

## Fordyce Elementary Improvement Plan 2021-2022

Plan			
Needs Assessment: The FES Leadership Team 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 PreK-6th grade in each area. <ul style="list-style-type: none"><li>2021 Students in Need of Support in Reading: 47%</li><li>2021 Students in Need of Support in Math: 28%</li><li>Training in PLCs through Solution Tree Model</li><li>Extended School Closure in Spring 2020 and Frequent Quarantine SY 2021-2022</li><li>Low participation by virtual students</li></ul> <b>*Revisions approved by FSD School Board 7-28-2021</b>		Priorities: 1. Increase reading achievement by prioritizing the use of human capital and ESA Funding to support the FES 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.	
<b>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.</b>			
Actions	Person(s) Responsible	Timeline	Evidence
<ol style="list-style-type: none"><li>1. Establish norms that protect the time and integrity of the student-focused PLC</li><li>2. Establish PLC agendas to support student-centered outcomes</li><li>3. Using student data, PLC teams will collaborate and support team members to ensure methods for increased student success</li><li>4. Continue job-embedded training in Solution Tree PLC Model.</li><li>5. Activity teachers (Art, Music, Library, PE, Technology) will “push in” to classes to assist with students in grades 3-6 during blocks of time when no students are in the activity.</li></ol>	Tina Cearley Toni Lockhart Lisa Walker Mandi West	September ( ) October ( ) November ( ) December ( ) January ( ) February ( ) March ( ) April ( ) May ( )	<b>FES PLC Documents</b>  <b>PLC</b> Artifacts – Agendas, Minutes, Progress Notes for Goals

**Goal 2: Increase reading achievement of all students, decreasing students in need of support in grades 3-6 to below 40% by Spring 2022 ACT Aspire.**

<b>Actions</b>	<b>Person(s) Responsible</b>	<b>Timeline:</b>	<b>Evidence</b>
<ol style="list-style-type: none"> <li>1. Continue SoR training under Pathway N (LETRS) and begin administrator assessments as listed in Literacy Plan.</li> <li>2. Build evidence based Science of Reading practices through training in summer PD and school-year PLCs with English, Science, and Social Studies teachers.</li> <li>3. Implement and monitor SoR practices in the classroom as listed in the Literacy Plan.</li> <li>4. Implement and monitor progress of FES Ready for Learning Plans in Literacy.</li> <li>5. Establish and maintain evidence-based interventions with progress monitoring as listed in the Literacy Plan.</li> </ol>	<p>Lisa Walker - math/science</p> <p>Toni Lockhart English/social studies</p> <p>Rhonda Lawson</p>	<p><u>STAR/iReady</u> August ( ) December and January ( ) May ( )</p>	<p>FES DATA</p> <p><a href="#">FSD Literacy Plan</a></p> <p><a href="#">Math-Science-Social Studies Morphology Adoption</a></p> <p>FES Ready for Learning Plan</p>

**Goal 3: Increase math achievement of all students, decreasing students in need of support in grades 3-6 to below 20% in all grade levels by Spring 2022 ACT Aspire.**

<b>Actions</b>	<b>Persons Responsible</b>	<b>Timeline:</b>	<b>Evidence</b>

<ol style="list-style-type: none"> <li>1. Analyze available 2021-2022 iReady and ACT Aspire data to determine standards in need of support.</li> <li>2. Execute a plan of intentional spiraling of foundational standards into the current grade-level curriculum.</li> <li>3. Continue the focus/practice of the justification/explanation process in constructed response problems through monthly Problems of the Week.</li> <li>4. Train teachers on incorporating the study of Math morphology to broaden student vocabulary and comprehension.</li> </ol>	<p>Lisa Walker - math/science</p> <p>All elementary math teachers</p>	<p>STAR/iReady</p> <p>August ( )</p> <p>December ( )</p> <p>May 9 ( )</p>	<p>FES DATA</p>
<p><b>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.</b></p>			
Action	Person(s) Responsible	Timeline:	Evidence
<p><b>Training/Support for Teachers:</b></p> <ol style="list-style-type: none"> <li>1. Train teachers to use diagnostic assessments to drive instruction and make up for lost learning.</li> <li>2. Train teachers in the use of IReady for diagnostic and instructional use.</li> </ol> <p><b>Training/Support for Parents/Students:</b></p> <ol style="list-style-type: none"> <li>1. Parents will be trained and supported through steps outlined in the FES Ready for Learning Plan.</li> <li>2. Students will be trained and supported through steps outlined in the FES Ready for Learning Plan.</li> </ol>	<p>Tina Cearley Toni Lockhart Lisa Walker Mandi West</p> <p>IReady support staff</p>	<ol style="list-style-type: none"> <li>1. July 27, 28</li> <li>2. TBA</li> <li>3. July 27, 28, Aug. 10-11</li> </ol>	<p>FES Professional Development</p> <p>FES DATA</p> <p>FES Ready for Learning Plan</p>