7–8:** Fewer than 25% on or above grade level.

Growth

- The **schoolwide median typical growth was 145%**, meaning students exceeded their expected growth by 45%.
- **64%** of students met or exceeded their typical growth targets.
- Strong growth was observed in Grades 5–7:
 - **Grade 5:** 207% typical growth.
 - **Grade 7:** 218% typical growth.
 - **Grade 6:** 179% typical growth.
- **Stretch growth** was met by fewer students (only 38% met stretch goals), indicating that while gains were substantial, there's still room to push higher-achieving students further.

Strengths

- **Phonological Awareness and Phonics** are strong across early elementary grades.
- Many students, particularly in K–2, are mastering **high-frequency words** and **vocabulary** at grade level or higher.
- Most grades met or exceeded expected annual growth, suggesting that **instruction is effectively accelerating learning**, especially in students below grade level.

Areas for Improvement

- **Comprehension (especially in Literature and Informational Text)** continues to be a weakness across grades.
- The largest performance gaps appear in **Grades 5–8**, where a high percentage of students remain one or more grade levels below.
- Although growth was strong, **only 50% of 8th graders met typical growth**, signaling a need for targeted support in the final year before high school.

GSA ELA Performance Analysis (2024–2025)

Overall Proficiency

- **51% of students in grades 3–8 scored proficient** in ELA, a 14-point increase from 2024 and the school's **highest proficiency level to date**.
- This improvement reflects strategic investments in:
 - **SRSD writing instruction**
 - **Increased comprehension support**
 - **Stronger alignment to standards via the Instructional Planning Loop**

Grade-Level Proficiency & Growth

Grade 23–24 Proficient 24–25 Proficient Cohort Growth

3	—	41.5%	—
4	55%	63.3%	+8.3%
5	47%	56.3%	+9.3%
6	40%	59.7%	+19.7%
7	31%	48.5%	+17.5%
8	23%	50%	+27%



Strengths

- **All grades showed growth** from 2023–2024 to 2024–2025.
- **Grades 6–8 demonstrated the most significant cohort growth**, reflecting successful support of upper-grade literacy needs.
- Performance gains correspond with **strong typical growth on i-Ready**, reinforcing the alignment of day-to-day instruction with tested standards.

Areas for Continued Focus

- Despite strong growth, approximately **49% of students remain non-proficient**, highlighting the continued need to focus on:
 - **Evidence and elaboration in writing**
 - **Comprehension skills across literary and informational texts**
- **Grade 3**, as an entry point into state testing, must continue to receive strategic attention to support early performance and confidence.

ELA Academic Data Analysis (2024–2025)

(Includes i-Ready, GSA, Writing Assessment, and Instructional Practices)

Writing Performance Analysis (2024–2025)

Measured using a 10-point rubric: 2 points for Conventions (CON), 4 for Evidence & Elaboration (EVI & ELA), and 4 for Purpose, Focus, and Organization (PUR, FOC, & ORG).

Schoolwide Summary

- Schoolwide average writing score increased from 4.23 in 2023–2024 to 4.83 in 2024–2025.
- All components—conventions, evidence/elaboration, and organization—showed measurable improvement across grade levels.
- Writing was assessed at three points: end of last year (baseline), middle of this year (MOY), and end of year (EOY).

Key Domain Growth Trends

Conventions (Grammar, Punctuation, Mechanics)

- Schoolwide average grew from 1.16 ? 1.33
- All grade levels demonstrated growth, particularly Grades 5 and 6, which reached 1.6+ at EOY.
- Grade 3 decreased slightly between MOY and EOY (0.98 ? 0.89), indicating a continued need for foundational grammar instruction.

Evidence & Elaboration (Support, Details, Analysis)

- Schoolwide average increased from 1.50 ? 1.73, the largest domain gain.
- Grade 5 reached 2.00 at EOY, showing strong implementation of SRSD strategies focused on elaboration.
- This domain was consistently the lowest-scoring area in 2023–2024 and remains a priority, despite improvement.

Purpose, Focus & Organization

- Schoolwide average improved from **1.60** ? **1.79**
- Grades 5 and 6 showed the highest EOY scores (2.02 and 2.18), suggesting stronger structure and idea development in upper elementary and middle school.

Grade-Level Writing Growth Highlights

Grade	23–24 Total	MOY Total	EOY Total	Total Growth
3rd	–	3.60	3.51	? slight regression from MOY
4th	4.60	3.80	4.60	Full recovery to baseline
5th	4.08	4.90	5.64	? +1.56 from baseline
6th	4.34	5.34	6.05	? +1.71 from baseline
7th	4.03	4.98	3.59	? from MOY; -0.44 from 23–24
8th	4.11	5.34	5.62	? +1.51 from baseline

- Grades **5, 6, and 8** demonstrated the most significant gains.
- **Grade 7 declined** from both MOY and last year’s total, suggesting the need for deeper analysis of writing instruction and alignment in that grade.

Subgroup Analysis: Special Education Academic Performance Analysis (2024–2025)

ELA Performance

Performance Growth

- Average scale score increase: +11 points
- Average cut score level increase: **+0.71 levels**
- Proficiency Level Movement:
 - **2024:** 25 students did not meet, 9 partially met, 1 met
 - **2025:** 23 did not meet, **13 partially met, 3 met**

The data shows clear upward movement in both scale scores and proficiency distribution, with more students shifting into the "partially meets" category.

Highlights

- Several students showed gains of 40–60+ points, indicating strong response to intervention and instructional alignment.
- Grade-level instruction paired with WIN and pull-out support contributed to meaningful growth for many students.

Areas for Improvement

- A small group of students saw regression or plateaued performance.
- These cases are concentrated in the lower grades and reflect gaps in foundational reading skills that need deeper, diagnostic intervention.

Writing Performance

Performance Growth

- **Average rubric score increase:** +0.15
Progress across rubric domains was modest, with most students maintaining or improving slightly from the previous year.

Strengths

- Writing implementation through SRSD provided structured support and consistency.
- Growth in writing was more evident in upper grades where multi-paragraph writing is emphasized.

Areas for Growth

- **Evidence and elaboration** remains a persistent weakness.
- Regression in writing performance was seen in a few students, often correlating with stagnation in reading comprehension.

ELA Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Student Accountability (Goal Setting and Grade Alignment)	In 2024–2025, FPK8 embedded student goal setting and accountability practices into daily instruction as part of a broader effort to increase ownership of learning. Students across K–8 regularly set academic goals using data from iReady diagnostic reports, GSA benchmarks, and Mastery Assessments. Teachers facilitated goal setting during core instruction and WIN time, with students tracking their progress and reflecting on growth. These practices were reinforced during student-teacher conferences and monitored through the Instructional Planning Loop. In writing, students used rubric-based feedback to set goals in areas such as elaboration and organization, contributing to measurable growth across grade levels. Grading practices were gradually aligned to reflect mastery of standards rather than completion or participation, supported by regular use of mastery assessment data and performance rubrics. Student accountability practices contributed to: ▪ Increased typical growth rates in iReady (145% ELA, 111% Math) ▪ Improved writing scores across most grades ▪ Greater engagement during WIN time, as students tracked and understood their personal learning targets These structures helped establish a more transparent and student-centered approach to academic growth and progress monitoring.
Mastery Assessments	During the 2024–2025 school year, FPK8 fully implemented iReady Mastery Assessments to monitor student proficiency on priority standards in both ELA and math. These assessments were embedded into weekly instruction and served as a key component of the school's instructional planning process. Mastery data was consistently reviewed during 10-minute talks, PLCs, and walkthroughs, allowing teachers to adjust instruction based on real-time evidence of student understanding. In special education settings, mastery assessments became a central tool for measuring growth and informing grading practices. The use of mastery data also supported targeted grouping during WIN time and aligned closely with the Instructional Planning Loop. This strategy contributed to measurable student growth: ▪ Students with disabilities using mastery-aligned support plans saw an average scale score increase of 11 points in ELA and 20 in math. ▪ General education students demonstrated significant gains in iReady growth and GSA proficiency, reflecting improved instructional alignment. Mastery assessments are now viewed as a foundational component of data-driven instruction at FPK8.

Student Accountability (Goal Setting and Grade Alignment)	In 2024–2025, FPK8 embedded student goal setting and accountability practices into daily instruction as part of a broader effort to increase ownership of learning. Students across K–8 regularly set academic goals using data from iReady diagnostic reports, GSA benchmarks, and Mastery Assessments. Teachers facilitated goal setting during core instruction and WIN time, with students tracking their progress and reflecting on growth. These practices were reinforced during student-teacher conferences and monitored through the Instructional Planning Loop. In writing, students used rubric-based feedback to set goals in areas such as elaboration and organization, contributing to measurable growth across grade levels. Grading practices were gradually aligned to reflect mastery of standards rather than completion or participation, supported by regular use of mastery assessment data and performance rubrics. Student accountability practices contributed to: ▪ Increased typical growth rates in iReady (145% ELA, 111% Math) ▪ Improved writing scores across most grades ▪ Greater engagement during WIN time, as students tracked and understood their personal learning targets These structures helped establish a more transparent and student-centered approach to academic growth and progress monitoring.
Parent Involvement in Goal Setting and Grade Alignment	Throughout the 2024–2025 school year, FPK8 prioritized increased parent involvement in academic goal setting and progress monitoring. Families were engaged through structured activities, conferences, and communication tools designed to promote transparency and partnership. At key points during the year, families participated in: ▪ Student-led conferences where children shared their academic goals, mastery assessment data, and writing samples. ▪ Distribution of grade-level writing rubrics, iReady reports, and Mastery Assessment summaries, helping parents understand expectations and track growth. ▪ Access to LiveGrades and other digital platforms for ongoing monitoring of student performance aligned to standards. Parent feedback indicated strong appreciation for the goal-setting structure. Surveys noted: ▪ Parents valued the clarity of expectations and appreciated resources that helped them support learning at home. ▪ Many expressed a desire for more frequent updates and continued access to digital video formats that explained goals and grading. This focused involvement strengthened the school-home connection and supported greater accountability in both students and families.

Standards-based Support Plans for SWD	In 2024–2025, FPK8 implemented Standards-Based Support Plans to ensure alignment between instruction, intervention, and grade-level standards for students with disabilities. Special education teachers collaborated during September PLCs to develop a structured pull-out model focused on standards mastery. Administrators supported implementation through lesson plan reviews, walkthroughs, and 10-minute talks. iReady Mastery Assessments were used consistently to monitor student growth in both ELA and math. Data from these assessments is now a central part of instructional planning and grading for special education students. Writing instruction through SRSD led to steady gains in conventions and organization, while math tutoring contributed to an average 30-point increase in scale scores, outpacing ELA by 10 points. Mastery data continues to guide instructional decisions and is reviewed regularly through 10-minute talks. Writing Continuum K–8 with SRSD Strategies Writing Continuum K–8 with SRSD Strategies All K–8 core teachers at FPK8 were trained in SRSD-based writing instruction through sessions held on August 17, 22, and 27. Led by Angela Holutiak, the training provided staff with the K–8 Writing Progressions, Standards-Based Writing Checklists, and clear expectations for writing instruction across grade levels. Teachers also received guidance on evidence-based practices from <i>Releasing Writers</i>, including routines such as exemplars, plan and organize, revise and edit, think aloud, and goal setting. These routines are now used as look-fors during writing walkthroughs. Implementation has been supported by ongoing PLCs and peer observations. During the week of October 1–4, teachers collected student writing samples and met with Mrs. Holutiak in grade-level PLCs to analyze student progress and calibrate scoring using the shared rubrics. Data from three collection points shows schoolwide growth in writing: ▪ The average writing score increased from 4.23 in 2023–2024 to 4.83 at the end of 2024–2025. ▪ The greatest gains were seen in Grades 5, 6, and 8, with students showing consistent improvement across all rubric domains. ▪ Evidence and Elaboration, previously the weakest domain, showed the largest increase schoolwide. ▪ Administrators continue to monitor writing instruction through walkthroughs and provide targeted feedback and support. Grades 3–8 completed their MOY GSA writing benchmarks in October, with data used to guide ongoing instruction and refinement.
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ELA data from 2024–2025 shows strong overall improvement across both iReady and GSA assessments. GSA proficiency increased by 14 percentage points (from 37% to 51%), and iReady typical growth exceeded expectations (145% schoolwide). Writing scores, based on rubric data, also improved across most grade levels. However, areas of concern persist, particularly in reading comprehension and elaboration in writing. The primary root causes include:

- **Limited comprehension-focused instructional strategies**, especially in upper elementary and middle grades, where students struggle to analyze and synthesize increasingly complex texts.
- **Evidence and elaboration** remains the lowest-performing domain in both writing assessments and GSA extended responses.
- **Vocabulary and academic language development** are underemphasized in some instructional practices, limiting student ability to construct precise, detailed written responses.
- **Inconsistent integration of reading and writing instruction**, with some lessons addressing one skill in isolation rather than as a connected literacy task.

Practices to Continue:

- Full implementation of **SRSD (Self-Regulated Strategy Development)** in writing across K–8, which has improved structure, organization, and student confidence.
- Use of the **Instructional Planning Loop** to align standards, student data, and learning goals.
- Goal setting and progress monitoring through **rubric-based writing tasks** and student conferencing.
- Use of **Mastery Assessments** and iReady data to guide small-group instruction in reading and writing.

Practices to Start:

- Targeted professional learning focused on **reading comprehension strategies**, particularly for literary and informational texts.
- Develop a **focused plan to improve elaboration**, using modeled responses, scaffolded feedback, and exemplars.
- Expand opportunities for **cross-curricular writing**, especially in grades 4–8, to increase writing fluency and stamina.
- Develop a **schoolwide system for monitoring foundational literacy skills in K–2 special education**, using diagnostic assessments, frequent progress monitoring, and intervention plans aligned to specific skill deficits to ensure early reading development and prevent long-term learning gaps.

Practices to Stop:

- Instruction that treats reading and writing as separate disciplines without connection to shared texts or tasks.
- Relying solely on isolated skills practice without applying strategies to extended, grade-level work.

2036 Annual Mathematics Goal Targets

	2021 (Base)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Target	15.48	18.29	21.11	23.93	26.75	29.56	32.38	35.20	38.02	40.83	43.65	46.47	49.29	52.10	54.92	57.74

NOTE: To review subgroup target information, please visit [ZoomWV for Educators](#)

Mathematics Proficiency

Student Groups		School (2021-22)	School (2022-23)	School (2023-24)	2023-24 Scorecard Rating	County (2023-24)	State (2023-24)
	% of Students	% of Students	% of Students	% of Students		% of Students	% of Students
All		27.27	28.53	24.56		26.15	35.54
Status							
	Economically Disadvantaged	21.62	19.69	17.02		20.71	26.71
	English Learners	--	0.00	0.00		33.33	17.15
	Foster Care	0.00	--	25.00		12.89	21.78
	Homeless	0.00	0.00	0.00		12.06	21.57
	Military Connected	--	--	--		--	53.49
	Students with Disabilities	4.78	8.62	4.92		8.43	12.99
Race							
	American Indian or Alaska Native	0.00	0.00	0.00		33.33	37.50
	Asian	--	--	--		0.00	68.75
	Black or African American	0.00	0.00	0.00		14.95	18.81
	Hispanic or Latino Native	66.67	50.00	60.00		30.43	24.89
	Multi-Racial	26.32	20.00	20.00		23.96	30.65
	Native Hawaiian or Other Pacific Islander	--	--	--		--	42.44
	White	26.69	28.61	24.30		26.73	36.57
Gender							
	Female	28.32	25.00	23.21		25.97	33.73
	Male	26.26	31.87	25.88		26.33	37.25

Math Academic Progress

Student Groups	2023-24 Scorecard Rating		County (2023-24)	State (2023-24)
	School (2023-24)		% of Students	% of Students

All		26.43		30.83	39.98
Status					
Economically Disadvantaged		24.20		28.84	34.41
English Learners		0.00		66.67	29.73
Foster Care		33.33		34.54	28.57
Homeless		20.00		30.43	31.37
Students with Disabilities		23.40		25.07	28.17
Race					
American Indian or Alaska Native		0.00		0.00	41.03
Asian		--		50.00	69.07
Black or African American		100.00		26.25	30.53
Hispanic or Latino Native		25.00		33.33	35.29
Multi-Racial		50.00		36.51	37.01
Native Hawaiian or Other Pacific Islander		--		--	48.65
White		25.75		30.83	40.47
Gender					
Female		25.53		30.71	38.93
Male		27.34		30.95	40.97

Mathematics Performance Distribution - School (2023-24)

Grade	Average Quantile	% Below Grade Level	% Grade-Level Band to Proficiency	% Proficiency to Top of CCR Band	% Above Top of CCR Band
3	606	--	--	--	--
4	530	--	--	--	--
5	601	--	--	--	--
6	680	--	--	--	--
7	784	--	--	--	--
8	871	--	--	--	--
11					

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military

Connected, Race, and Gender):

In the text box below, summarize the locally collected Math data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data, sub group performance, supplemental programs/services, benchmarks, walkthrough data, ELPA22, CA-CIAs, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

i-Ready Math Data Analysis (2024–2025)

Overall Performance

- **26%** of students are at or above grade level in math.
- **21%** are early on grade level.
- **53%** of students are performing below grade level (27% one grade below, 10% two grades below, and 16% three or more grades below).
- Grade-level placement is strongest in early elementary:
 - **Grade K:** 81% at or above grade level.
 - Steep declines appear starting in Grade 3 and beyond:
 - **Grade 7:** Only 8% at or above.
 - **Grade 8:** 9% at or above.

Growth

- The **schoolwide median typical growth was 111%**, meaning students on average surpassed their growth targets.
- Growth was strongest in:
 - **Grade K:** 161%
 - **Grade 2:** 141%
 - **Grade 7:** 117%
- However, **Grades 5 and 8 showed weaker growth:**
 - **Grade 5:** 69%
 - **Grade 8:** 104%

- Stretch growth targets were met by fewer than 40% of students in most grades, suggesting a continued need for differentiated enrichment.

Strengths

- **Number and Operations** and **Algebraic Thinking** were stronger domains in primary grades.
- Students in Grades 1–4 made significant gains in overall growth, demonstrating that intervention and instruction are effective when foundational skills are emphasized.

Areas for Improvement

- **Geometry** and **Measurement and Data** remain weak areas, especially in upper grades.
- **Grades 6–8** have high concentrations of students two or more grade levels below and limited movement out of those categories.
- Use of **manipulatives** and **conceptual math strategies** remains limited (as observed in walkthroughs), which may be contributing to lower conceptual mastery and performance.

GSA Math Performance Analysis (2024–2025)

Overall Proficiency

- **38% of students in grades 3–8 scored proficient** in Math, a 14-point increase from the prior year and a return to the upward trajectory seen before 2024's dip.

Grade-Level Proficiency & Growth

Grade	23–24 Proficient	24–25 Proficient	Cohort Growth
3	—	54.7%	—
4	55%	48%	-7.0%
5	28%	25%	-3.0%
6	19%	38.5%	+19.5%
7	19%	39.4%	+20.4%
8	15%	22%	+7.0%



- **Tutoring Impact:** After-school tutoring students averaged a 30-point scale score increase in math, outperforming ELA tutoring participants by 10 points, indicating a strong positive impact from math-focused tutoring efforts in 2025.

Strengths

- **Grades 6 and 7** showed the strongest cohort growth (+19.5% and +20.4%), indicating mid-level math supports are having an impact.
- Grade 3 posted the **highest single-year proficiency (54.7%)**

Areas for Improvement

- **Grades 4 and 5** declined in overall proficiency, showing negative cohort growth and highlighting a need to:
 - Strengthen instructional practices in upper elementary.
 - Increase use of **manipulative and conceptual math tasks** to support struggling learners.
- **8th grade growth was modest**, and proficiency remains low at 22%

Subgroup Analysis: Special Education Math Performance

Performance Growth

- **Average scale score increase:** +20 points
- **Average cut score level increase:** **+0.63 levels**
- **Proficiency Level Movement:**
 - **2024:** 27 students were below “partially meets”
 - **2025:** 23 students remain below, with **13 now partially meeting** and **3 meeting standard**

Highlights

- Multiple students showed gains over 40–150 points, reflecting high responsiveness to intervention.
- Math scores increased more significantly than ELA, aligning with the school's **after-school tutoring focus on math**. Tutoring students averaged a **30-point increase**, outpacing ELA tutoring by 10 points.

Areas for Growth

- Some students declined or showed no movement, indicating the need for refined math supports.
- Inconsistent application of manipulatives and visual models may be limiting deeper understanding in Grades 3–5.

Updated Implementation Results	
Mathematics Improvement Practices/Strategies Implemented (One Per Box)	
Math Intervention Focus	During the 2024–2025 school year, FPK8 strengthened its math intervention system through consistent use of iReady to identify individual skill gaps and guide targeted instruction. The platform’s grouping tools were used to create instructional groups based on real-time diagnostic data. Teachers implemented lesson recommendations provided through iReady during WIN time and designated math intervention blocks. Progress was monitored through students’ performance on online iReady lessons, allowing teachers to adjust instruction as needed. As new diagnostic data became available, particularly following the MOY benchmark, teachers revised intervention plans to reflect updated student needs. K–2 teachers began this process during January PD sessions, with a focus on regrouping students and selecting new skill targets. Administrators supported implementation by conducting focused walkthroughs to monitor fidelity to intervention plans and instructional quality. Math intervention efforts, particularly when paired with small-group instruction and after-school tutoring, contributed to measurable student growth and improved foundational skill acquisition across grade levels.

Student Accountability (Goal Setting and Grade Alignment)	In 2024–2025, FPK8 embedded student goal setting and accountability practices into daily instruction as part of a broader effort to increase ownership of learning. Students across K–8 regularly set academic goals using data from iReady diagnostic reports, GSA benchmarks, and Mastery Assessments. Teachers facilitated goal setting during core instruction and WIN time, with students tracking their progress and reflecting on growth. These practices were reinforced during student-teacher conferences and monitored through the Instructional Planning Loop. In writing, students used rubric-based feedback to set goals in areas such as elaboration and organization, contributing to measurable growth across grade levels. Grading practices were gradually aligned to reflect mastery of standards rather than completion or participation, supported by regular use of mastery assessment data and performance rubrics. Student accountability practices contributed to: ▪ Increased typical growth rates in iReady (145% ELA, 111% Math) ▪ Improved writing scores across most grades ▪ Greater engagement during WIN time, as students tracked and understood their personal learning targets These structures helped establish a more transparent and student-centered approach to academic growth and progress monitoring.
Parent Involvement in Goal Setting and Grade Alignment	Throughout the 2024–2025 school year, FPK8 prioritized increased parent involvement in academic goal setting and progress monitoring. Families were engaged through structured activities, conferences, and communication tools designed to promote transparency and partnership. At key points during the year, families participated in: ▪ Student-led conferences where children shared their academic goals, mastery assessment data, and writing samples. ▪ Distribution of grade-level writing rubrics, iReady reports, and Mastery Assessment summaries, helping parents understand expectations and track growth. ▪ Access to LiveGrades and other digital platforms for ongoing monitoring of student performance aligned to standards. Parent feedback indicated strong appreciation for the goal-setting structure. Surveys noted: ▪ Parents valued the clarity of expectations and appreciated resources that helped them support learning at home. ▪ Many expressed a desire for more frequent updates and continued access to digital video formats that explained goals and grading. This focused involvement strengthened the school-home connection and supported greater accountability in both students and families.

Standards-Based
Support Plans for
Students with Disabilities
(Math Focus)

In 2024–2025, FPK8 implemented Standards-Based Support Plans to strengthen math instruction for students with disabilities by aligning intervention to grade-level standards. Special education teachers collaborated during the September PLC to establish a structured pull-out model using iReady Mastery Assessments as a central tool for identifying and addressing skill gaps.

Teachers used iReady to create instructional groups and access targeted lessons aligned to student needs. These lessons were implemented during math intervention time, with progress monitored through both Mastery Assessments and online iReady lesson completion. Administrators conducted walkthroughs to monitor implementation and reviewed mastery data during 10-minute talks with staff.

Students receiving math intervention through these support plans demonstrated measurable growth, with many showing improved performance on Mastery Assessments and gains in scale scores. The structure provided a consistent, data-driven approach to ensure students with disabilities received targeted, standard-aligned math instruction.

Mathematics Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Mathematics Needs Assessment Summary

Root Cause Analysis:

Review of 2024–2025 math data reveals overall improvement in student performance, particularly in Grades 6 and 7, where cohort growth was strong on both iReady and GSA assessments. However, student proficiency remains below desired levels in several grade bands, particularly in Grades 4 and 5, where performance declined or showed minimal growth. The root causes of these trends include:

- **Inconsistent use of conceptual tools and manipulatives** in daily instruction, particularly in upper elementary and middle school grades, which limits student understanding of abstract concepts.
- **Limited math discourse and problem-solving opportunities**, contributing to weak development of reasoning and application skills.
- **Gaps in foundational skills** carried over from prior grades, especially in Grades 3–5, where students require additional time and support to meet grade-level expectations.
- **Fragmented use of progress monitoring data**, with varying degrees of alignment between assessment, instruction, and intervention in some grade levels.

Practices to Continue:

- Use of **iReady Mastery Assessments** to guide targeted intervention and instructional grouping.
- Integration of the **Instructional Planning Loop** to align planning, instruction, and formative data.

- Continued use of **after-school tutoring**, which produced an average gain of 30 points in scale scores for participating students.
- Embedded **WIN (What I Need)** intervention time focused on skill-specific remediation aligned to iReady recommendations.

Practices to Start:

- Expand the use of **hands-on math tools and visual models** across all grades, especially 3–8, to strengthen conceptual understanding.
- Provide professional development focused on **math discourse routines**, real-world applications, and student reasoning strategies.
- Develop a **K–5 foundational math framework** with diagnostic tools and intervention pathways to better address early skill gaps.
- Implement a more **consistent system for monitoring progress** through classroom assessments and Mastery data cycles.

Practices to Stop:

- Disconnected intervention and core instruction—resources and strategies should align to priority standards and shared data sets.
- Over-reliance on digital tools without guided, hands-on teacher interaction to reinforce conceptual understanding.

English Language Proficiency Assessment Results (ELPA22)

	School 2021-22	School 2022-23	School 2023-24	County 2023-24	State 2023-24
Percent of English Learners (EL) Making Progress on all 4 Domains of ELPA22 (Reading, Writing, Speaking & Listening)	--	100.00	100.00	57.14	55.01

Detailed data by domain is available at [ZoomWV for Educators](#)

English Language Proficiency Assessment Results for the Reading Domain

ELPA22 Performance Level	School 2021-22	School 2022-23	School 2023-24	County 2023-24	State 2023-24
Level 1	--		0	1	476
Level 2	--		0	1	413
Level 3	--		1	5	696
Level 4	--		0	3	276
Level 5	--		0	0	247

English Language Proficiency Assessment Results for the Writing Domain

ELPA22 Performance Level	School 2021-22	School 2022-23	School 2023-24	County 2023-24	State 2023-24

Level 1	--		0	1	470
Level 2	--		0	1	422
Level 3	--		1	6	831
Level 4	--		0	2	231
Level 5	--		0	0	154

English Language Proficiency Assessment Results for the Speaking Domain

ELPA22 Performance Level	School 2021-22	School 2022-23	School 2023-24	County 2023-24	State 2023-24
Level 1	--		0	1	331
Level 2	--		0	0	324
Level 3	--		1	3	573
Level 4	--		0	4	422
Level 5	--		0	2	458

English Language Proficiency Assessment Results for the Listening Domain

ELPA22 Performance Level	School 2021-22	School 2022-23	School 2023-24	County 2023-24	State 2023-24
Level 1	--		0	0	218
Level 2	--		0	1	196
Level 3	--		0	3	635
Level 4	--		1	2	569
Level 5	--		0	4	490

☐ Not Applicable if EL cell size is 0

Brief Description of Success

EL Improvement
Practices/Strategies
Currently Implemented
(One Practice / Strategy
Per Box)

In 2024–2025, FPK8 implemented SRSD (Self-Regulated Strategy Development) schoolwide, with intentional focus on supporting English Learners (ELs) in structured writing. The strategy provided EL students with consistent routines, language scaffolds, and visual planning tools that enhanced their ability to organize and express ideas in writing.

Key routines such as **plan and organize**, **think-alouds**, **exemplars**, and **goal setting** were especially effective in supporting EL students' development in elaboration, vocabulary use, and writing structure. Writing instruction was aligned with ELPA21 writing expectations, and rubrics were used to give students specific, actionable feedback.

EL students demonstrated progress in classroom writing tasks and benchmark assessments. ELPA21 scores showed growth in the **writing domain**, with students improving in organization and sentence-level fluency. Teachers noted increased confidence and independence among ELs during writing time, and peer supports embedded in SRSD routines (such as shared revision and self-talk) helped reinforce language development.

The integration of SRSD routines into core instruction provided EL students with structure, repetition, and clarity—key elements that supported both language acquisition and academic writing growth.

EL Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause analysis** (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Academic Trend Data: ELA & Math

One student is progressing according to the ELPA 21 summative assessment.

One student is progressing according to the ELPA Dynamic Screener with the lowest domain in the area of speaking.

ELA Trend Summary

- The student's ELA performance showed consistent upward movement across multiple benchmark periods.
- Began in the "Does Not Meet" category in earlier grades and progressed to "Partially Meets" by Spring 2025.
- **Spring 2025 Summative ELA Score:** 634 ± 11 ? Partially Meets Standard.
 - Demonstrates growth in reading comprehension and written response to text, aligning with instructional focus areas.

Math Trend Summary

- The student remained below standard through early grades but showed notable improvement during the 2024–2025 school year.
- **Spring 2025 Summative Math Score:** 492 ± 14 ? Partially Meets Standard.
 - Represents significant movement out of the "Does Not Meet" range and reflects the impact of targeted math intervention.

ELPA21 Performance Overview (2024–2025)

Overall Performance Level: *Progressing*
Overall Scale Score: 5509
Comprehension Scale Score: 5482

Domain Breakdown:

Domain	Score (± Range)	Performance Level	Description
Listening	542 ± 27	Level 4 – Early Advanced	Strong comprehension of spoken English
Reading	555 ± 23	Level 3 – Intermediate	Developing ability to interpret academic texts
Speaking	551 ± 32	Level 3 – Intermediate	Emerging academic vocabulary and sentence use
Writing	549 ± 26	Level 3 – Intermediate	Can express ideas with support; lacks elaboration

Strengths

- **Listening** is the strongest domain, indicating strong verbal comprehension.
- Positive growth trends in both **ELA and math benchmarks and summative assessments**.
- Progress in **writing and reading** aligns with overall schoolwide writing and comprehension strategies, including SRSD.

Fayette County Schools (020) Public District - FY 2026 - Fayetteville PK-8 (020-101) Public School - School Strategic Plan - Rev 1

School Strategic Plan - High School Graduation and Student Success Data

Color Reference Guide	
Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

 ☒ Not Applicable (Elementary and Middle Schools)

Fayette County Schools (020) Public District - FY 2026 - Fayetteville PK-8 (020-101) Public School - School Strategic Plan - Rev 1

School Strategic Plan - Attendance and Behavior Data

Color Reference Guide

Exceeds Standard	
Meets Standard	
Partially Meets Standard	
Does Not Meet Standard	
Below Cell Size	

Attendance - Percent of students chronically absent

Student Groups	School (2021-22) % of Students	School (2022-23) % of Students	School (2023-24) % of Students	2023-24 Scorecard Rating	County (2023-24) % of Students	State (2023-24) % of Students
All	21.84	27.46	20.04		25.54	23.48
Status						
Economically Disadvantaged	32.82	35.45	24.42		31.03	30.79
English Learners	--	0.00	0.00		22.22	19.25
Foster Care	20.00	0.00	50.00		38.75	27.54
Homeless	33.33	20.00	50.00		32.35	34.07
Military Connected	--	--	--		--	13.14
Students with Disabilities	34.88	36.90	34.18		29.77	28.57
Race						
American Indian or Alaska Native	0.00	0.00	0.00		0.00	21.94
Asian	--	--	--		12.50	9.80
Black or African American	100.00	50.00	0.00		18.90	23.63
Hispanic or Latino Native	0.00	33.33	0.00		13.51	24.74
Multi-Racial	28.57	41.67	33.33		28.82	25.44

	Native Hawaiian or Other Pacific Islander	--	--	--			0.00	12.62
	White	21.94	26.88	19.95			25.84	23.45
Gender								
	Female	22.55	27.27	23.38			27.26	24.13
	Male	21.18	27.63	16.74			23.92	22.87

Behavior - Percent of Students with No Out of School Suspensions (excluding levels 3 and 4)

Student Groups	School (2021-22)	School (2022-23)	School (2023-24)	2023-24 Scorecard Rating		County (2023-24)	State (2023-24)
				% of Students	% of Students		
All	95.51	92.21	88.15			90.56	95.43
Status							
Economically Disadvantaged	93.13	90.67	86.05			88.76	93.96
English Learners	--	100.00	100.00			100.00	97.92
Foster Care	80.00	66.67	50.00			80.39	90.69
Homeless	66.67	80.00	83.33			88.74	91.85
Military Connected	--	--	--			--	98.98
Students with Disabilities	90.70	83.33	72.15			87.20	92.60
Race							
American Indian or Alaska Native	100.00	100.00	100.00			100.00	94.79
Asian	--	--	--			100.00	98.71
Black or African American	100.00	50.00	100.00			81.90	90.21
Hispanic or Latino Native	100.00	100.00	100.00			95.83	95.78
Multi-Racial	100.00	100.00	73.33			89.19	92.97
Native Hawaiian or Other Pacific Islander	--	--	--			100.00	96.39
White	95.36	92.26	88.44			90.94	95.77
Gender							
Female	97.87	97.84	91.34			94.19	97.61
Male	93.33	87.16	84.98			87.00	93.37

Additional Data Sources, including subgroup data (Low SES, English Learners, Homeless, Foster Care, Students with Disabilities, Military Connected, Race, and Gender):

In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. intervention data-attendance and/or behavior related, sub group performance, supplemental programs/services, agency supports, school counselor data, pass/failure rates, data from positive behavior supports, Grad 20/20 monitoring, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Attendance and SOS Plan Data Review

For the 2025-2026 school year, **51 Student Opportunity for Success (SOS) Plans** were implemented at Fayetteville PK8. This represents a **30-student increase** from the previous year. The increase reflects an intentional shift to **earlier intervention**, based on the updated early warning outline provided by the County Attendance Director. This proactive approach was designed to address attendance issues **before students reached chronic absentee status**.

Out of the **51 students** on SOS plans:

- **22 students** remained on the **chronic absentee list**,
- Meaning **29 students** were **prevented from becoming chronically absent** through targeted interventions and follow-up support.

Attendance Data Overview (2025-2026)

Reporting Period	Overall Attendance %	Chronic Absenteeism %
1st Nine Weeks	94.652%	13.14%
2nd Nine Weeks	94.899%	17.113%
3rd Nine Weeks	94.138%	21.966%
4th Nine Weeks	93.07%	24.688% (highest concern period)
Year-to-Date	94.259%	10.984%



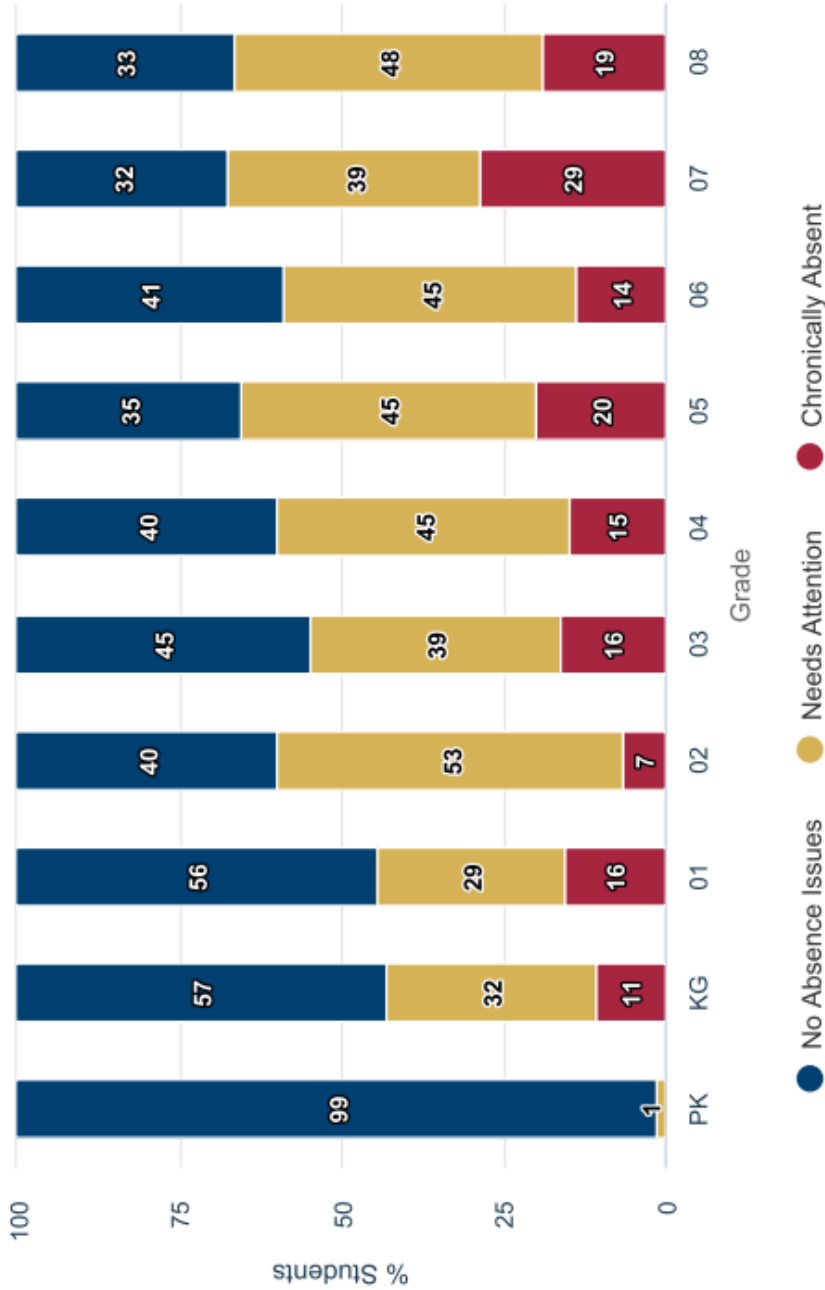
Analysis of Trends:

- Attendance remained relatively steady throughout the first three quarters, holding between **94% and 95%**.
- The **4th nine weeks showed a notable drop to 93.07% overall**, paired with a sharp rise in **chronic absenteeism to 24.688%**, identifying this as the **most problematic timeframe**.
- Despite this challenge, the year-to-date chronic absenteeism rate remained just under **11%**, reflecting the impact of early interventions through the SOS process.

Problematic Grade Levels Identified:

ZoomWV data highlights **7th and 5th grades** as having the **highest concentration of attendance concerns**. These grade levels will require focused attention in the 2026-2027 attendance improvement plan.

The chart represents the problematic grade levels per ZoomWV (7th and 5th grades).



Data Overview: Student Behavior and Safety (2024–2025)

- WVEIS Behavior Incidents
 - 2023–2024: 734 incidents
 - 2024–2025: 596 incidents
 - Decrease of 138 incidents

▪ **ZoomE Behavior Categories Comparison (23–24 vs. 24–25):**

- **Disorderly Conduct (HB2890):** 45 ? 32
- **Skipping Class:** 21 ? 4
- **Insubordination:** 124 ? 24
- **Harassment/Bullying:** 30 ? 20
- **Possession of Tobacco/Nicotine:** 12 ? 9

▪ **Behavior Level Trends:**

- **Level 1:** 367 ? 150 (?)
- **Level 2:** 242 ? 239 (?)
- **Level 3:** 97 ? 164 (?)
- **Level 4:** 0 ? 3 (?)

▪ **Incident Location Data:**

- **Majority of incidents occur in the classroom**
- **High-frequency weeks:** Week 6, 32, 33, and 34

▪ **Grade-Level Distribution of Incidents:**

- **Most Incidents:**
 - 5th Grade – 113
 - 6th Grade – 102

• **Fewest Incidents:**

- 1st Grade – 47

▪ **Top Behavior Offenses:**

- **Disrespectful/Inappropriate Conduct:** 309 incidents
- **Aggressive Conduct:** 170 incidents

▪ **Student Support Team Referral System:**

- **2023–2024: 991 referrals**

- 2024–2025: **1,775 referrals** (~2x increase)
 - **Social/Emotional:** 891
 - **Academic/Career Readiness:** 184
 - **Attendance:** 172
 - **Behavior:** 370
 - **Pantry:** 119
 - **Other:** 29

Targeted Tier II Support: Mid-Year Progress Review

In **December 2024**, the PBIS and school-based teams met to analyze behavior data and identify targeted supports for Tier II students—generally defined as those with more than four discipline referrals, or those exhibiting elevated behavioral or emotional needs. At that mid-year point:

- **56 students** were identified for Tier II monitoring.
- **17 students** had already exceeded the four-referral threshold.
 - Of those, **6 students** were in the Behavior Disorder (BD) classroom.
- **Total referrals at that time:** 321
 - **Classroom referrals:** 216
 - **Other locations:** 105 (including **26 from the playground**)
- **Key Insight:**
 - **8% of the student population** (37 students) accounted for **66% of referrals**—underscoring the importance of sustained focus on Tier II supports.

The PBIS team continues to collaborate with the SAT, IEP, and Instructional Teams to implement and adjust individualized behavior plans with the goal of reducing the number of high-frequency offenders by year-end. These efforts are also guiding plans to reteach behavioral expectations specifically in classrooms and playground areas where most incidents occur.

Attendance and Behavior Improvement Practices/Strategies Implemented (One Per Box)	Updated Implementation Results
Tardy Policy Communication and Enforcement	▪ Outcome: Parents, particularly those of younger students, voiced concerns that the tardy policy felt inconsistent or unfair. Many felt unclear about the expectations and consequences. ▪ Solution Implemented: The school will develop a clear, developmentally appropriate tardy policy with defined consequences. This policy will be shared in multiple formats—including handouts, social media, all-calls, and Class DoJo—at the start of the school year to ensure consistent understanding and accountability.
Attendance Bulletin Board	• Outcome: The bulletin board designed to recognize classrooms with strong attendance went largely unnoticed by both students and parents. There was no visible engagement or recognition of posted information. • Solution Implemented: Moving forward, the bulletin board will be updated quarterly to reflect current classroom averages and overall school attendance trends, making the display more timely and relevant.
Automated All-call Notifications	• Outcome: Some parents did not receive automated messages due to outdated or incorrect contact information in WVEIS. As a result, communication gaps persisted. • Solutions Implemented: ▪ The 25-26 school year will begin with a contact information verification campaign, ensuring staff assist families in updating their records in WVEIS. ▪ The Social Worker will be added to Class DoJo for every classroom, providing an additional direct communication channel with families.

Electronic Excuse Submission	• Outcome: The electronic excuse form proved difficult for many parents to access and navigate. Parents reported not knowing their child's account information or password, leading to frustration and low usage. • Solution Implemented: The school responded by providing families with the Social Worker's direct phone number to allow for calls or texts. Some families began texting photos of written excuses to ensure documentation was received within the required three-day window.
Student Opportunity for Success (SOS) Plans with Incentive	▪ Outcome: The SOS Plans, formerly known as Student Success Plans, were highly effective when paired with tangible student incentives. Students responded positively to receiving small rewards such as snacks, candy bars, and small toys as recognition for meeting attendance goals. This motivational approach helped prevent 29 students from becoming chronically absent this year.
Grade-Level and Monthly Attendance Incentives	▪ Outcome: Monthly recognition for perfect attendance and grade-level specific incentives awarded during assemblies generated excitement and positive competition among students. These regular celebrations helped reinforce the importance of daily attendance and were well-received by both students and staff.
School-Wide Attendance Incentives	▪ Outcome: School-wide incentives, based on the overall school average rather than individual attendance, were especially successful in promoting collective responsibility. This approach ensured that students with legitimate absences due to illness or chronic conditions were not excluded, creating a more inclusive atmosphere. • As a result, the school maintained an impressive 94% average daily attendance throughout the year. • These events also served as an opportunity to partner with community agencies, further strengthening school-community relationships and adding value to the incentives offered.
Quarterly Recognition Postcards	▪ Outcome: Sending personalized postcards to students who had previously been chronically absent but showed improved attendance proved to be a meaningful way to encourage continued progress. Families appreciated the recognition, and it reinforced the message that attendance improvements are noticed and celebrated.

Home Visits by the Student Support Team	▪ Outcome: Conducting home visits for students struggling with attendance allowed the student support team to build trust with families, identify barriers, and connect families to appropriate resources. These visits had a direct impact on improving student attendance by addressing underlying challenges in a personalized, supportive manner.
Strategic Focus on Tier II Students	• In December, the PBIS and school teams began proactively monitoring 56 Tier II students, aiming to reduce the number who exceed four referrals. • Targeted behavior plans, adjustments based on team collaboration, and consistent follow-up reflect a systems-level commitment to high-needs students.
Increased Utilization of the Student Support Team	▪ SST referrals nearly doubled from the previous year, showing increased access and trust in the support system. • Notably, over 50% of referrals were for social-emotional needs, indicating a broader understanding of the factors contributing to behavior.
Instructionally Aligned Behavioral Supports	• The PBIS team is using referral data to guide reteaching of behavioral expectations in high-incident areas such as classrooms and the playground. • Early-year PBIS implementation, including expectations taught during the first 15 days of school, laid a strong foundation for students.
Attendance and Behavior Needs Assessment Summary: * After review of all identified results, provide the updated root cause analysis (Why does the data look the way that it does?) in the following text box. This summary would also include practices/strategies that will start, stop, or continue. This information is to be updated annually . This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.	
Attendance Needs Assessment Summary and Root Cause Analysis	

Root Cause Analysis

Following the review of attendance data for the 2025-2026 school year, several contributing factors to both success and ongoing challenges have been identified:

Root Causes of Chronic Absenteeism

- **Communication Barriers:**
 - Parents reported challenges using the electronic excuse submission system due to lack of access to student login information and navigation difficulties.
 - Some families were not receiving automated calls because of outdated contact information in WVEIS.
- **Inconsistent Messaging on Tardiness:**
 - Parent feedback indicated that the tardy policy was not clearly communicated or developmentally appropriate for all students, leading to confusion and disagreement about accountability.
- **Family and Economic Barriers:**
 - Transportation challenges, housing instability, and other socio-economic factors continue to impact a portion of the student population's ability to maintain consistent attendance.
- **Historical Lack of Early Intervention:**
 - Prior to this year, intervention efforts often began **after** students had already become chronically absent. This year's earlier implementation of SOS Plans showed significant improvement.

Successful Strategies That Impacted Attendance

- **Proactive SOS Plans with Incentives:**
 - By targeting students earlier, **29 students avoided becoming chronically absent**, thanks to ongoing monitoring and small, tangible incentives that motivated attendance.
- **Monthly, Grade-Level, and School-Wide Incentives:**
 - Consistent recognition through grade-level assemblies, monthly awards, and **school-wide celebrations** based on overall attendance averages kept students engaged and helped maintain a **94% average daily attendance rate**.
- **Inclusive Recognition Practices:**

- By celebrating school-wide attendance success, students with chronic health issues were **not excluded** from participation, promoting a positive and inclusive school culture.
- **Personalized Postcard Recognition:**
 - Sending **quarterly postcards** to students showing attendance improvement helped encourage students and families to maintain progress.
- **Home Visits for At-Risk Students:**
 - Personalized home visits allowed the student support team to **build relationships with families**, assess barriers, and connect them with resources to support attendance improvement.

Practices to Start, Stop, and Continue

Start

- Implement a **clear and age-appropriate tardy policy**, shared through multiple communication channels at the start of the school year.
- Conduct a **school-wide contact verification campaign** in the fall to ensure all parent contact information is accurate in WVEIS.
- **Expand direct communication** through Class DoJo by adding the Social Worker to classroom communication streams.

Stop

- Discontinue reliance on the **electronic excuse submission system** as the primary method for submitting excuses.
 - **Shift to more accessible options** such as texting photos of written excuses directly to the Social Worker or office staff.
- Stop using **static attendance bulletin boards** without regular updates.
 - **Begin updating quarterly** to reflect current school and classroom data.

Continue

- **Expand and refine SOS Plans** with student-centered incentives.
- Continue **monthly, grade-level, and school-wide attendance celebrations** to promote engagement and collective success.
- Maintain **home visit outreach** to connect families with attendance supports.
- Continue building **community partnerships** to provide incentives and support for attendance improvement initiatives.

Root Cause Analysis: Student Behavior

A comprehensive review of WVEIS data, ZoomE incident breakdowns, SST referrals, Tier II monitoring, and staff climate feedback reveals a multi-layered picture of student behavior at FPK8. While there has been a notable reduction in total WVEIS behavior incidents—from 734 in 2023–2024 to 596 in 2024–2025—there is a disproportionate concentration of referrals among a small group of students. As of December, 66% of all referrals came from just 8% of the student population, with the majority of incidents occurring in classrooms. These students, many of whom qualify as Tier II based on repeated behavioral infractions or emotional needs, continue to drive the majority of discipline concerns despite an overall schoolwide improvement.

Root causes include inconsistent implementation of behavioral support plans, uneven staff understanding of Tiered intervention systems, and a lack of dedicated funding for ongoing reinforcement and motivation. Survey responses further reveal that while staff feel safe due to strong crisis protocols, there are concerns about supervision in outdoor areas and a perception of inequity in discipline enforcement. These insights reflect a need for continued system-level alignment around expectations, support, and accountability for both students and staff.

Practices/Strategies to Start:

- Increase targeted reteaching of behavior expectations in high-referral areas (e.g., classrooms and playground) using PBIS data.
- Expand Tier II coaching and small-group support for staff, with an emphasis on consistent plan implementation and de-escalation strategies.
- Develop a funding strategy to sustain incentives, particularly for Tier II students, through PTO, Title funds, or community partnerships.

Practices/Strategies to Continue:

- Ongoing Tier II monitoring and data reviews through PBIS, SAT, IEP, and Instructional Teams to individualize supports for at-risk students.
- Integration of behavior data into decision-making at the school leadership level, including analysis by grade level, location, and offense type.
- Strong safety protocols, crisis team implementation, and visibility of law enforcement officers to maintain a secure school environment.

Practices/Strategies to Stop:

- Isolated or punitive behavior responses that do not align with individualized plans or trauma-informed practices.
- Allowing inconsistent application of discipline processes that undermine staff and student trust in schoolwide systems.

This analysis supports the continuation and expansion of local and federally funded behavioral supports, including Title IV and mental health service allocations, as well as state-level PBIS and MTSS implementation efforts. Funding will be aligned to support Tier II interventions, behavior coaching, student incentives, and supervision enhancements in identified high-need areas. These actions align directly with strategic plan goals for improving student well-being, school climate, and equitable access to support services.

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School Strategic Plan - Educator Effectiveness Data

Evaluation Data

	School (2023-24)	County (2023-24)	State (2023-24)
Performance Level	% of Teachers	% of Teachers	% of Teachers
Distinguished			
Accomplished			
Emerging			
Unsatisfactory			

Additional Data Sources, including results:

* In the text box below, summarize the locally collected data results, from additional sources, that have been reviewed and will be part of decision making (i.e. retention rates, areas of need, teacher attendance rates, professional learning opportunities, educator supports, walkthrough data, culture/climate surveys, student/parent feedback, etc.). **This information is to be updated annually.** Examples of relevant data sources and sample outline for the needs assessment can be found [here](#), under Strategic Planning Tool Resources.

Instructional Walkthrough and Implementation Data (2024–2025)

Walkthrough observations and locally collected data from the 2024–2025 school year reflect growth in educator effectiveness across all grade levels at Fayetteville PK8. Instructional practices are becoming more consistent and aligned with strategic priorities in planning, engagement, and intervention.

- **Use of Higher-Level Questioning**
 - DOK 1 Questions were observed in **58%** of classrooms.
 - DOK 2 Questions were observed in **52%** of classrooms.
 - DOK 3 Questions appeared in **21%** of classrooms.
Note: Most lessons included a mix of DOK levels.
- Teachers regularly used the **Instructional Planning Loop**, aligning lessons with grade-level standards, mastery objectives, and formative assessment strategies. Student goal setting and progress monitoring were evident across many classrooms, reinforcing student ownership of learning.
- **WIN (What I Need) intervention time** was consistently used for data-driven, small-group instruction in reading and math. Instruction was targeted to specific student needs, with iReady and other assessment tools informing groupings and instructional focus.

- **SRSD (Self-Regulated Strategy Development) writing strategies** were implemented across all grade levels (K–8), as evidenced in walkthroughs and writing artifacts. Implementation fidelity was strong, with a clear structure observed in writing instruction schoolwide. However, **Evidence and Elaboration** remains the lowest-performing domain on the writing rubric and will be a priority focus moving forward, especially to support growth in comprehension.
- **Math instruction** has improved in engagement techniques, but walkthrough data shows a continued need to increase the use of **manipulatives and visual models** to support student understanding, particularly in the early grades.
- Students with disabilities were supported through **inclusive co-teaching models** and access to grade-level content. **Special education walkthroughs and planning reviews** showed stronger evidence of **intervention tied to mastery-based assessment**, a positive shift from previous years. However, there is a continued need to improve the **effectiveness of these interventions** in producing measurable student growth.

Special Education Focus Area

- A key area of need remains in the early grades (K–3), where **foundational skill gaps** often prevent students with disabilities from accessing grade-level material.
- To address this, FPK8 will prioritize the development of a **school-wide process for foundational skills intervention** in special education. This will include:
 - Clearly defined **progress monitoring tools** for foundational literacy and numeracy skills.
 - Structured time for **special education teachers to plan targeted interventions**.
 - **Increased frequency of progress meetings with families**, ensuring stronger home-school communication and collaboration around student growth.

Culture and Climate Feedback from Teachers (Spring 2025)

Staff feedback gathered through the district's Spring 2025 Culture and Climate Survey offers valuable insight into the perceptions of the instructional environment at Fayetteville PK8. Overall, the data shows a **positive shift in school culture** and instructional focus, with continued opportunities for improvement in targeted areas:

- **Improved Collaboration and Morale:**
Several respondents noted that 2024–2025 was “the best year [they] have had in many years” and that **leadership at FPK8 is supportive and student-focused**. Teachers reported that collaboration and clarity of instructional expectations contributed to a more cohesive professional climate.
- **Strong Sense of Instructional Purpose:**
Staff described FPK8 as a **great place to work and educate children**, highlighting the consistency of instructional priorities and the commitment to student growth. These comments align with observed improvements in the use of the Instructional Planning Loop and SRSD writing instruction across classrooms.

- **Need for Continued Support in Student Behavior and Equity:**

Some feedback pointed to **ongoing concerns with student behavior**, particularly in lower grades, and a desire for **increased support for service personnel** and those managing day-to-day classroom challenges. This suggests a need for continued focus on behavior support structures and professional learning aligned to student regulation and inclusive practices.

- **Positive Perception of Safety and Response to Feedback:**

The majority of staff indicated they feel “**very safe**” or “**safe most of the time**” at school, citing visible security presence and improved procedures. Several staff members also acknowledged that **feedback from prior surveys was used to make improvements**, reinforcing a culture of listening and shared leadership.

Educator Effectiveness Needs Assessment Summary:

* After review of all identified results, provide the updated **root cause** analysis (Why does the data look the way that it does?) which includes connections between educator effectiveness and student academic/success results identified within the other comprehensive needs assessment summaries. For this needs assessment section, consider results from recruitment and retention efforts, most recent professional development opportunities-participant feedback, and district monitoring of implementation effectiveness, school-home connections, strategies for working with various learners and subgroups, etc. Identify what practices/strategies will start, stop, or continue. **This information is to be updated annually.** This section should provide the rationale to support local, state, and federal funded activities that connect to the strategic plan goals, strategies, and action steps.

Professional Learning and Next Steps for 2025–2026

Based on instructional walkthroughs, special education analysis, student data, and staff climate feedback, the following professional learning priorities and next steps have been identified to support educator effectiveness in 2025–2026:

Instructional Focus Areas

- **Deepen Implementation of SRSD Writing Strategies**

- Provide targeted professional learning focused on improving **Evidence and Elaboration**, identified as the lowest-performing domain on the writing rubric.
- Strengthen connections between writing instruction and reading comprehension to support overall literacy development.

- **Enhance Student Engagement Across Content Areas**

- Equip teachers with practical strategies to increase student participation, including **collaborative structures, discussion routines, and real-world connections** to learning.
- Continue training on **DOK 2 and 3 questioning** to build students’ reasoning and analysis skills.

- **Increase Use of Math Manipulatives and Visual Models**

- Provide modeling and classroom support for integrating **hands-on tools** to strengthen conceptual understanding in math, particularly in K–5.

▪ **Strengthen Use of the Instructional Planning Loop**

- Continue using the Planning Loop to anchor grade-level meetings and instructional coaching.
- Emphasize alignment of learning targets, formative assessments, and student goal setting across content areas.

Special Education-Specific Action Steps

▪ **Develop a Schoolwide System for Foundational Skill Instruction**

- Implement a clear process to identify and monitor foundational literacy and numeracy skills in grades K–3.
- Select or refine **progress monitoring tools** that inform instructional decisions and drive intervention.
- Establish a schedule for **frequent parent communication**, including short-cycle progress updates and strategy sharing.

▪ **Strengthen Collaborative Planning Between General and Special Education Teachers**

- Facilitate regular joint planning sessions to align Tier I instruction and interventions.
- Build shared accountability for student mastery and goal progress.

Culture, Climate, and Leadership Supports

▪ **Build on Positive School Climate**

- Celebrate and sustain the sense of **collegiality and shared purpose** that staff reported in 2024–2025.
- Use teacher feedback to shape PD topics and increase staff voice in school improvement decisions.

▪ **Expand Behavior Support Structures**

- Provide additional training on managing challenging behaviors, particularly in primary grades, and strengthen Tier I and II supports.
- Explore trauma-informed practices and de-escalation strategies aligned with student needs.

These priorities will guide professional development sessions, coaching cycles, collaborative planning agendas, and schoolwide systems development throughout the 2025–2026 school year. All activities will be aligned to FPK8's strategic goals for improving instruction, supporting all learners, and retaining effective educators.

* For educator growth, what professional learning opportunities will be provided to improve student academic and success outcomes? These professional learning opportunities should connect to the priorities identified in the current comprehensive needs assessment and the strategic plan activities.

Month	PD Focus Area	Target Audience
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August	CD Days: Principal's Meeting, First 15 Planning, Crisis Response Training	All Staff
September	Cognitive Engagement and Conceptual Understanding; Special Education Full-Day Intervention Planning and Progress Monitoring	All Staff, Special Education
October	Intervention Training; Special Education Progress Monitoring; PL Day: Tier II Data Review and Intentional Planning for Intervention and Cognitive Engagement	All Staff, Special Education
November	Full-Day Sessions: Intentional Planning for Intervention, Cognitive Engagement, and Math Conceptual Development	All Staff
December	PL Day: Stop-Drop-Write Analysis and Full-Day Data Review and Intervention Planning	All Staff
February	Full-Day: Intentional Planning Using Instructional Planning Loop; PL Day Tier II Review	All Staff
March	Full-Day: Intentional Planning for Intervention and Writing	All Staff
April	PL Day: Strategic Planning for 2026–2027	Leadership Team, Staff Leaders
May	Full Day: Logic Model Writing Session for 2026–2027	Leadership Team

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Plan Items)

1 Academic Goal Grades K-8

Description:

By the end of the 2025-2026 school year, FPK8 will improve learning outcomes in both ELA and Math by at least 10%, as measured by growth in iReady diagnostic assessments and GSA proficiency rates.

1.1 Writing Rubric Scores - Evidence and Elaboration Focus

Description:

Writing performance is monitored using a 10-point rubric focused on Conventions (2 pts), Evidence and Elaboration (4 pts), and Structure and Organization (4 pts). Baseline data shows schoolwide averages of 1.39, 1.73, and 1.79 respectively (total 4.83/10). FPK8 will conduct three Stop, Drop, and Write sessions annually to collect data, with a targeted focus on improving Evidence and Elaboration-key contributors to GSA ELA writing performance.

1.1.1 Strengthen Evidence-Based Writing Across the Curriculum

Description:

FPK8 will enhance student writing by embedding evidence-based writing tasks in all subject areas and consistently applying SRSD strategies to support planning, elaboration, and revision. This schoolwide approach ensures students have frequent, supported opportunities to develop their ability to cite and expand on textual evidence, improving both writing quality and reading comprehension across disciplines.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

1.1.1.1 Integrate Reading and Writing Across the Curriculum to Strengthen Evidence and Elaboration

Description:

Teachers across all content areas will incorporate short, standards-based writing tasks that require students to respond to text, cite evidence, and elaborate on their thinking. SRSD strategies and supports-such as planning organizers, self-talk routines, and goal-setting checklists-will be used consistently to guide students in structuring and expanding their responses. This cross-curricular approach will reinforce evidence and elaboration strategies taught in ELA and ensure students have frequent, supported opportunities to practice writing with text-based evidence across disciplines. A common rubric will be used to monitor progress and maintain instructional consistency.

Person Responsible:

All Staff

Estimated Begin Date:

8/12/2025

Estimated Completion Date:
6/1/2026

AS 1.1.1.2 Use SRSD Strategies to Explicitly Teach Evidence and Elaboration

Description:

Teachers will implement SRSD strategies to explicitly teach how to develop and support ideas with relevant evidence and elaboration. Instruction will include structured planning routines (e.g., POW + TREE), modeling of how to expand on evidence using explanations, examples, and reasoning, and guided practice using mentor texts. Focus will be placed on helping students move beyond general statements to detailed, well-supported responses aligned to writing prompts and rubrics.

Person Responsible:

ELA Staff

Estimated Begin Date:

8/12/2025

Estimated Completion Date:

6/1/2026

PM 1.2 Mastery Assessments

Description:

Mastery Assessments, including iReady and IMA, provide real-time data on student proficiency with priority standards in ELA and Math. These assessments are used to monitor progress, adjust instruction, and guide intervention. Results are reviewed during PLCs and 10-minute talks to ensure students are on track to meet academic goals and to identify standards needing additional support.

S 1.2.1 Strengthening Standards-Based Instruction

Description:

FPK8 will strengthen standards-based instruction by ensuring all teaching practices are aligned to the depth, rigor, and intent of state academic standards. Instructional planning will emphasize clarity of learning targets, use of high-quality tasks, and alignment to grade-level expectations. Teachers will focus on increasing student engagement through higher-order questioning, meaningful academic discourse, and the use of tools such as manipulatives and models to build conceptual understanding-particularly in mathematics. Progress will be monitored through mastery assessments, walkthroughs, and student work analysis.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program
	Increase the quality and amount of learning time

AS 1.2.1.1 Increase Cognitive Engagement through Higher-Order Thinking

Description:

Teachers will plan and deliver lessons that promote cognitive engagement by incorporating higher-order thinking, Depth of Knowledge (DOK) Level 2 and 3 tasks, and academic discussion routines. Instruction will focus on encouraging students to analyze, justify, explain, and apply their learning rather than recall basic facts. Administrators will monitor implementation through walkthroughs and 10-minute talks, with feedback focused on instructional rigor and student thinking.

Person Responsible:
All Staff

Estimated Begin Date:

8/12/2025

Estimated Completion Date:

6/1/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Sub Costs	\$1,500.00

AS 1.2.1.2 Develop Conceptual Understanding through Manipulatives and Models

Description:

Teachers will intentionally integrate manipulatives and visual models into mathematics instruction to support the development of conceptual understanding. Instruction will focus on helping students make sense of mathematical ideas, represent thinking in multiple ways, and build connections between concrete and abstract concepts. Use of tools will be planned and aligned to priority standards. Implementation will be monitored through walkthroughs, student work samples, and PLC discussions.

Person Responsible:
All Staff

Estimated Begin Date:

8/12/2025

Estimated Completion Date:

6/1/2026

S 1.2.2 Strengthen ELA and Math Intervention by Frontloading Prerequisite Skills

Description:

Intervention groups will be structured to include intentional frontloading of prerequisite skills necessary for upcoming grade-level content in both ELA and Math. Teachers and interventionists will use data from iReady diagnostics and Mastery Assessments to identify foundational gaps and design targeted lessons that build readiness. This proactive approach will be embedded into WIN time and intervention blocks, with progress monitored through ongoing formative assessments and data review during PLCs.

AS 1.2.2.1 Front-Loaded Intervention in ELA and Math

Description:

Teachers will use assessment maps-created collaboratively in PLCs-to schedule standards-based mastery assessments and identify prerequisite skills needed for upcoming instruction in both ELA and Math. These assessments will guide front-loaded intervention delivered at the start of each instructional cycle, ensuring students are prepared for grade-level content. Intervention will be provided by general education teachers, Title I teachers, and aides during WIN time and small group instruction. Regular review of assessment data will ensure interventions are responsive and targeted.

Person Responsible:
All Staff
Estimated Begin Date:
8/1/2025
Estimated Completion Date:
6/1/2026

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies for Intervention	\$2,460.05
	Title I Part A	Title I Salaries	\$85,469.00
	Total		\$87,929.05

S 1.2.3 Building Strong Home/ School Connection

Description:

FPK8 will strengthen partnerships between families and the school by fostering consistent, two-way communication, providing accessible academic updates, and involving families in goal setting and decision-making. Through parent conferences, digital tools, and family engagement events, the school will ensure families are informed, empowered, and active participants in their child's academic progress and school experience.

Component	Item Name
Title I Schoolwide	Parent and family engagement

AS 1.2.3.1 Back-to-School Orientation

Description:

FPK8 will host a Back-to-School Orientation event for students and families to introduce classroom expectations, routines, and academic goals for the year. The event will also serve as the official launch of the 2025-2026 schoolwide theme, "Level Up: Unlock Your Potential." Families will engage with teachers, receive communication tools, and learn how the theme will guide goal setting, student recognition, and home-school collaboration throughout the year.

Person Responsible:
FPK8 Staff

Estimated Begin Date:

8/17/2025

Estimated Completion Date:

8/17/2025

Funding Application	Grant	Notes	Amount
Consolidated	Title I Part A	Supplies and Stipends	\$4,250.00

AS 1.2.3.2 Student-Led Goal Setting and Progress Reviews

Description:

FPK8 will host parent-teacher conferences focused on student-led goal setting and progress updates, aligned with the schoolwide theme, "Level Up: Unlock Your Potential." Students will present their academic goals, assessment data, and growth plans, with teachers facilitating reflection and action steps. Parents will be engaged as partners in supporting these goals at home. Conferences will be held in October, early February, and May to support continuous progress monitoring and goal adjustment throughout the school year.

Person Responsible:

FPK8 Title I

Estimated Begin Date:

8/1/2025

Estimated Completion Date:

5/12/2026

AS 1.2.3.3 Create a Parent Empowerment Video Bank

Description:

FPK8 will develop a video bank to equip families with practical tools and strategies to support their child's academic progress and goal achievement. Videos will be short, accessible, and focused on topics such as how to check grades, how to talk to children about academic performance, and strategies to support learning at home. These resources will be aligned with the schoolwide theme, "Level Up: Unlock Your Potential," and will be shared throughout the year via the school's website, newsletters, and communication platforms.

Person Responsible:

Parent Engagement Committee

Estimated Begin Date:

8/1/2025

Estimated Completion Date:

5/30/2026

PM 1.3 Special Education Benchmark Data

Description:

Special education student performance is monitored through iReady diagnostics, GSA results, and benchmark writing assessments. Data is disaggregated by subgroup to track growth, standard mastery, and effectiveness of supports. Progress is reviewed during 10-minute talks, IEP meetings, and PLCs to ensure instruction is responsive and targeted to individual learning needs

S 1.3.1 Strengthen Foundational Skill Development and Academic Readiness For SWD and EL Students

Description:

FPK8 will improve student achievement by targeting foundational skill development and academic readiness through intentional frontloading of prerequisite skills, early intervention, and structured writing support. This strategy ensures students build the necessary foundation to access and master grade-level content, with a particular focus on K-2 skill acquisition and schoolwide writing instruction using SRSD.

Component	Item Name
Title I Schoolwide	Opportunities for all children including subgroups

AS 1.3.1.1 Frontload Prerequisite Skills in Intervention

Description:

Teachers and interventionists will use iReady diagnostics, Mastery Assessments, and classroom data to identify key prerequisite skills students need to successfully access upcoming grade-level content. Intervention time will be used to intentionally frontload these skills, providing students with the tools they need to enter new instruction prepared and confident. Progress will be monitored through frequent checks for understanding and updated intervention plans.

Person Responsible:

Special Education and EL Staff

Estimated Begin Date:

8/1/2025

Estimated Completion Date:

6/1/2026

AS 1.3.1.2 Strengthen Foundational Skill Development in K-2 with Targeted Supports

Description:

K-2 teachers will implement a structured approach to foundational literacy and numeracy skills, with targeted supports for Special Education and EL students. Instruction will be guided by screening data, checklists, and frequent progress monitoring to ensure mastery of early reading and math skills. Strategies will include multisensory instruction, scaffolded vocabulary development, and small-group reteaching. Special Education and EL staff will collaborate with classroom teachers to deliver interventions aligned to individual student needs.

Person Responsible:

Special Education and EL Staff

Estimated Begin Date:

8/12/2025

Estimated Completion Date:

6/1/2026

AS 1.3.1.3 Implement SRSD Writing Supports for All Learners, Including Special Education and EL Students

Description:

All core teachers will implement SRSD (Self-Regulated Strategy Development) strategies with intentional scaffolding to support Special Education and EL students. Instruction will include explicit modeling, planning organizers, goal setting, and revision routines tailored to varying levels of language and cognitive development. Supports will include sentence stems, visual aids, and language-accessible rubrics. SRSD strategies will be integrated across content areas to ensure all students, including those with IEPs and English learners, can produce organized, evidence-based writing.

Person Responsible:

Special Education and EL Staff

Estimated Begin Date:

8/12/2025

Estimated Completion Date:

6/1/2026

S 1.3.2 Strengthen Family Collaboration for Student Growth

Description:

FPK8 will enhance student outcomes by fostering consistent, structured collaboration between families and school staff. By creating regular touchpoints for reviewing academic and behavioral progress-particularly for students with IEPs-the school ensures families are informed, engaged, and empowered to support learning at home and advocate effectively for their child's needs.

Component	Item Name
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Title I Schoolwide	Parent and family engagement
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AS 1.3.2.1 Hold Parent Progress Meetings Every 9 Weeks for Special Education Students

Description:

Special Education teachers will schedule parent meetings every 9 weeks to review student progress toward IEP goals, academic benchmarks, and behavior plans. These meetings will include updates on accommodations, data from progress monitoring tools, and opportunities for collaborative problem-solving. The purpose is to maintain open communication, adjust supports as needed, and ensure families remain active partners in their child's success. Documentation of meetings and follow-up actions will be maintained and reviewed during IEP team discussions.

Person Responsible:

Special Education Teachers

Estimated Begin Date:

8/12/2025

Estimated Completion Date:

6/1/2026

G 2 School Culture Goal

Description:

By the end of the 2025-2026 school year, FPK8 will reduce the number of students receiving five or more behavior referrals in WVEIS by 25%, decreasing from a baseline of 43 students in 2024-2025 to 32 or fewer students. Following data analysis and school-based problem-solving sessions, FPK8 identified that a small group of students with five or more WVEIS referrals accounted for a disproportionate number of behavior incidents during the 2024-2025 school year. These students typically exhibited chronic behavior concerns and demonstrated a clear need for Tier II interventions. The decision to target this group was intentional, as reducing repeated misbehavior among high-frequency students is key to improving overall school climate, minimizing classroom disruptions, and creating a safer, more positive learning environment for all students. The behavior goal focuses on reducing the total number of students who reach this five-referral threshold, signaling progress in both prevention and intervention strategies.

PM 2.1 FPK8 will use WVEIS discipline data to measure goal progress.

Description:

This report tracks the number of students who receive five or more discipline referrals in WVEIS. It is used to monitor progress toward reducing high-frequency behavior concerns, identify students in need of Tier II supports, and evaluate the impact of behavior interventions. Data is reviewed monthly to guide team decisions and support a safer, more positive school climate.

S 2.1.1 Teaching Desired Behaviors

Description:

FPK8 will explicitly teach schoolwide behavior expectations through structured lessons, modeling, and reteaching opportunities. Desired behaviors will be introduced at the start of the school year and revisited regularly through PBIS activities, classroom routines, and morning meetings. Teachers will integrate behavior instruction into daily practice, using visual cues, role-playing, and positive reinforcement. Monthly focus areas and reteaching sessions will address common referral trends, ensuring consistent expectations across all grade levels and school settings.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program
	Address the needs of at-risk learners

AS 2.1.1.1 Targeted Support for Classroom Management

Description:

Classrooms demonstrating ongoing behavior challenges will be identified for targeted support based on referral data, walkthrough observations, and teacher input. An individualized classroom management plan will be developed in collaboration with school leadership, focusing on specific areas of need such as routines, expectations, engagement, or transitions. The goal is to improve the overall classroom environment, reduce disruptions, and strengthen teacher-student relationships in identified settings.

Person Responsible:

FPK8 Admin Team							
Estimated Begin Date: 8/1/2025							
Estimated Completion Date: 5/30/2026							
AS 2.1.1.2 First 15 Description: FPK8 will launch the school year with a unified "First 15" approach, dedicating the first 15 days to explicitly teaching and reinforcing schoolwide expectations and routines. All staff will follow a coordinated plan to ensure consistency across classrooms, hallways, and common areas. Administrative "blitzes" will occur throughout the day to support and monitor implementation, reinforce positive behaviors, and ensure a strong, consistent start to the year. Person Responsible: FPK8 Admin Estimated Begin Date: 8/1/2025 Estimated Completion Date: 6/1/2026							
S 2.1.2 Behavior Interventions and Supports Description: FPK8 will implement a proactive system to identify and support students exhibiting early signs of behavior concerns before reaching the five-referral threshold. Using behavior data, staff will flag students with repeated minor incidents or patterns of disruption and provide targeted interventions such as check-ins, goal setting, social-emotional supports, and behavior coaching. The goal is to reduce escalation, reinforce expectations, and connect students with timely Tier II supports that promote long-term behavior success.							
<table><tr><th>Component</th><th>Item Name</th></tr><tr><td rowspan="3">Title I Schoolwide</td><td>Activities that strengthen a well-rounded educational program</td></tr><tr><td>Address the needs of at-risk learners</td></tr><tr><td>Parent and family engagement</td></tr></table>		Component	Item Name	Title I Schoolwide	Activities that strengthen a well-rounded educational program	Address the needs of at-risk learners	Parent and family engagement
Component	Item Name						
Title I Schoolwide	Activities that strengthen a well-rounded educational program						
	Address the needs of at-risk learners						
	Parent and family engagement						
AS 2.1.2.1 Individualized Behavior Plans for High-Referral Students Description: All students who received more than five referrals during the 2024-2025 school year will begin 2025-2026 with an individualized behavior plan developed through the appropriate team-IEP, SAT, 504, or IT. Each plan will identify specific behavior concerns, outline targeted strategies to address those needs, and include a system for monitoring progress over time. Follow-up meetings will be scheduled to review implementation, assess effectiveness, and make necessary adjustments to support improved behavior and reduce repeat							

referrals. Any student who receives three behavior referrals will be referred to the appropriate support team-IEP, SAT, 504, or IT-for review. The team will evaluate patterns of behavior, determine root causes, and recommend interventions or monitoring strategies as needed. This early referral process is designed to provide timely support and prevent escalation to chronic behavior concerns.

Person Responsible:

All Staff

Estimated Begin Date:

8/1/2025

Estimated Completion Date:

6/1/2026

AS 2.1.2.2 Crisis Intervention Training

Description:

Staff will receive training on FPK8's Crisis Response Plan to ensure consistent, effective support for students requiring individual crisis plans. Training will include the use of de-escalation strategies, crisis prevention techniques, and response protocols aligned with students' behavior support or safety plans. This action step ensures that all personnel are prepared to respond calmly and appropriately to high-risk behaviors while maintaining a safe and supportive school environment.

Person Responsible:

Melissa Harrah

Estimated Begin Date:

8/17/2025

Estimated Completion Date:

8/17/2025

G 3 Attendance Goal

Description:

By the end of the 2025-2026 school year, FPK8 will reduce the percentage of chronically absent students to below 10%, as measured by ZoomWV attendance reports. Baseline data from 24-25 is 12%. By the end of the 2025-2026 school year, FPK8 will raise and maintain the overall student attendance rate to at least 95%, as measured by ZoomWV attendance reports. Baseline data from 24-25 is 94.83%.

PM 3.1 Chronically Absent Data in Zoom-E

Description:

The Chronically Absent Student Report in ZoomWV tracks students who have missed 10% or more of instructional days. It updates regularly and allows staff to monitor attendance trends, identify students at risk, and measure progress toward reducing chronic absenteeism throughout the school year.

S 3.1.1 Effective Home-to-School Communication

Description:

FPK8 will work with parents and students to improve student attendance.

Component	Item Name
Title I Schoolwide	Address the needs of at-risk learners
	Parent and family engagement

AS

3.1.1.1 SOS Plans

Description:

Success Plans will begin this year when a student reaches 5 unexcused absences, allowing for earlier intervention. Each plan will include monthly follow-ups to monitor progress and adjust supports as needed. The primary goal is to prevent students from reaching 10 unexcused absences, which results in chronic absenteeism. This year, plans will incorporate personalized student incentives such as attendance challenges, recognition, and small rewards to motivate improvement and reinforce consistent attendance

Person Responsible:
School Social Worker

Estimated Begin Date:
8/1/2025

Estimated Completion Date:
5/30/2026

AS

3.1.1.2 Establish Direct Lines of Communication with Families

Description:

To improve outreach and reduce barriers to attendance, FPK8 will strengthen direct lines of communication with families by verifying and updating contact information at the start of the school year and maintaining accuracy in WVEIS. The school social worker and attendance team will use Class Dojo, phone calls, and text messaging to provide timely updates about attendance concerns and offer support. This approach ensures families receive clear, consistent, and proactive communication regarding absences and available interventions.

Person Responsible:
Social Worker

Estimated Begin Date:
8/1/2025

Estimated Completion Date:
5/30/2026

PM

3.2 Overall School Attendance Percentage

Description:

The Overall Attendance Report in ZoomWV provides real-time data on schoolwide and grade-level attendance rates. It allows staff to track trends daily, monthly, and year-to-date, identify grade bands with attendance concerns, and measure progress toward the goal of maintaining a 95% overall attendance rate. Data is reviewed regularly to guide interventions and incentive efforts.

S 3.2.1 Positive Reinforcement

Description:

The school will create a culture where attending school is reinforced with positive incentives.

Component	Item Name
Title I Schoolwide	Activities that strengthen a well-rounded educational program

AS 3.2.1.1 Perfect and Faithful attendance

Description:

FPK8 will implement schoolwide attendance incentives that are low-cost and focused on building positive relationships. These incentives will emphasize student recognition, connection to staff, and a sense of belonging. The goal is to promote consistent attendance through meaningful, schoolwide practices that reinforce the value of showing up and being part of the school community.

Person Responsible:

Attendance Coordinator

Estimated Begin Date:

8/17/2025

Estimated Completion Date:

5/30/2026

Fayette County Schools (020) Public District - FY 2026 - Fayetteville PK-8 (020-101) Public School - School Strategic Plan - Rev 1

☐ Not Applicable

Required Items [Expand All] [Collapse All]

Component Met

1) Opportunities for all children including subgroups

Address strategies to create opportunities for all children including subgroups

Explanation

FPK8 is committed to ensuring equitable access to high-quality instruction and supports for all students, including subgroups such as students with disabilities, English Learners (ELs), economically disadvantaged students, and students performing below grade level. Instructional planning is grounded in data analysis, with systems in place to identify student needs early and provide targeted interventions aligned to state standards.

All students benefit from access to:

- **Standards-based Tier I instruction** delivered through the Instructional Planning Loop to ensure alignment with grade-level expectations.
- **WIN (What I Need) intervention blocks**, where students receive targeted, skill-specific support based on iReady diagnostics, Mastery Assessments, and teacher observation.
- **SRSD writing strategies** implemented K–8, which provide structured routines and scaffolds for all learners, with embedded supports for ELs and students with IEPs.
- **Goal setting and progress monitoring** routines that promote student accountability and provide teachers with real-time data to adjust instruction.

Subgroup-specific supports include:

- **Pull-out and inclusive services** for students with disabilities that emphasize standards-based instruction and consistent monitoring of progress through mastery data.
- **Language supports and scaffolds for English Learners**, integrated into Tier I instruction and supported by ELPA data.
- **After-school tutoring**, prioritized for students not meeting proficiency, with a focus on math and reading skill development.

These strategies are designed to ensure all students, regardless of background or need, have the opportunity to meet challenging academic standards and grow toward proficiency.



1.3 Special Education Benchmark Data

1.3.1 Strengthen Foundational Skill Development and Academic Readiness For SWD and EL Students

2) Activities that strengthen a well-rounded educational program

Address strategies that strengthen a well-rounded educational program

Explanation

FPK8 is committed to providing students with a broad, inclusive, and engaging educational experience that supports academic growth, creative expression, physical wellness, and meaningful connections to the community.

All classrooms implement scheduled **WIN (What I Need) time**, ensuring students receive targeted instruction or enrichment based on their specific academic needs. Regular **PLCs** bring together teachers, administrators, interventionists, and specialists to analyze student data and plan responsive, standards-aligned instruction.

Students have access to a variety of **academic enrichment opportunities**, including the **Spelling Bee, Math Field Day, Social Studies Fair, and Science Fair**, which promote content mastery and presentation skills.

The school's **STEAM programming** includes courses in **broadcasting, graphic design/yearbook, robotics, engineering, and coding**. A new **mechanics-based STEAM class**, developed in partnership with the **Local School Improvement Council (LSIC), New River Gorge National Park**, and local businesses, engages students in **trail design, bike mechanics, and mountain biking**. This initiative aims to reduce screen time, promote physical activity, and build skills connected to local industry and outdoor culture.

Through the **Empowerment Collaborative**, students also engage in **problem-based learning within a workplace-simulated model**, tackling real-world issues facing their school and community. This initiative emphasizes collaboration, communication, and critical thinking while helping students see the relevance of their education in authentic contexts. Projects are designed to develop student voice and agency, connecting academic content to civic engagement and future career pathways.

Arts-based programs include **band, theatre, visual art, choir, and percussion ensemble**, all of which are supported through performance opportunities and exhibitions that allow students to express themselves creatively and build confidence.

FPK8 supports physical development and wellness through **school-day physical education and a wide range of extracurricular athletics**, including **soccer, football, volleyball, basketball, wrestling, baseball, softball, and track**. The campus also features a **disc golf course, hiking trail, and tennis courts**, which are used to support student wellness and outdoor learning.

Finally, in partnership with **CODA and Active Southern West Virginia**, the school offers a strong portfolio of **after-school clubs** such as **hiking, running, disc golf, music, art, and robotics**. These are funded by the **21st Century Community Learning Center grant** and available to students in grades 3–8.

Together, these programs support the development of the whole child—academically, socially, physically, and creatively—ensuring all students have access to a well-rounded, meaningful education.

G 1 Academic Goal Grades K-8

PM 1.2 Mastery Assessments

S 1.2.1 Strengthening Standards-Based Instruction

PM 1.1 Writing Rubric Scores - Evidence and Elaboration Focus

S 1.1.1 Strengthen Evidence-Based Writing Across the Curriculum

G 2 School Culture Goal

PM 2.1 FPK8 will use WVEIS discipline data to measure goal progress.

S 2.1.1 Teaching Desired Behaviors

S 2.1.2 Behavior Interventions and Supports

G 3 Attendance Goal

PM 3.2 Overall School Attendance Percentage

S 3.2.1 Positive Reinforcement

3) Increase the quality and amount of learning time

Address strategies that increase the quality and amount of learning time

Explanation

FPK8 is committed to maximizing both the quantity and quality of instructional time to ensure all students have the opportunity to master grade-level standards and accelerate their learning.

In Grades **K-4**, students receive a **90-minute ELA block** and a **60-minute Math block** daily. Each of these core instructional periods is supplemented by a **30-minute WIN (What I Need) time**, which provides differentiated, small-group instruction based on data from iReady

diagnostics, Mastery Assessments, and classroom observations.

To improve the effectiveness of this time, **K–2 teachers** participated in targeted professional development focused on **deepening understanding of early literacy standards and maximizing intervention through differentiated learning centers**. These structures are designed to ensure all foundational skills are addressed within the instructional day.

In Grades **3–8**, teachers engaged in a comprehensive **Instructional Planning Loop** during PLCs. This process includes:

- **Deconstructing standards**
- Designing **standards-based formative and summative assessments**
- Conducting **item analysis and reteaching planning** based on data

Instruction is monitored through regular **walkthroughs and 10-minute talks**, which emphasize:

- **Time-on-task and student engagement**
- Alignment between lesson objectives and standards
- Effective use of technology and instructional resources

Additionally, **after-school tutoring programs** expanded learning time for students in need of additional support, with a focus on math intervention. Data shows that tutoring participants demonstrated significant scale score growth compared to non-participating peers, particularly in grades with focused support.

These layered strategies ensure that instructional time is intentional, standards-driven, and tailored to meet the needs of all learners, while providing ongoing opportunities to extend learning beyond the regular classroom schedule.

G 1 Academic Goal Grades K-8

PM 1.2 Mastery Assessments

S 1.2.1 Strengthening Standards-Based Instruction

4) **Provide an enriched and accelerated curriculum**

Address strategies that provide an enriched and accelerated curriculum

Explanation

FPK8 is committed to ensuring all students have access to an enriched and accelerated curriculum that supports both remediation and advanced learning. Intervention is delivered through targeted programs such as **Leveled Literacy Intervention (LLI)**, **SIPPS**, and **Ashlock Strategies**, provided through 1:1 and small-group instruction.

Teachers regularly engage in **data-driven professional development and PLCs**, where they use the **LOGIC Model** and **Think 1, Think 2** strategies to refine instruction. A variety of digital platforms—including **ReadWorks, EPIC, and Schoology**—are used to extend, enrich, and differentiate learning experiences.

To promote acceleration, students benefit from:

- **Small-group instruction tailored to individual readiness and pacing**
- Access to the **gifted program**
- A wide array of **STEM-focused electives** including **broadcasting, graphic design, engineering, robotics, and coding**

iReady Diagnostic Pathways allow students to work beyond their current grade level based on diagnostic performance. Students demonstrating mastery in their grade-level standards are automatically advanced to instruction aligned to higher-grade standards through their personalized learning paths. These adaptive pathways provide enrichment opportunities within the classroom and are reviewed regularly to ensure students are appropriately challenged.

Middle school students identified as excelling in core content areas were provided the opportunity to **opt out of intervention blocks in favor of additional elective coursework**. These students participated in enrichment programs such as the **Grow the Moon Challenge**, a national STEM initiative in which students explored how to grow plants in lunar soil simulant. The FPK8 team earned **Best in Show at the state level**, reflecting high-level engagement in authentic scientific inquiry and application.

Additionally, the school launched the **Empowerment Collaborative**, a **problem-based learning program** set in a **workplace-simulated environment**. Students identified community-based issues, collaborated on solutions, and presented their work publicly—developing real-world skills in critical thinking, teamwork, and communication.

Academic competitions such as the **Spelling Bee, Science Bowl, Math Field Day, and Social Studies and Science Fairs** continue to provide high-achieving students with additional platforms for enrichment and recognition.

These layered strategies ensure that FPK8 students are not only supported in reaching grade-level proficiency but are also given access to rich, challenging, and future-focused learning experiences that foster advanced academic growth.

5) **Address the needs of at-risk learners**

Address strategies that address the needs of at-risk learners that may include the following:

- Student support services
- Broadening secondary school options (CTE, AP, IB, Dual- Enrollment)
- PBIS
- Professional development and teacher recruitment
- Preschool transition

Explanation

FPK8 implements a comprehensive system of supports to identify and respond to the needs of at-risk learners, ensuring that all students have access to academic, behavioral, and social-emotional interventions that promote long-term success.

Student Support Services

At-risk learners are supported through a multi-tiered system that includes:

- **WIN (What I Need) time** for academic intervention in ELA and Math, using data from iReady diagnostics and Mastery Assessments to guide small-group instruction.
- **Behavioral and social-emotional support** from the school's social worker and counselor, including individual check-ins, family outreach, and support plan development.
- **SOS (Student Opportunity for Success) plans**, designed to address chronic absenteeism early through targeted outreach and goal-setting with families.

Broadening Future Options

While FPK8 serves students through 8th grade, the school actively prepares at-risk students for success in secondary pathways through:

- **STEM electives** that build career-ready skills (e.g., robotics, engineering, graphic design, and broadcasting).
- **Empowerment Collaborative**, a problem-based learning program that simulates workplace environments and connects students to real-world challenges in their community.
- Partnerships with local high schools to ensure smooth transitions into **Career and Technical Education (CTE)** programs and advanced coursework in high school.

PBIS (Positive Behavioral Interventions and Supports)

FPK8 uses a schoolwide PBIS framework to create a consistent, supportive learning environment. Students are recognized for meeting behavior expectations, and data is used to identify students in need of additional support. Monthly incentives, recognition systems, and proactive teaching of expectations contribute to a positive and inclusive climate.

Professional Development & Recruitment

Teachers participate in ongoing professional development focused on:

- **Data-driven decision-making**
- **Differentiated instruction**
- **Trauma-informed practices**
FPK8 also prioritizes the recruitment and retention of teachers committed to supporting diverse learners, particularly in high-need content areas such as special education and early literacy.

Preschool Transition

To support early learners, FPK8 provides intentional transition activities from Pre-K to Kindergarten, including:

- **Spring visits for Pre-K students to Kindergarten classrooms**
 - **Kindergarten Readiness Kits** distributed in May to incoming families
 - **Kindergarten conferences** that allow Pre-K and K teachers to share data and discuss developmental needs
- These supports help ease the transition into formal schooling and ensure at-risk students begin with a strong foundation.
- Together, these strategies ensure FPK8 is responsive to the academic, behavioral, and developmental needs of at-risk learners and is preparing them for success in both their current learning environment and future academic pathways.

2 School Culture Goal PM 2.1 FPK8 will use WVEIS discipline data to measure goal progress. S 2.1.1 Teaching Desired Behaviors S 2.1.2 Behavior Interventions and Supports
3 Attendance Goal PM 3.1 Chronically Absent Data in Zoom-E S 3.1.1 Effective Home-to-School Communication

- 6) **Parent and family engagement**
Address strategies that increase the parent and family engagement

Explanation

FPK8 recognizes that strong family-school partnerships are essential to student success. The school is committed to creating meaningful opportunities for parents and families to engage in their child's academic journey through communication, collaboration, and shared accountability.

Goal Setting & Academic Involvement

Parents are actively involved in student goal setting and progress monitoring throughout the year:

- **Student-led conferences** provide structured opportunities for students to share their academic goals, iReady and GSA data, and writing performance with their families.
- Families receive personalized **“Playbooks”** outlining student strengths, areas for growth, and actionable strategies for home support.
- Teachers utilize **digital videos and newsletters** to explain data, grading practices, and how families can support learning beyond the classroom.

Family Events & Academic Nights

For the 2025–2026 school year, FPK8 will launch a new theme:

“Level Up: Unlock Your Potential.”

This theme will replace the previous **“Game Day”** concept but retain the same effective structure focused on academic goal setting and parent involvement. Events under this theme will:

- Engage families in conversations about student progress and academic expectations.
- Provide opportunities for families to participate in interactive learning sessions.
- Reinforce the idea that growth is achievable through effort, support, and clear goals.

Additional engagement opportunities include:

- **Literacy and Math Nights**
- **PBIS incentive celebrations**
- **Data Review Nights** with resources to support continued progress at home

Communication

Effective and ongoing communication remains a top priority:

- Teachers and staff use **Class Dojo, LiveGrades**, and printed newsletters to keep families informed.
- **Parent surveys** and **feedback forms** are used to guide planning and measure engagement success.
- Families also contribute to school planning through participation in the **Title I Advisory Team** and **LSIC**.

Supportive Transitions

To support early engagement and strong school transitions, FPK8 provides:

- **Preschool and Kindergarten readiness events**

- **Parent orientation sessions**

- Individualized transition meetings for students needing additional support

Through these efforts, FPK8 builds strong, consistent partnerships with families to ensure every child receives the support they need to reach their full potential—at home and at school.

G 1 Academic Goal Grades K-8

PM 1.3 Special Education Benchmark Data

S 1.3.2 Strengthen Family Collaboration for Student Growth

PM 1.2 Mastery Assessments

S 1.2.3 Building Strong Home/ School Connection

G 2 School Culture Goal

PM 2.1 FPK8 will use WVEIS discipline data to measure goal progress.

S 2.1.2 Behavior Interventions and Supports

G 3 Attendance Goal

PM 3.1 Chronically Absent Data in Zoom-E

S 3.1.1 Effective Home-to-School Communication

Title TAS		
Fayette County Schools (020) Public District - FY 2026 - Fayetteville PK-8 (020-101) Public School - School Strategic Plan - Rev 1		
☒ Not Applicable		
Required Items [Expand All] [Collapse All]		Component Met
1) Identify students to be served Address strategies to identify students to be served		☐
Explanation N/A		
2) Opportunities for all children including subgroups Address strategies to create opportunities for all children including subgroups		☐
Explanation N/A		
3) Activities that strengthen a well-rounded educational program Address strategies that strengthen a well-rounded educational program		☐
Explanation N/A		
4) Increase the quality and amount of learning time Address strategies that increase the quality and amount of learning time		☐
Explanation N/A		
5) Provide an enriched and accelerated curriculum Address strategies that provide an enriched and accelerated curriculum		☐
Explanation N/A		
6) Address the needs of at-risk learners Address strategies that address the needs of at-risk learners that may include the following: - Student support services - Broadening secondary school options (CTE, AP, IB, Dual- Enrollment) - PBIS		☐

- Professional development and teacher recruitment
- Preschool transition

Explanation

N/A

7) **Parent and family engagement**

Address strategies that increase the parent and family engagement



Explanation

N/A

8) **Coordination of program**

Address strategies that coordinate program services



Explanation

N/A

9) **Minimize pull-out instruction**

Address strategies that minimize pull-out instruction



Explanation

N/A

10) **Review progress of children served under the program**

Address strategies to review the progress of children served under the program



Explanation

N/A

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Required Documents

This page is currently not accepting Related Documents.

School Strategic Plan Checklist

Fayette County Schools (020) Public District - FY 2026 - Fayetteville PK-8 (020-101) Public School - School Strategic Plan - Rev 1

Checklist Description ([Collapse All](#)) [Expand All](#))