

Fouke High School Improvement Plan

1. Engage in Needs Assessment to identify areas in need of improvement.
2. Based on Needs Assessment, establish goals/next steps/outcomes.
3. Identify the evidence based interventions/practices to be implemented.
4. Describe the PD needs.
5. Build the timeline for implementation and necessary procedures for successful implementation.
6. Describe the method of ongoing monitoring of the plan.

FOCUS: Improve reading/vocabulary/comprehension skill at high school.

I. Setting (Describe the population and special learning circumstances)	2019-2020 FOCUS will be on 9th & 10th grade students – Reading on grade level and improving comprehension skills will be our focus
II. Content/Subject (The area/topic addresses based on learner achievement, data analysis, or observation data)	Based on the most current ACT Aspire Reading Data – 9th Grade has 9 out of 82 that are In Need of Support; 10th Grade has 12 out of 77 that are In Need of Support.
III. Baseline Data (What is shown by the current Data?)	Based on current findings 4.96% of our 9th & 10th grade students are In need of Support. 32% of our 9th & 10th grade students fell into the Close category.
IV. SMART Goal (Describe what you want learners/program to accomplish.	During the 2019 -2020 school year all 9th & 10th grade students that are In Need of Support (21 students) based on ACT Aspire scores will be placed in an Reading Recovery class in order to improve their reading comprehension and fluency skills by one grade level.
V. Means for attaining Goal. (Strategies used to accomplish goal)	<ul style="list-style-type: none"> ● Reading Specialist Teacher ● RTI ● Consult with Karen Harris – Coop Specialist ● Visit Heritage High School, Rogers, Arkansas ● Investigate Reading Plus Program ● Skype with a representative from Newsela on May 14th. Newsela is an instructional content platform, where we publish relevant and thought-provoking nonfiction content at differentiated reading levels for grades 2-12. Every article is accompanied by standards-aligned quizzes, annotation tools, and writing prompts to help teachers track reading comprehension and engagement. ● Professional Development for teachers (18 hrs.) – Commissioners Memo – LS-18-090 – R.I.S.E. ● Professional Development for Reading Recovery Class – STRUCTURES (district alignment) – August 5-9 ● Add 2 periods of Reading Recovery to master schedule ● Use STAR test as one of the assessments to monitor student improvement. We will administer the Flynt Cooter reading assessment to help determine each student's reading level. ● We have encouraged our parents to read & progress monitor their student for 30 minutes a night.

We will monitor student growth in fluency and comprehension weekly and chart their improvement