

Fordyce High School Improvement Plan 2021-2022

Plan			
<p>Needs Assessment: The FHS Curriculum Teams reviewed Needs Assessments to identify areas of focus and need, conducted a root cause analysis to identify problems of practice, and determined which data sets would need to be reviewed in 7th-12th grade in each area.</p> <ul style="list-style-type: none">• 2021 Students in Need of Support in Reading: 55%• 2021 Students in Need of Support in Math: 63%• Training in PLCs through Solution Tree Model• Extended School Closure in Spring 2020 and Frequent Quarantines SY 2020-2021• Low participation in virtual learning opportunities <p><i>*Revisions approved by FSD School Board 7-28-2021</i></p>		<p>Priorities:</p> <ol style="list-style-type: none">1. Increase reading achievement by prioritizing the use of human capital and ESA Funding to support the FHS Literacy Program.2. Increase math achievement by prioritizing the use of human capital and ESA Funding to support development of the math program.3. Support and maintain high functioning professional learning communities in both buildings.	
<p>Goal 1: Teachers and administrators will build a supportive culture of collaboration to increase student achievement and growth by devoting no less than 80% of agenda items to student-focused tasks.</p>			
Actions	Person(s) Responsible	Timeline	Evidence
<ol style="list-style-type: none">1. Establish norms that protect the time and integrity of the student-focused PLC2. Establish PLC agendas to support student-centered outcomes3. Using student data, PLC teams will collaborate and support team members to ensure methods for increased student success4. Continue job-embedded training of Solution Tree model for PLC implementation	<p>Trish Hines - math</p> <p>Nikki Shaddock -science</p> <p>Angela Steelman - English</p> <p>Tonya Carlson -social studies</p>	<p>August September October November December January February March April May</p>	<p>PLC Documents</p> <p>PLC Artifacts – Agendas, Minutes, Progress Notes for Goals</p> <p>PLC for Singletons</p>

	Amanda Clemons - non-core		
Goal 2: Increase reading achievement of all students, decreasing students in need of support in grades 7-10 to below 40% by Spring 2022 ACT Aspire.			
Actions	Person(s) Responsible	Timeline:	Evidence
<ol style="list-style-type: none"> 1. Continue 2 sections of Critical Reading Standards-Based Course for Gr. 9-12 2. Continue Strategic Reading classes for Gr. 7-8 students 3. Utilize a Level 2 screener for students exhibiting characteristics of dyslexia based on universal screeners and continued decline in reading; follow up with small group intervention 4. Transitional Literacy will be added for students in 5. Build evidence based Science of Reading practices and common formative assessments through training in summer PD and school-year PLCs with English, Science, and Social Studies departments. 6. Implement and monitor SoR practices in the classroom 7. Implement and monitor progress of FHS Ready for Learning Plans in Literacy. 	<p>Laura Orlando</p> <p>English Science Social Studies depts.</p> <p>Chase McCollum</p>	<ol style="list-style-type: none"> 1. July -() 2. July - () 3. August-() 4. July -() Monthly PLC: Sept. () Oct.() Nov. () Dec.() Jan.() Feb.() March () Apr() Monthly 	<p>Master Schedule</p> <p>2021-2022 Fordyce Literacy Plan</p> <p>FHS Data</p> <p>PLC Documentation</p> <p>Morphemes "Adoption" by Social Studies Morphemes "Adoption" by Science</p> <p>FHS Ready for Learning Plan</p> <p>Walk-throughs by Administrator</p>
Goal 3: Increase math achievement of all students, decreasing students in need of support in grades 7-10 to below 40% by Spring 2022 ACT Aspire.			
Actions	Person(s) Responsible	Timeline:	Evidence

<ol style="list-style-type: none"> 1. Analyze available 2021-2022 STAR and ACT Aspire data to determine standards in need of support. 2. Execute a plan of intentional spiraling of foundational standards into the current grade-level curriculum. 3. Continue the focus/practice of the justification/explanation process in constructed response problems. 4. Train teachers on incorporating the study of Math morphology to broaden student vocabulary and comprehension. 	<p>Lisa Walker</p> <p>Middle and High School Math Dept. members</p>	<p>School Year 2021-2022 Assessments to be taken</p> <p>STAR/iReady August () December () May 9 ()</p>	<p>FHS Data</p> <p>PLC Documentation</p> <p>Morphemes "Adoption" by Math</p>
Goal 4: Provide and support blended learning for all students to show at least 80% of students increase in learning as evidenced by diagnostic assessments and common formative assessments given throughout the year.			
Action	Person(s) Responsible	Timeline:	Evidence
Training/Support for Teachers: <ol style="list-style-type: none"> 1. Train teachers to use diagnostic assessments to drive instruction and make up for lost learning. 2. Train teachers to utilize Naviance as the tracking system for Student Success Plans 	<p>Chase McCollum and Department Chairs</p>	<ol style="list-style-type: none"> 1. July 2. June- 3. August 2021 	FHS READY FOR LEARNING PLAN
Training/Support for Parents/Students: <ol style="list-style-type: none"> 1. Teachers will train students during Advisory periods 2. Parents will be trained through informational videos 	<p>All classroom teachers</p>	<ol style="list-style-type: none"> 1. August 2. August 	