FORT PAYNE CITY SCHOOLS

CONTINUOUS IMPROVEMENT PLAN

OUR MISSION

The mission of Fort Payne City Schools is to provide student-centered learning so every child may pursue every dream.

OUR VISION

The vision of Fort Payne City Schools is, with cooperation from our community allies, to be a system that creates students who transform our 21st-century workplace and society.

OUR BELIEFS

WE BELIEVE ALL STUDENTS SHOULD HAVE ACCESS TO THE EXPERTISE AND MENTORSHIP OF PARENTS, COMMUNITY MEMBERS, AND OTHER STAKEHOLDERS.

WE BELIEVE ALL STUDENTS SHOULD GROW AND MATURE FROM HIGH EXPECTATIONS SET BY HIGHLY-QUALIFIED TEACHERS AND STAFF.

WE BELIEVE ALL STUDENTS ARE VALUED AND SHOULD RECEIVE EQUITABLE AND ACCESSIBLE EDUCATION.

WE BELIEVE ALL STUDENTS' BEHAVIORAL, SOCIAL, EMOTIONAL, PHYSICAL, AND INTELLECTUAL NEEDS SHOULD BE NOURISHED.

WE BELIEVE ALL STUDENTS SHOULD DEVELOP THE NECESSARY KNOWLEDGE AND SKILLS TO TRANSFORM THE FUTURE OF THEIR FIELDS.

ACADEMIC ACHIEVEMENT

OBJECTIVE 1: Increase the percentage of students scoring proficient or above in reading and in math by Spring 2022 and show continuous improvement, as measured by state assessment data.

CRITICAL INITIATIVES: Implement a system to continually assess, review, revise, and receive support in curricular alignment in the areas of reading and math.

Building level administration, in conjunction with reading and math coaches and vertical teams, will ensure curricular, assessment, and instructional alignment reviews are an ongoing action of the vertical teams planning process. The team will meet consistently to discuss outcomes, provide feedback, and plan next steps.

All teachers will teach strategically in all classes, daily through:

- Direct instructing and explaining: Verbal input about what will happen in a lesson, what the goals are, why it's being done, how it will help students, and what the roles of teachers and students will be during the lesson.

- Daily outcomes based on state standards.

- Modeling: Thinking aloud regarding cognitive processing, as well as engaging in observable behaviors, such as note-taking, producing a graphic organizer, writing a summary, or looking up something in a book or on the Internet.

CRITICAL INITIATIVES:

- Giving directions: Unambiguous and concise verbal input that seeks to give students a way to get from where they are at the beginning of a lesson, task, or unit to the achievement of a specific task or outcome; provides wait time for students to process directions, time for students to respond, and opportunities to ask clarifying questions.

- Coaching: Asking students to think aloud, cueing them to choose a strategy that has been taught thus far to solve a reading problem, delivering mini-lessons where needed, and giving feedback to students.

- Higher-Order Questions: Encouraging students to elaborate their answers using higher-order thinking by asking the right questions that make students explain their thoughts in more detail.

- Reflection: Looking and thinking over their teaching practices and evaluating how they taught and what strategies they can consider that might improve or alter it for enhanced learning outcomes.

Building level administration will:

- Identify and Address Student Needs: Meet monthly with the special education and PST team to discuss individual student needs, analyze current student data, and consider revisions to program and instructional plans.

- Provide Professional Development that focuses on strategic teaching and learning throughout the school year.

KEY MEASURES:

- Curriculum Pacing guides
- Vertical Alignment Team/ Subject level meeting agenda and notes
- Diagnostic test data and results
- Lesson plans & intervention plans
- Student Engagement Surveys
- Walk-Through Data/Conference Data/ Reflections
- Data meetings
- Coaching Cycle Documentation
- Student Benchmark Assessment Data
- Parent Involvement Survey
- Professional Learning attendance
- Tutoring and Summer Learning Program outcomes

MENTAL HEALTH SUPPORT

OBJECTIVE 2: All students will have access to universal mental health support services by system social workers, mental health providers, and/or school guidance counselors to support healthy outcomes.

OBJECTIVE 3: The system will establish classroom learning environments that promote students' social and emotional wellbeing through the establishment of consistent expectations, working with students, staff, and families to develop skills and competencies, and assisting them in the development of strategies to help cope with stress more adaptively.

CRITICAL INITIATIVES: System will develop a safe, caring, and supportive environment for all students as observed through walkthroughs.

System social workers and community partners will coordinate to provide individual students services to address emotional, behavioral, social, and mental health issues of students. Social workers will work closely with school-level guidance counselors and families in service provision.

Social workers will communicate with teachers, counselors, and administrators regarding support plans and behavioral strategies to ensure the overall health and safety of all students.

Social workers will work in conjunction with System Behavioral Specialist in meeting the behavioral, social, and emotional needs of students whose IEP requires mental health services.

Social workers and guidance counselors will provide direct instruction for students on skills and strategies.

KEY MEASURES:
- Social workers and outside agencies monthly meeting report to administration regarding services
- Individual care plans and community resource plans
- Counselor notes and records
- Student Attendance, discipline and grade data
- Behavior plan data and implementation notes from classroom teachers
- Parent contact logs
- Peer Helper Training
- Initiate the assurance that every student in the school has an adult assigned to know and "watch out" for that student.
- Provision of professional development and support by social workers and outside agencies for those staff implementing programming.
- Accountability by the administrators to ensure everyone is upholding and modeling the rules and teaching and supporting respectful behavior.

ENGLISH LANGUAGE PROFICIENCY

OBJECTIVE 4: EL students will accelerate their English Language development to attain growth and proficiency as noted on the ACCESS 2.0 state EL assessment. EL students' language growth will accelerate their proficiency on standardized ELA and Math assessments such as, iReady, Learning A-Z, ESL Library, and state assessments such as ACAP, ACT, and WorkKeys.

CRITICAL INITIATIVES: Differentiation of instruction and assessments based upon data to meet the needs of EL students which will allow them to demonstrate proficiency toward the grade-level standards.

Target fluency and comprehension of the English language using varied and numerous opportunities for reading, speaking, listening, and writing.

Embedded professional development provided from ALA-EL and Elevation Platform during planning and professional development time in Math and ELA to determine strategies that teachers focus on during instruction with assistance from EL staff.

Teachers will use the WIDA CAN-DO descriptors based on students' level of language determined by ACCESS 2.0.

The EL Committee at each school will meet at minimum monthly to discuss academic decisions regarding the ESL program for the EL, including, but not limited to, placement, accommodations, and retention.

EL students will receive language acquisition daily/weekly from certified EL teachers based on their individual needs through pull-out, push-in, inclusion, or sheltered classroom instruction.

EL teachers will model best practices for other teachers.

EL support staff will assist teachers in the general education classroom.

EL Teachers will provide professional development to teachers, model lessons, provide resources to teachers.

KEY MEASURES:
- Development of specific "look fors" by administrators when conducting teacher observations after PD is delivered.
- Development of specifically targeted lessons by teachers to increase instruction time after analyzing the standardized test.
- Measurement of students' language acquisition using progress monitoring tools such as TELL (Test of Language Learning) to determine language growth.