



KENTUCKY COMMUNITY SCHOOLS

Building a **GROUNDWELL**

in partnership with the Prichard Committee

Owensboro Public Schools Foust Community School Action Plan

1. Population, Desired Results, and Indicators

ALL students

- are physically, mentally, socially and emotionally healthy.
- are equipped to transition and succeed in their chosen pathway.
- live and learn in stable and supportive environments.
- experience robust partnerships between school, family and community.
- succeed academically and elementary students enter Kindergarten ready to learn.

Attendance, Behavior, and Course/Academic Performance are the headline indicators that will be monitored to see if we are achieving the desired results above.

2. What is the story behind the curve?

- Top 1-3 Bright Spots and Why (Based on Community, Family, and School Input):

"*Foust Elementary's neighborhood truly supports the school.

*Staff and families are involved with community stakeholders in the local leadership team and in community conversations. As a BETA district, we have been able to maintain high community interest and engagement

*Foust has maintained good attendance at family events, even in the aftermath of COVID

- Top 1-3 Areas of Concern and Why (Based on Community, Family, and School Input):

Currently, there needs to be more support for communication and engagement between the school, community and families as discussed in our community meetings and local leadership meetings. There are many opportunities available to network, but staff has limited capacity to explore and follow-up due to time and staff capacity and school and district responsibilities. We continue to experience a need for families to engage with staff to model appropriate learning strategies. There remains a need for opportunities for students to have experiences with mentors.

Area of Concern #1: Family Engagement		
Strategy #1: Homework Diner		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<p>"*To increase parent engagement in student academic performance * To model appropriate academic support for students and parents "</p>	<p>"(E)Homework Diner to be conducted 3 times per semester. *Students will be nominated for participation *Parents and staff will be surveyed to determine topics of interest. *Community partners will be engaged to assist with sessions *Meals will be provided for families in attendance to encourage participation"</p>	<p>Elizabeth Caudill, Instructional Coach: Foust leadership team; FRYSC; Community partners including local banks, churches and community groups</p>

Area of Concern #2: Out-of-School Programs		
Strategy #2: Enriched learning opportunities with volunteers		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<p>"*To provide mentoring opportunities to students *To increase student learni"</p>	<p>"2nd Grade Reading Club *During Community and LLT meetings, the need for mentoring opportunities came up repeatedly. We will pilot a Community Mentorship cohort aimed at</p>	<p>*Community Volunteers from multiple organizations, FRYSC, Foust Staff, Brian Benjamin</p>

	<p>providing adult mentorship to a group of students a minimum of twice a week. "</p>	
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<p>Area of Concern #3: Socio-Emotional Learning</p>		
<p>Strategy #3: Community Service Projects- Rocket Squad</p>		
Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
<p>"*To encourage positive student behavior *To increase targeted metrics in attendance"</p>	<p>"Identify students Engage students to determine their interest in community service Recruit community partners to assist with service projects"</p>	<p>Amanda Glenn, Community partners and additional Foust staff TBD</p>