

LEA: Fort Payne City Schools

PROGRAM: Title II FY: 2016-2017

Program Evaluation Planning and Reporting Template

Planning			End-of-the-Year Results
Fund Source(s)	Key Strategies/ Actions (from eGAP)	Performance Measurements (from eGAP) (Short-term, intermediate, long-term impacts – as appropriate)	Impacts; Data Supporting Impacts
Title II	To hire highly qualified teachers to reduce class size at targeted grade levels. Enrollment figures and principal class size forms indicated that class size needed to be reduced at the Kindergarten level at Wills Valley Elementary and at the 7th grade science level at Fort Payne Middle School.	Enrollment figures before school started and enrollment reports at the beginning of the school year at the Kindergarten grade level (Wills Valley Elementary), and in grade 7 (science-Fort Payne Middle School) indicated a reduced number of students in these classrooms as a result of adding the 1.39 class size reduction units. The teachers that are designated as "Class-size Reduction Units" are highly qualified as defined by the requirements to obtain a teaching certificate in their teaching area.	<p>Previous BOY enrollment data and 9th month attendance data consistently showed student growth at FPMS and Kindergarten numbers were decreased to keep numbers 18:1 at WVES through class size reduction units.</p> <p>Title II System Wide Evaluation Results: WVES 100% stated that Class size reduction teacher unit and professional development activities was highly effective. WAES 86% stated that Class size reduction teacher unit and professional development activities was highly effective. 14% stated somewhat effective. FPMS 100% stated that Class size reduction teacher unit and</p>

			<p>professional development activities was highly effective. FPHS 83% stated that Class size reduction teacher unit and professional development</p> <p>activities was highly effective and 17% stated it was somewhat effective.</p>
	<p>Teachers and administrators will be provided professional development opportunities and in-service as it relates to the system-wide needs assessment and/or individual school requests. Master level instructional coach teachers will deliver training in the district and participate in train the trainer professional development and bring training back into the district to improve instruction and curriculum development.</p>	<p>Individuals attending professional development activities will complete evaluations to give feedback on the effectiveness of activities they attend. Central Office staff and school leadership team members will conduct walkthroughs and classroom observations during the school year to observe the benefits of the training.</p>	<p>Teachers completed an evaluation of professional development effectiveness: FPHS 83% highly effective FPMS 100% highly effective WAES 86% highly effective WVES 100% highly effective</p> <p>PD opportunities were provided based on 2016-2017 PD System Wide needs assessments and PD that applied to specific grade levels and subject levels. Walkthroughs and classroom observations were conducted this year, specifically in the area of reading and math. Data gathered reflected techniques and strategies that were demonstrated and communicated in professional development activities. Additional activities were also conducted to support our teachers</p>

			this year: Teachers were provided opportunities to participate in National Board Teacher Certification, Teacher Mentoring Programs were offered for all new teachers, The district participated in recruitment activities all over the state to recruit high quality staff.