

# Fouke Elementary School Improvement/Literacy Plan 2022-2023

1. Evaluate data from previous years and analyze what needs improvement.
2. Based on the data analysis, establish goals/next steps and outcomes.
3. Identify the evidence based interventions which will be implemented.
4. Describe the professional development needs.
5. Implement a timeline that will positively impact instruction and student outcomes.
6. Describe the method of continuous monitoring of the plan.

**GOALS:** 1. Fouke Elementary school will improve overall student achievement in all content areas, specifically reading and math, by a 20% increase in ACT Aspire Scores by Fall of 2023.

2. Fouke Elementary will Implement a schedule which will allow for vertical content planning, intentional intervention during WIN ( What I Need ), creation of a scope and sequence, as well as, a deep and meaningful Professional Learning Community, which will ultimately improve students' success, beginning the Fall of 2022.

<p>I.Setting (describe the population and special learning circumstances)</p>	<p>1. Each grade level will have a WIN (what I need) time of 45 minutes to address specific learning deficits, extensions, or remediation that needs to happen. During this time block no new learning will take place and all support personnel will be focused on the specific grade.</p> <p>2.Core Knowledge Language Arts which has embedded Science and Social Studies content will begin this Fall and be implemented K-5 in addition to Eureka Math which will be used consistently across grade levels.</p>
<p>II.Content / Subject (the area/topic addresses learner achievement, data analysis, or observation data)</p>	<p>1. Based on the most recent <b>state report card</b> (2020-2021) Collectively all grades had 31.77% in Need of Improvement for Reading; In 3rd Grade, 40 students in Science, 13 students in Math, and 43 in ELA showed in need of improvement. In 4th grade, 35 students in Science and 37 students in ELA scored In Need of Improvement; In 5th grade, 29 students in Science and 28 students in ELA scored in Need of Improvement</p> <p>2. <b>Lexia Core 5 data</b> shows that students have moved from 71% below grade level material in the fall to only 36% below grade level in the spring. There were 29% of students on grade level material in the fall which increased to 50% in the spring. There were no students above grade level material in the fall and there were 14% above grade level material by spring.</p> <p>3. Our <b>NWEA interim assessment</b> data is taken three times a year. Math data shows that 51% of 3rd grade students met projected growth. There were 36% of 4th grade students who met projected growth. In 5th grade, 43% of students met projected growth. NWEA data indicates in Reading there were 33% of 3rd graders who met projected growth; 41% in fourth</p>

grade; and in 5th grade 36% met projected growth. In Language Arts, 3rd grade had 45%, 4th grade had 27%; and 5th grade had 31% meet projected growth. In Science, 3rd grade had 41%, 4th grade had 34%, and in 5th grade 30% met projected growth.

	3rd Grade	4th Grade	5th Grade
<b>ACT Aspire: # of students in Need of Improvement</b>			
Reading	collectively 31.77 %		
Math	13	RV	RV
Science	40	35	29
ELA	43	37	28
<b>Lexia Core 5 Remediation:</b>			
	<b>fall-Spring</b>	<b>fall- spring</b>	<b>fall - spring</b>
below grade level	95 - 46%	74-58%	78-67%
on grade level	4 - 52%	25-35%	21-22%
above grade level	0 - 1%	0-6%	0-10%
<b>NWEA - % of students who made growth from fall to Spring</b>			
Reading	33	41	36
Math	51	36	43
Science	41	34	30
ELA	45	27	31

4. By having vertical **PLC time** each week and planning together with specificity of standards, and utilizing WIN time to target those with learning gaps we will continue to demonstrate progress

<p>III. Baseline Data (what is shown by the current data?)</p>	<p>Current findings indicate that our campuses performed at a Score of a C. This year our goal will be to achieve a score of an A. Academic deficit areas are stated above. Our attendance was above state average at 94.97%, and our goal for this year will be 96%, by building relationships with our parents through curriculum nights, parent conferences and school wide assemblies each Friday, where students will be recognized for a variety of reasons.</p>
<p>IV.SMART Goal ( describe what you want learners/programs to accomplish)</p>	<p>Fouke Elementary will close learning gaps created by COVID-19 and otherwise, through strategic planning process, data driven instruction practices, consistent implementation of curriculum, and constant monitoring through PLC in order to reach a campus score of an A by Fall of 2023.</p>
<p>V.Means for attaining Goal. (strategies used to accomplish goal)</p>	<ul style="list-style-type: none"> <li>• PLC master schedule where each content will have extended vertical planning and longer instructional blocks each week.</li> <li>• Instructional paras are hired to support targeted instruction</li> <li>• WIN time every day for grade levels to address deficits areas, and extensions for those who need it,</li> <li>• Increased parent/community communication - campus wide assemblies, quarterly newsletters, and social media postings.</li> <li>• RTI - referral process and weekly discussions of students performance</li> <li>• Regular Data Digs to drive instructional practices</li> <li>• Use PLC time to implement needed PD - CKLA Literacy Curriculum,</li> </ul>

	<p>ongoing writing discussions, and Eureka Math where needed.</p> <ul style="list-style-type: none"><li>● Use dyslexia/Reading Specialist to implement research based program and target students in need</li><li>● Use IEP meetings to increase inclusive practices for all special education students; use of Stetson's Responsible Scheduling techniques to embrace Least Restrictive Environment for all students</li><li>● Teach with fidelity all core curriculum - Core Knowledge Language Arts &amp; Eureka Math</li></ul>