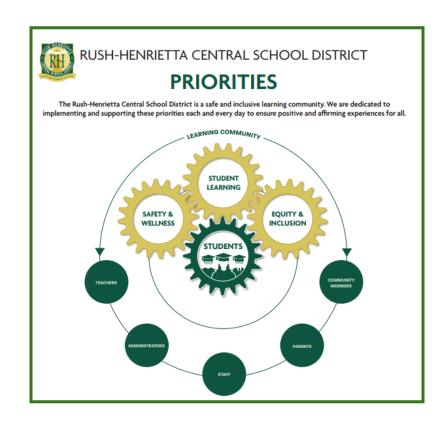# Fyle Elementary School Improvement Plan

# Beginning of Year Report
# 2022-2023

| DISTRICT PRIORITY:  STUDENT LEARNING |
|---|

| GOAL:  At Fyle Elementary School, all students will acquire foundational literacy, math, and ICT skills in child-centered learning environments. |
|---|

### TARGET
*65% of students at each grade level will score 61% or higher on the NWEA Reading and Math, with an emphasis on students in grade 2 taking the K-2 assessment.*

### IMPROVEMENT ACTIONS:
**Change:**
- ❖ Identify a set of non-negotiable literacy and math skills at each grade level that all students must know, understand and be able to do with proficiency by the end of each year.
- ❖ Empower classroom teachers to view themselves as the primary interventionist by prioritizing foundational skills in literacy and math within small group instruction and developing bite size goals with students.
- ❖ Implement Geodes at Grades K-2 as a way to practice and apply essential foundational  skills within text.
- ❖ Utilize Comprehension Toolkit in Grades 2 & 3 to strengthen the language comprehension strands of Scarborough's Rope.
- ❖ Use the core writing resource Talking, Drawing, Writing at Kindergarten and Grade 1 to embed oral language as an integral part of the foundational skills needed to write.
- ❖ Implement Eureka Math Squared with a heightened focus on culturally responsive teaching practices (launch, learn, land).

**Support:**
- ❖ Provide  professional development on how to use Fundations and Eureka Math unit tests/interims  as well as aimswebplus data to target small group instruction during WINN.
- ❖ Provide professional development associated with tier one resources:  LETRS knowledge,  Eureka, Fundations, and decodable text (Geodes K-2) through coaching cycles, faculty meetings, program meetings, grade level meetings.
- ❖ Use coaches to model and co-teach.

**Monitoring:**
- ❖ Schedule ongoing progress monitoring conversations among teachers, instructional coaches and interventionists.
- ❖ Conduct classroom walk-throughs focusing on essential culturally responsive teaching practices (Setting Instructional Outcomes, Engaging Students in Learning, Using Assessment in Instruction) and on targeted skill groups.
- ❖ Monitor the decrease in the number of students at-risk for reading failure through AimswebPlus.

### IMPACT:

Prior year proficiency rates (2020-2022) appear in parentheses. Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 61%** percentile).  Our benchmark is set to put Fyle in the top quartile of Monroe County Skills.  The reported gap compares current performance compared to the benchmark.  The trend reports the differences between Fall and the most current administration.  Building cohort and ethnicity group proficiency rates are included in Appendix B.

| Reading NWEA Measures of Academic Progress (MAP) Proficiency Rates | | | | | | |
|---|---|---|---|---|---|---|
| **Reading** | **Fall** | **Winter** | **Spring** | **Benchmark** | **Gap** | **Trend** |
| MAP K | Not Given | (51%) (59%) | (62%) (57%) | N/A | NA | NA |
| MAP 1 | 36% (45%) (48%) | (45%) (36%) | (48%) (39%) | 55% | -29% | NA |
| MAP 2 | 37% (36%) (35%) | (34%) (37%) | (50%) (45%) | 55% | -28% | NA |
| MAP 3 | 40% (43%) (47%) | (42%) (46%) | (46%) (43%) | 55% | -25% | NA |

| Math  NWEA Measures of Academic Progress (MAP) Proficiency Rates | | | | | | |
|---|---|---|---|---|---|---|
| **Math** | **Fall** | **Winter** | **Spring** | **Benchmark** | **Gap** | **Trend** |
| MAP K | Not Given | (60%) (63%) | (63%) (63%) | N/A | NA | NA |
| MAP 1 | 40% (46%) (31%) | (42%) (24%) | (59%) (50%) | 55% | -25% | NA |
| MAP 2 | 51%  (42%) (46%) | (36%) (46%) | (54%) (55%) | 60% | -14% | NA |
| MAP 3 | 40% (34%) (33%) | (42%) (45%) | (50%) (44%) | 55% | -25% | NA |

Proficiency rates on the New York State ELA and Math assessments are reported below by year. Due to the 2021 NYS Assessment having a different amount and ratio of questions and fewer kids taking the exam, we did not include the data for comparison.  New York state assessments were not required for spring 2021 and 2020, the last year state exams were required was spring 2019.   Benchmarks are set to rank district performance among the top-half of Monroe County Schools. The reported gap and trend is the same as NWEA.   For district cohort and ethnicity group proficiency rates refer to Appendix A.

| Grade 3 | 2023 | 2022 | 2019 | Benchmark | Gap | Trend |
|---|---|---|---|---|---|---|
| ELA | | 48% | 53% | 65% | -12% | NA |
| Math | | 59% | 76% | 65% | -11% | NA |

**REFLECTION:**

**Reading:** Students in all grade levels showed a decline in reading proficiency from last spring. When comparing grade level administration last fall to this fall, there was consistency at grades 2 and 3, but a larger gap at grade 1. Based on NWEA and Aimsweb, we will accelerate proficiency results by building foundational reading skills including letter name fluency at kindergarten and oral reading fluency at all grades. Additionally, after conducting an item analysis of last year's grade 3 New York State Assessment, we will focus on developing students' ability to identify key details and ideas while reading and responding to text in writing and discussions.

**Math:** Students in grade 2 grew slightly from when they took the assessment last spring. Grades 1 and 3 both showed a slight decline. When comparing grade level administration from last fall to this fall, all grade levels increased in the proficiency performance. Based on analyzing NWEA Math, screeners, and fluency assessments, students need to continue to develop fact and computational fluency to become efficient and automatic when solving multi-step math problems. This was also supported when we conducted an item analysis of the New York State Math Assessment. Our larger gaps to BOCES were in the Operations and Algebraic thinking standard. Additionally, we will continue to develop students' ability to solve and explain their mathematical thinking using the Read, Draw, Write (RDW) process.

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**DISTRICT PRIORITY: EQUITY AND INCLUSION**

**GOAL:** At Fyle Elementary School, all students will learn within environments that are welcoming, affirming, and culturally responsive. Students will learn to advocate for themselves and each other, value and celebrate differences, and become independent learners.

**TARGET**

*65% of our ELL and 50% of our SWD at each grade level will meet their projected growth percentile on the NWEA Reading (from BOE Needs Assessment, Focus Area 2).*

**IMPROVEMENT ACTIONS:**

**Change:**
- ❖ Classroom, ESL and Reading teachers will set common student goals and implement common reading strategies based on triangulation of data.
- ❖ Classroom teachers will understand and use Language Acquisition Grid
- ❖ Use of ELL Multi-Tiered Support Systems (MTSS)
- ❖ Self-contained and ESL teachers will design instruction to build independent thinking skills and support students through the productive struggle within small group literacy stations.

**Support:**
- ❖ Establish a system for on-going collaboration between service providers
- ❖ Co-teaching
- ❖ Addition of part time reading teacher supporting Self-contained classes

**Monitoring:**
- ❖ AimsWeb Plus
- ❖ NWEA Growth Measures
- ❖ Monthly reading and ESL progress monitoring meetings with literacy coach and principal.

**IMPACT:** Reported below are the number of ELL and SWD students that met their projected growth percentile per administration. Our benchmark is 65% of ELL and 50% of students will meet their projected growth goal. The gap reported is the most current level compared to the benchmark. The trend is the positive or negative growth from the fall administration.

| Reading NWEA Measures of Academic Progress (MAP) Growth Rates | | | | | | |
|---|---|---|---|---|---|---|
| ELL | Fall | Winter | Spring | Benchmark | Gap | Trend |
| MAP K | Not Given | | | 65% | NA | NA |
| MAP 1 | NA | | | 65% | NA | NA |
| MAP 2 | 46% (n=13) | | | 65% | -19% | NA |
| MAP 3 | 40% (n=10) | | | 65% | -15% | NA |
| SWD | Fall | Winter | Spring | Benchmark | Gap | Trend |
| MAP K | Not Given | | | 50% | NA | NA |
| MAP 1 | NA | | | 50% | NA | NA |
| MAP 2 | 11% (n=9) | | | 50% | -39% | NA |
| MAP 3 | 20% (n=5) | | | 50% | -30% | NA |

| **TARGET** | **IMPACT:** Implementation of professional development and progress toward creating a walk-through tool will be reported and reflected upon below in a qualitative manner. |
|---|---|
| *Teachers will ensure full engagement from all students from diverse backgrounds during ELA and/or Math (from BOE Needs Assessment, Focus Area 2). This will be evident by 75% of walkthroughs each quarter showing students being cognitively engaged.* | |

**IMPROVEMENT ACTIONS:**

**Change:**
- ❖ Deliberate implementation of brain-based, culturally responsive practices to ensure students are actively engaged within their proximal zone of development throughout lessons.
- ❖ Build independent thinking skills in our linguistically and culturally marginalized student cohorts. Reduce amounts of scaffolds and "hurdle help" as students become less dependent.

**Support:**
- ❖ Use Culturally Responsive Practices Crosswalk with Danielson Framework For Teaching,
- ❖ Provide professional development using the Culturally Responsive Teaching and the Brain book.
- ❖ Teachers will share best practices during building-based meetings within and across their grade levels.

**Monitor:**
- ❖ Conduct quarterly walk throughs and give specific feedback.
- ❖ Use APPR post-observation meetings and unannounced observations to ensure teacher's set instructional outcomes, engage students in learning, use assessment in instruction within the lesson (Ignite, Chunk, Chew, Review)

**REFLECTION:** Currently we have gaps with our focused cohorts meeting benchmark levels. We will be targeting the growth of Oral Reading fluency at grades 1 and 3 to close this gap.

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**DISTRICT PRIORITY: SAFETY AND MENTAL WELLNESS**

**GOAL:** At Fyle Elementary School, we must ensure that we are expanding our mental health supports and services to address existing and emerging needs of students and staff in the areas of mental wellness and social-emotional well-being. This is especially important as we seek to create a safer, equitable, and inclusive learning environment for all.

| **TARGET:** | **IMPACT:** Implementation of lesson and assembly creation and completion will be reported below. Additionally, we are in the process of creating a district primary student satisfaction survey that will be reported and analyzed by cohort. |
|---|---|
| *Ensure that social-emotional learning (SEL) is embedded into the school day and aligned with equity, inclusion, and diversity topics (from BOE Needs Assessment, Focus Area 3) .* | **REFLECTION:** |

**IMPROVEMENT ACTIONS:**

**Change:**
- ❖ Teach explicit SEL lessons monthly as outlined on the R-H Counseling Plan.
- ❖ Embed the five competencies from the CASEL website into explicit lessons, assemblies, and integrated into daily lessons.
- ❖ Expand use of community-building circles and other restorative practices.

**Support:**
- ❖ Utilize the expertise of SEL coaches, school counselor, social worker and school psychologist,
- ❖ Offer opportunities to expand learning of SEL strategies through professional development meetings and on-demand support.
- ❖ Provide professional development based on the book, *Improve Every Lesson Plan with SEL*, by Jeffrey Benson.
- ❖ Conduct "Kid Talk" meetings once a week for staff to receive strategies to work with individual students not successfully meeting behavioral standards.

**Monitor:**
- ❖ Counseling and SEL team lesson completion

- ❖ Behavioral referrals
- ❖ Progress report behavioral ratings

**TARGET:**
*Increase Students With Disabilities (SWD) capacity to self-manage behaviors as evidenced by a decrease in discipline referrals.*

**IMPROVEMENT ACTIONS:**
**Change:**
- ❖ Create a crisis response plan to empower staff to de-escalate students using the Life Space Interview and other TCIS methods.
- ❖ Use Crisis Intervention Paraprofessional to respond to Level 1 crisis, conduct restore and repair conversations, track data and progress monitor behavior.
- ❖ Increase use of visual schedules.

**Support:**
- ❖ Behavioral specialist, Crisis Para, TOSA, MHT delegation plan will support, teach, and monitor interventions.
- ❖ Refer to URMC consult and counseling when needed
- ❖ Professional Development for teacher aides and special area teachers around trauma induced behaviors.

**Monitor:**
- ❖ Conduct mental health team meetings once a week to monitor behaviors.
- ❖ Track IST, BIP, FBA information
- ❖ Decrease referral rates

**IMPACT:** Reported below are the number of behavioral referrals per quarter. Our goal is to decrease referrals between quarter 1 and quarter 4.

| Behavioral Referrals | | | | |
|---|---|---|---|---|
| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| SWD | | | | |

**REFLECTION:**

## APPENDIX A - New York State ELA and Math Data
## ELA

| School ❶ ▲ | Grade ❷ ▲ | Not ELL | ELL | Not Economically Disadvantaged | Economically Disadvantaged |
|---|---|---|---|---|---|
| Fyle | 3 | 48% (n=83) | 44% (n=9) | 60% (n=40) | 38% (n=52) |
| Fyle | | 48% (n=83) | 44% (n=9) | 60% (n=40) | 38% (n=52) |

NYS 3-8: School proficiency rates for New York State ELA assessments are below by ethnicity. Number of students in parentheses.

| School ❶ ▲ | Grade ❷ ▲ | Asian | Black or African American | Hispanic | Multi-Racial | White |
|---|---|---|---|---|---|---|
| Fyle | 3 | 56% (n=18) | 47% (n=15) | 25% (n=8) | 50% (n=10) | 49% (n=41) |
| Fyle | | 56% (n=18) | 47% (n=15) | 25% (n=8) | 50% (n=10) | 49% (n=41) |

# Math

NYS 3-8: School proficiency rates for New York State Math assessments are below by cohort. Number of students in parentheses.

| School ❶ ... | Grade | All | GE | SE |
|---|---|---|---|---|
| Fyle | 3 | 59% (n=94) | 63% (n=87) | 0% (n=7) |
| Fyle | | 59% (n=94) | 63% (n=87) | 0% (n=7) |

| School ❶ ▲ | Grade ❷ ▲ | Not ELL | ELL | Not Economically Disadvantaged | Economically Disadvantaged |
|---|---|---|---|---|---|
| Fyle | 3 | 60% (n=85) | 44% (n=9) | 75% (n=40) | 46% (n=54) |
| Fyle | | 60% (n=85) | 44% (n=9) | 75% (n=40) | 46% (n=54) |

NYS 3-8: School proficiency rates for New York State Math assessments are below by ethnicity. Number of students in parentheses.

| School ❶ ▲ | Grade ❷ ▲ | Asian | Black or African American | Hispanic | Multi-Racial | White |
|---|---|---|---|---|---|---|
| Fyle | 3 | 72% (n=18) | 47% (n=17) | 30% (n=10) | 67% (n=9) | 63% (n=40) |
| Fyle | | 72% (n=18) | 47% (n=17) | 30% (n=10) | 67% (n=9) | 63% (n=40) |

# APPENDIX B - NWEA MAP Data
## ELA Proficiency

ELA: Proficiency rates for the FALL NWEA MAP ELA assessments are below by cohort. Number of students in parentheses.

| Year | School ❶ ▲ | Gr... | ALL | GE | SE |
|------|------------|-------|-----|-----|-----|
| 2022-2023 | FYLE | 1 | 36 (116) | 37 (109) | 29 (7) |
| 2022-2023 | FYLE | 3 | 40 (93) | 43 (86) | 0 (7) |
| 2022-2023 | FYLE | 21 | 20 (81) | 22 (72) | 0 (9) |
| 2022-2023 | FYLE | 22 | 89 (27) | 88 (26) | 100 (1) |
| 2022-2023 | FYLE Total | | 38 (317) | 40 (293) | 13 (24) |

| Year | School ❶ ▲ | Gr ❷ ▲ | Not ELL | ELL | Not Economically Disadvantaged | Economically Disadvantaged |
|------|------------|--------|---------|-----|-------------------------------|---------------------------|
| 2022-2023 | FYLE | 1 | 43 (97) | 0 (19) | 47 (57) | 25 (59) |
| 2022-2023 | FYLE | 3 | 41 (82) | 27 (11) | 47 (43) | 34 (50) |
| 2022-2023 | FYLE | 21 | 22 (65) | 13 (16) | 26 (31) | 16 (50) |
| 2022-2023 | FYLE | 22 | 89 (27) | null | 77 (13) | 100 (14) |
| 2022-2023 | FYLE Total | | 42 (271) | 11 (46) | 45 (144) | 31 (173) |

ELA: Proficiency rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

| Year | School ❶ ▲ | Gr | Asian | Black or African American | Hispanic | Multi-Racial | White |
|---|---|---|---|---|---|---|---|
| 2022-2023 | FYLE | 1 | 25 (28) | 36 (14) | 18 (17) | 27 (11) | 52 (46) |
| 2022-2023 | FYLE | 3 | 43 (23) | 21 (14) | 21 (14) | 67 (12) | 43 (30) |
| 2022-2023 | FYLE | 22 | 100 (6) | 100 (4) | 100 (1) | 100 (2) | 79 (14) |
| 2022-2023 | FYLE | 21 | 20 (20) | 24 (17) | 8 (13) | 29 (7) | 22 (23) |
| 2022-2023 | FYLE Total | | 35 (77) | 33 (49) | 18 (45) | 47 (32) | 47 (113) |

## ELA Growth

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by cohort. Number of students in parentheses.

| Year | School ❶ ▲ | Gr | ALL | GE | SE |
|---|---|---|---|---|---|
| 2022-2023 | FYLE | 1 | null | null | null |
| 2022-2023 | FYLE | 3 | 49 (82) | 51 (77) | 20 (5) |
| 2022-2023 | FYLE | 22 | 56 (27) | 54 (26) | 100 (1) |
| 2022-2023 | FYLE | 21 | 41 (69) | 45 (60) | 11 (9) |
| 2022-2023 | FYLE Total | | 47 (178) | 49 (163) | 20 (15) |

| Year | School ❶ ▲ | Gr ❷ ▲ | Not ELL | ELL | Not Economically Disadvantaged | Economically Disadvantaged |
|---|---|---|---|---|---|---|
| 2022-2023 | FYLE | 1 | null | null | null | null |
| 2022-2023 | FYLE | 3 | 50 (72) | 40 (10) | 41 (39) | 56 (43) |
| 2022-2023 | FYLE | 21 | 39 (56) | 46 (13) | 44 (27) | 38 (42) |
| 2022-2023 | FYLE | 22 | 56 (27) | null | 54 (13) | 57 (14) |
| 2022-2023 | FYLE Total | | 47 (155) | 43 (23) | 44 (79) | 48 (99) |

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

| Year | School ❶ ▲ | Gr ❷ ▲ | Asian | Black or African American | Hispanic | Multi-Racial | White |
|------|--------|-----|-------|---------------------------|----------|--------------|-------|
| 2022-2023 | FYLE | 1 | null | null | null | null | null |
| 2022-2023 | FYLE | 3 | 45 (22) | 38 (13) | 50 (10) | 73 (11) | 46 (26) |
| 2022-2023 | FYLE | 21 | 47 (17) | 35 (17) | 44 (9) | 40 (5) | 40 (20) |
| 2022-2023 | FYLE | 22 | 83 (6) | 50 (4) | 100 (1) | 50 (2) | 43 (14) |
| 2022-2023 | FYLE Total | | 51 (45) | 38 (34) | 50 (20) | 61 (18) | 43 (60) |

## Math Proficiency

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by cohort. Number of students in parentheses.

| Year | School ❶ ▲ | Gr... | ALL | GE | SE |
|------|--------|-----|-----|-----|-----|
| 2022-2023 | FYLE | 1 | 40 (116) | 42 (109) | 0 (7) |
| 2022-2023 | FYLE | 3 | 40 (93) | 42 (85) | 13 (8) |
| 2022-2023 | FYLE | 21 | 39 (87) | 42 (78) | 11 (9) |
| 2022-2023 | FYLE | 22 | 100 (21) | 100 (20) | 100 (1) |
| 2022-2023 | FYLE Total | | 44 (317) | 46 (292) | 12 (25) |

| Year | School ❶ ▲ | Gr ❷ ▲ | Not ELL | ELL | Not Economically Disadvantaged | Economically Disadvantaged |
|------|--------|-----|---------|-----|-------------------------------|----------------------------|
| 2022-2023 | FYLE | 1 | 44 (97) | 16 (19) | 56 (57) | 24 (59) |
| 2022-2023 | FYLE | 3 | 44 (82) | 9 (11) | 53 (43) | 28 (50) |
| 2022-2023 | FYLE | 21 | 41 (71) | 31 (16) | 53 (34) | 30 (53) |
| 2022-2023 | FYLE | 22 | 100 (21) | null | 100 (10) | 100 (11) |
| 2022-2023 | FYLE Total | | 48 (271) | 20 (46) | 58 (144) | 32 (173) |

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

| Year | School ❶ ▲ | Gr ❷ ▲ | Asian | Black or African American | Hispanic | Multi-Racial | White |
|------|--------|------|-------|---------------------------|----------|--------------|-------|
| 2022-2023 | FYLE | 1 | 39 (28) | 29 (14) | 29 (17) | 27 (11) | 50 (46) |
| 2022-2023 | FYLE | 3 | 39 (23) | 31 (13) | 21 (14) | 42 (12) | 52 (31) |
| 2022-2023 | FYLE | 21 | 50 (22) | 22 (18) | 21 (14) | 33 (6) | 54 (26) |
| 2022-2023 | FYLE | 22 | 100 (4) | 100 (3) | null | 100 (3) | 100 (11) |
| 2022-2023 | FYLE Total | | 45 (77) | 31 (48) | 24 (45) | 41 (32) | 56 (114) |

## Math Growth

Math: Growth rates for the FALL NWEA MAP Math assessments are below by cohort. Number of students in parentheses.

| Year | School ❶ ▲ | Gr... | ALL | GE | SE |
|------|--------|------|-----|-----|-----|
| 2022-2023 | FYLE | 1 | null | null | null |
| 2022-2023 | FYLE | 3 | 60 (85) | 62 (78) | 43 (7) |
| 2022-2023 | FYLE | 21 | 71 (75) | 73 (66) | 56 (9) |
| 2022-2023 | FYLE | 22 | 60 (20) | 60 (20) | null |
| 2022-2023 | FYLE Total | | 64 (180) | 66 (164) | 50 (16) |

| Year | School ❶ ▲ | Gr ❷ ▲ | Not ELL | ELL | Not Economically Disadvantaged | Economically Disadvantaged |
|------|--------|------|---------|-----|-------------------------------|----------------------------|
| 2022-2023 | FYLE | 1 | null | null | null | null |
| 2022-2023 | FYLE | 3 | 59 (75) | 70 (10) | 64 (39) | 57 (46) |
| 2022-2023 | FYLE | 21 | 69 (62) | 77 (13) | 73 (30) | 69 (45) |
| 2022-2023 | FYLE | 22 | 60 (20) | null | 56 (9) | 64 (11) |
| 2022-2023 | FYLE Total | | 63 (157) | 74 (23) | 67 (78) | 63 (102) |

Math: Growth rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

| Year | School ❶ ▲ | Gr ❷ ▲ | Asian | Black or African American | Hispanic | Multi-Racial | White |
|------|------------|--------|-------|---------------------------|----------|--------------|-------|
| 2022-2023 | FYLE | 1 | null | null | null | null | null |
| 2022-2023 | FYLE | 3 | 64 (22) | 31 (13) | 75 (12) | 55 (11) | 67 (27) |
| 2022-2023 | FYLE | 21 | 79 (19) | 67 (18) | 80 (10) | 25 (4) | 74 (23) |
| 2022-2023 | FYLE | 22 | 67 (3) | 67 (3) | null | 33 (3) | 64 (11) |
| 2022-2023 | FYLE Total | | 70 (44) | 53 (34) | 77 (22) | 44 (18) | 69 (61) |