

## Wills Valley Elementary

### Goals and Actions Steps for 2013-2014

**1. Our goal is to align curriculum and assessments to the Common Core and ACT Learning Standards to prepare all students to be college and career ready.**

To align curriculum and assessments with Common Core Standards, Wills Valley Elementary Certified Personnel will do the following:

- ✚ Administration, Math and Reading Coaches, lead teachers and Central Office personnel will attend the CCRS meetings, conduct turn-around trainings and do follow-up observations to ensure that the strategies and standards are being implemented in all content areas.
- ✚ Math teachers will use AMSTI strategies, OGAP formative assessment strategies, Investigations, and Envision to make sure that all common core standards are taught, practiced and assessed.
- ✚ Reading teachers will follow the Pearson Reading Street pacing guide to address all common core standards and assess all skills that are presented using formative and summative assessments.
- ✚ Coaches will meet with core teachers twice a month for common planning to assist in the full implementation of Reading Street and EnVision and to plan for instruction based on common core standards and the Standards for Mathematical Practice. They will also plan for common assessments that will be aligned with common core standards

**2. Our goal is to provide embedded professional development for staff to insure continuous classroom instruction improvement and accountability.**

Coaches and lead teachers will conduct Professional Development Trainings during common planning, faculty meetings and data meetings to:

- ✚ Turn-around the information learned during CCRS meetings, OGAP training, and AMSTI follow-up meetings
- ✚ Address implementation concerns for Reading Street and EnVision
- ✚ Plan lessons that insure high quality rigorous classroom instruction and intervention
- ✚ Provide instructional strategies to address data concerns

**3. Our goal is to fully implement Phase I of the Plan 20/20 Accountability Model which includes achievement, GAP, and attendance.**

Our school will place more emphasis on attendance in order to comply with Phase I of the Plan 20/20 by:

- ✚ Recognizing classes and individual students monthly for achieving perfect attendance
- ✚ Recognizing students that have 95% or greater attendance rate
- ✚ Recognizing classrooms (per grade level) that maintain the highest monthly percent attendance rate
- ✚ Holding monthly assemblies to promote high attendance rates
- ✚ Monitoring absences weekly, meeting with parents face to face once a pattern emerges, and putting reminders about the importance of good attendance in our monthly newsletters
- ✚ Adding the attendance percentage rate to report cards along with our school-wide attendance goal so that parents make the connection between attendance and grades

**4. To fully integrate all technological resources to create a rigorous and relevant learning environment.**

Our school will continue to focus on using technology to provide rigorous instruction by:

- ✦ Creating lessons that utilize the Promethean Board and core subject web-sites, activotes and other resources that are available
- ✦ Using laptops to assess student learning so that students become familiar with high-stakes testing using technology devices
- ✦ Seeking advice and assistance from our Instructional Technology Coach on best practices using technology
- ✦ Creating centers that will include the use of I Pads and Apps so that the students are actively engaged in learning  
- January 2014

**5. To provide a safe, clean, healthy, learning environment conducive to teaching and learning.**

Our school will continue to provide a safe environment by:

- ✦ Having an SRO stationed at the entrance of the building and monitoring our facilities throughout the day
- ✦ Regularly conducting safety drills so that students and faculty are aware of their role/responsibilities in the event of an actual crisis
- ✦ Keeping all classroom doors and exterior doors locked during the instructional day with the exception of the main entrance which is closely monitored by the SRO, cameras and front office personnel
- ✦ Creating a duty schedule that has all areas monitored during daily arrival and dismissal times
- ✦ Continuing to maintain our security camera system and add new cameras as needed

Our school provides a clean and healthy environment by:

- ✦ Hiring and retaining competent custodians that can clean the facility and operate/maintain the equipment
- ✦ Creating a schedule that will keep the building clean and attractive
- ✦ Continuing to implement the new Physical Education standards and assessments
- ✦ Keeping a full-time nurse on campus to oversee Health Care Plans and take care of ill/injured students
- ✦ Designating Peanut Free classrooms and lunchroom tables for students with severe allergies
- ✦ Providing fresh fruit and vegetables to all students daily

# WAES GOAL OBJECTIVES

## **1. Our goal is to align curriculum and assessments to the Common Core and ACT Learning Standards to prepare all students to be college and career ready.**

- To align curriculum with Common Core Standards...
  - Coaches and lead teachers will attend the CCRS meetings and conduct turn-around trainings
  - Math teachers will use AMSTI and Envision to address all CC standards
  - Reading teachers will follow the Pearson Reading Street pacing guide to address all CC standards
  - Coaches will have common planning times to address any curriculum or assessment needs and concerns
- To align assessments with Common Core Standards...
  - Our school will use Global assessments and data as screeners.
  - Reading Teachers will use the Pearson Common Core Reading Street assessments.
  - Math Teachers will use Pearson ExamView to create assessments aligned with Common Core.
  - All Teachers will use routine formative assessments to drive their instruction.

## **2. Our goal is to provide embedded professional development for staff to insure continuous classroom instruction improvement and accountability.**

- Coaches and lead teachers will conduct Professional development trainings during our school-wide common planning time. The common planning time will be used to
  - Address data concerns
  - Plan lessons that insure high quality classroom instruction
  - Lead quality book studies related to our needs within our school.

## **3. To fully implement Phase I of the Plan 20/20 Accountability Model which includes achievement, GAP, graduation rate, and attendance.**

- Our school will reward excellence in attendance to fully implement Phase I of the Plan 20/20 by:
  - Recognizing classes and individual students monthly
  - Rewarding selected students each semester
- Our school will emphasize the importance of attendance through our Assistant Principals close monitoring of absences, school casts to remind parents of number of absences, and by including information and updates on absences in our monthly newsletters and Parent Meetings.

## **4. To fully integrate all technological resources to create a rigorous and relevant learning environment.**

- Our school will use the skills and suggestions from our Technology Specialist who will work with our coaches and classroom teachers.
- Our school will implement a 1:1 ratio of students to I-pads this January 2014.

## **5. To provide a safe, clean, healthy, learning environment conducive to teaching and learning.**

- Our school provides a safe environment by enforcing our magnetic lock on our front doors, by having an SRO walking throughout our school, and by implementing a school-wide behavior plan.
- Our school provides a clean and healthy environment by continuing to implement the new Physical Education standards, by designating Peanut Free classrooms and lunchroom tables, by providing fresh fruit and veggies to all students, and by executing the No-Sub Plan.

Fort Payne Middle School  
Goals for 2013-2014

1. Our goal is to align curriculum and assessments to the CCRS and ACT Learning Standards to prepare all students to be college and career ready.
  - School representatives continue to attend CCRS training and provide turn-around training to the faculty during teacher meetings.
  - *Alex* website logins have been provided so that teachers have access to the Alabama *Insight Tool* for resources on CCRS.
  - Teachers follow closely their math and reading textbooks and resources in order to remain aligned with CCRS.
  - Literacy Skills as outlined in the CCRS are implemented in science and social studies.
  - ACT type questions are integrated into daily class work and incorporated into chapter/unit tests to challenge students and prepare for the ACT *Aspire*.
  
2. Our goal is to provide embedded professional development for staff to insure continuous classroom instruction improvement and accountability.
  - Our Curriculum Coach continues to attend CCRS training and provide turn-around training to the faculty during teacher meetings. She provides assistance and resources to teachers as needed.
  - Our Technology Coach continues to provide training on the use of instructional technology in the classroom. She trains teachers to use technology in the most efficient way possible.
  - OGAP teacher representatives provide continuous professional development to turn around to their grade levels.
  
3. Our goal is to fully implement Phase I of the Plan 20/20 Accountability Model which includes achievement, GAP, graduation rate, and attendance.
  - We monitor student progress closely using daily and weekly formative assessments.
  - Students who are under performing are identified and addressed either on a short term or long term basis.
  - The Global Scholar Assessment is administered three times per year. *Compass Learning* uses student test data to form these students a "path" in order to remediate their deficiencies.
  - Our Curriculum Coach forms groups in Global Scholar that will enable us to track GAP.
  - We monitor attendance carefully and follow state guidelines in an effort to achieve the 95% attendance rate that is required.

Fort Payne Middle School  
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4. Our goal is to fully integrate all technological resources to create a rigorous and relevant learning environment.
  - We continue to use Promethean technology in the classroom.
  - This is our first year of 1:1 iPad integration.
  - Teachers use the iPad for the following applications initially: textbooks, Edmodo, Notability, Numbers, Pages, Keynote, and Air Server. We will move forward in using other applications as we find them appropriate for our lessons.
  
5. Our goal is to provide a safe, clean, and healthy learning environment conducive to teaching and learning.
  - All exterior doors are locked after 7:50 each morning. After 7:50, the only entry door to the building is equipped with a magnet. All visitors are buzzed in after visual identification by our office staff.
  - All classroom doors remain locked all day.
  - Our Resource Officer patrols the grounds on a regular basis to ensure that safety measures have been met and that all is well.
  - Keeping our students' good health in mind, we clean classrooms and bathrooms on a daily basis. Door knobs are disinfected on a daily basis as well. Halls and gyms are cleaned 2-3 times per week.
  - The grounds are mowed once per week and trees/bushes are trimmed when needed.

# Fort Payne High School

## GOAL OBJECTIVES

*Our goal is to align curriculum and assessments to the Common Core and ACT Learning Standards to prepare all students to be college and career ready.*

### Action Step 1:

**Benchmark testing – Students in core academic courses will participate in Benchmark Testing every 4 ½ weeks. These tests will be created by questions randomly pulled from either EOC or ACT material and will be taken on the iPad. Teachers may edit the test by replacing a question with a similar question, but the tests are NOT to be limited to only what has been covered so far in the class. The test should be an accurate reflection of what the student will encounter on an EOC or ACT test. These test results will be used to guide instruction and determine areas of overall strength and weakness for the students. USATESTPREP will also suggest areas where each student needs more practice and will automatically generate individualized practice in those areas.**

### Action Step 2:

**Formative assessments/skill practice – teachers may also use the USATESTPREP website to create quick, formative, EOC/ACT objective-specific quizzes or practice assignments. These may be assigned to individual students or to a whole class depending on the level of differentiation required at the time. Due to differentiation, these assessments and skill practice assignments may or may not be common from teacher to teacher. (This may also be done with students in ACT/PLAN prep courses and students in remediation courses.)**

### Action Step 3:

**Common Summative Assessments – Whether through teacher-created materials, textbook resources, or USATESTPREP, teachers of Core Academic classes will work together on major summative-type assessments to make sure that these common assessments are used to measure student progress. The main goal of these assessments should be to guide instruction to better prepare students for the EOC/PLAN/ACT exams.**

### Action Step 4:

**Fort Payne High School's main purpose is to provide every opportunity for our students to succeed in this fast paced job market in which we live today. Ongoing assessment and evaluation drives Fort Payne High School's faculty and staff. Fort Payne High School utilizes a variety of research-based curriculum assessments to monitor, evaluate, and facilitate student learning. Data from state testing such as the College and Career Readiness, ACT, 10th Grade Alabama Pre-Graduation Exam, and Alabama High School Graduation Exam, along with Individual Teacher Plans (written by a counselor and given to remediation teachers) are all used regularly by the faculty and staff to isolate areas of strengths and weakness in student achievement. The data received from these numerous assessments and Four-Year Cohort Graduation Rate is dissected by faculty and staff at varying intervals, depending on the type of results. New instructional strategies are then planned and implemented. Furthermore, care is taken to ensure that community stakeholders and parents receive reports of this data as it becomes available. This communication is in the form of Edmodo, progress reports, parent meetings and School Cast. Common assessments are used to determine mastery of subject matter every four and a half weeks. This formative assessment is used to determine pacing and re-teaching if necessary.**

*Our goal is to provide embedded professional development for staff to insure continuous classroom instruction, improvement and accountability.*

**Action Step 1:**

**A curriculum coach was added as a means of creating job embedded professional development. The curriculum coach uses the ARI coaching model as a means of delivery of the strategic lessons with individual teachers. Within the coaching model process the individual teacher and coach uses planning sessions and observations as a tool for collaboration and growth. Novice teachers are given opportunities to observe master teachers as a means of sharing good teaching practices. Follow up collaboration is used to develop strategic lessons for the novice teacher.**

**Action Step 2:**

**The curriculum coach and the technology implementation specialist will provide training and continued support to teachers throughout the school year through entire faculty presentation, small group trainings, and one-on-one support.**

**Action Step 3:**

**Leadership teams (including teachers) will attend training sessions and then provide turn-around trainings with staff. Example- CCRS Implementation Team**

**Action Step 4:**

**Teachers will meet regularly in faculty meetings, department meetings, and data meetings to share ideas and best practices. Examples- teacher presentations at faculty meeting, summer department meetings to align curriculum, and to discuss the implementation of weighted grading in core classes.**

**Teacher observation/peer coaching/mentoring of new teachers**

*To fully implement Phase I of the Plan 20/20 Accountability Model, which includes achievement, GAP, graduation rate, and attendance?*

**Action Step 1:**

**School wide ACT practice – The sophomores will take the ACT/PLAN in the fall, all other students will take shortened ACT practice tests through USATESTPREP.COM and will also complete a timed ACT writing activity. This will give us an opportunity to collect some school-wide data on areas of strength and weakness as related to the ACT. It is possible that we will use this same practice/data-collecting procedure again in the spring when juniors take the ACT.**

**Action Step 2:**

**Daily Warm-Ups - Core classes will use a randomly generated “question of the day,” “vocabulary term of the day,” and/or “video of the day” pulled from EOC/ACT resources to help prepare students for testing. This will provide opportunities for remediation/enrichment mini-lessons about topics that students may encounter on the EOC or the ACT.**

**Action Step 3:**

**Timed test practice - Students in core classes will participate in timed reading and writing exercises to help prepare for the timed EOC/ACT assessments.**



Identify how to fully integrate all technological resources to create a rigorous and relevant learning environment.

#### **Action Step 1:**

Within the last five years, Promethean boards have been installed in each classroom. These boards give students and teachers access to many different aspects of technology. We also purchased iPads for each of our students which would allow us to provide a true 1-to-1 program at Fort Payne High School. Research has proven that 1-to-1 devices complement the use of interactive whiteboard, digital resources and other digital technologies. The 1-to-1 devices also provide networked technology for effective two-way communication and collaboration between teachers and students and will extend learning beyond the classroom. In summation, this 1-to-1 initiative has enabled our students to learn independently, collaborate with peers, and communicate their understandings using rich media.

#### **Action Step 2:**

To enhance our technology theme, we have introduced four new career tech classes. These classes use the Engineering, Project Lead the Way curriculum. Those classes include Introduction to Engineering Design, Principals of Engineering, Digital Electronics and Computer Integrated Manufacturing. We believe that with this combination of technology and college readiness activities we are preparing our students for a lifetime of success.

#### **Action Step 3:**

Compass/Global Scholar - All students at FPHS have access to individualized learning paths through the Compass/Global Scholar link. These learning paths will be differentiated depending on the ability level of the student. Students will test in math and reading in Global Scholar three times throughout the school year, and new learning paths will be assigned in Compass after each test.

USATESTPREP.COM – All students have access to all components of USATESTPREP.COM whether or not they are in a class that is currently using the program. Users are batch-enrolled by the school. This program IS IPAD COMPATIBLE.

Learning Express Library – All students are enrolled in this free program by the FPHS school librarian who then contacts the County Library for enrollment. This program provides free test prep e-books and practice tests. This program IS IPAD COMPATIBLE.

#### **Action Step 4:**

Professional development for technology integration to include the use of iPads, Edmodo (learning management system), presentation and assessment tools is embedded through out-of-class training and in-class training/instruction. The out-of-class training is accomplished in a visual and hands-on workshop in small groups. The training/instruction is then taken to the classroom setting where the technology implementation specialist plays a role in guiding, demonstrating, and answering questions to help with the integration of the technology.

Collaboration among faculty also plays a role within this professional development outside of the classroom where teachers share their technology integration examples. An online training class is also in place to accommodate a continuous anytime/ anywhere place for collaboration and Q&A.

The continuous progression of improvement is guided through a technology integration checklist of skills and a technology integration ranking level. The technology implementation specialist assists teachers to continue to meet the criteria of the checklist and level progression by developing individual plans based on each teacher's needs and understanding.

It is a goal for all teachers to be proficient at technology integration in the classroom which includes not just the use of tools, but a classroom setting using the tools to promote critical thinking, collaboration, communicating, and creativity while applying technology skills, thus, exhibiting the 21st century classroom.

To provide a safe, clean, healthy, learning environment conducive to teaching and learning.

**Action Step 1:**

The video surveillance system was upgraded at the beginning of the 2012-2013 school year. This addition helps provide a safe environment for our students and faculty at Fort Payne High School. This upgrade included the number of cameras to eighty seven throughout our campus and includes night vision capabilities. Our cameras are monitored in real time on a high definition monitor. These cameras can also be monitored from remote locations on remote devices during non-school hours. This new system aids in providing details and information to help solve problems and maintain a supervised and patrolled campus at Fort Payne High School.

**Action Step 2:**

Along with the surveillance system upgrade, Fort Payne High School has also added a door locking feature that allows our campus to be totally locked throughout the school day. Our doors going into the buildings have a magnetic strip that is activated through a timing system which allows our doors to be locked when our school day begins. All visitors must report to the office where they are scanned in through our Raptor registration system. Our ability to provide a locked campus continues to allow a secure and regulated environment conducive to teaching and learning.