Title II Planning Template

**LEA** Fort Payne City Schools **School Year 2021-2022**

**Federal Programs Coordinator**: Paula Muskett

**Signature of Superintendent or Designee Brian Jett**

**Planning Team Members and Titles:**

The plan must be developed through collaboration with teachers, including teachers in Title I schools, paraprofessionals, principals, administrators and parents. Please list all planning team members, as well as their titles, below.

 **Needs Assessment Participants**

**1.** List the names of the participants and indicate their affiliation. Teachers in Title I schools must be represented.

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **Position/School** |
| Brian Jett | Superintendent | Central Office |
| Paula Muskett | Federal Programs | Central Office |
| Jennifer List | Principal | Little Ridge |
| Tammy McKenzie | K Grade Teacher | Wills Valley |
| Sally Wheat | Principal | Wills Valley Elementary School |
| Sherri Gibbs | Math Coach | Little Ridge School |
| Christy Jackson | EL Coordinator | Central Office |
| Stacey Buffington | Parent | Wills Valley Elementary |
| Tammy Smith | Parent | Williams Avenue  |
| Marsha Farmer | Parent | Fort Payne Middle School |
| Patrick Barnes | Principal  | Fort Payne High School |
| Amanda Davis | Curriculum Coach | Fort Payne Middle School |

**2. List the data sources used to analyze and determine Professional Development and class size reduction teacher needs.**

**EOY 2021 Needs Assessment conducted at all schools**

**Enrollment data – End of Year 2021 month report and Beginning of the Year data Fall 2021**

**August 2021- First week of school student count**

**End of Year 2021 Title II System Wide Evaluation form data from staff**

**End of Year Professional Development Needs for upcoming 2021-2022**

**Needs Assessment Results**

**3. Summarize the key findings of the most recent needs assessment and explain which needs the district identified as having the highest priority for ESEA Title II, Part A funding.**

**This summary should include an assessment of the local needs for professional development, teacher recruitment and retention, as well as the data on which the conclusions are based.** All activities proposed in the application, including class-size reduction, must be reflected in the needs assessment summary. **EOY Program Evaluations May 2021 and 2021-2022 School Year Needs Assessment:**

**Wills Valley Elementary School Teachers**, The Title II Program for FY 2021 has provided funding for the following: 1.5 Teaching Units: Funds were utilized to reduce the class sizes at early grades to include 2.0 units (1.0 funded fully and .50 of another unit) at the Kindergarten level at Wills Valley Elementary School and 1.0 teaching unit (.13% Title II) at the 4th grade level at Williams Avenue Elementary School. Staff Development: Funds were set aside for teachers and administrators to be provided professional development opportunities as it relates to the system-wide needs assessment and/or individual school requests. The 2020-2021 Title II PD focused on Orton Gillingham training for all K-5 reading teachers. Title II Evaluation

49 Responses 100% responded that these were essential activities that resulted in positive student impact. 2021-2022 Needs Assessment: Top Need Class Size Reduction especially at early grades, top PD needs Mathematics & Reading.

**Williams Avenue Elementary Teachers,** The Title II Program for FY 2021 has provided funding for the following: 31.0 teaching unit (.13% Title II) at the 4th grade level at Williams Avenue Elementary School. Staff Development: Funds were set aside for teachers and administrators to be provided professional development opportunities as it relates to the system-wide needs assessment and/or individual school requests.

28 Responses 96.4% responded that these were essential activities that resulted The 2020-2021 Title II PD focused on Orton Gillingham training for all K-5 reading teachers. Title II Evaluation 30 Responses 100% responded that these were essential activities that resulted in positive student impact. 2021-2022 Needs Assessment: 31 Responses - Top Need Class Size Reduction especially at early grades, top PD needs Mathematics & Reading.

**Fort Payne Middle School Teachers**, The Title II Program for FY 2021 has provided funding for the following: At ALL Schools-Staff Development: Funds were set aside for teachers and administrators to be provided professional development opportunities as it relates to the system-wide needs assessment and/or individual school requests. Title II PD focused on Orton Gillingham training for all K-5 reading teachers.

FPMS Title II Evaluation: 41 Responses 97.6% responded that these were essential activities that resulted in positive student impact. Needs Assessment: 49 Responses - Top Needs, Technology training to implement new PowerSchool Platform, top content area PD needs Mathematics, Reading and Language Arts.

**Fort Payne High School Teachers**. The Title II Program for FY 2021 has provided funding for the following: At ALL Schools-Staff Development: Funds were set aside for teachers and administrators to be provided professional development opportunities as it relates to the system-wide needs assessment and/or individual school requests.

32 Responses 84.4% responded that these were essential activities that resulted in positive student impact. Needs Assessment: 35 Responses - Top Needs, Teaching and addressing the Needs of English Language Learners, Technology training to implement new PowerSchool Platform, top content area PD needs Mathematics, and Technology.

**4. Provide a description of how the planned professional development activities will improve the teachers’ ability to have a measurable impact on student academic achievement.**

**Professional Development**

The system will provide professional development opportunities that will focus on increasing teacher’s effectiveness that will consequently result in increased student performance.  Professional Development opportunities will be provided in core content, addressing specific needs such as effective instruction in Mathematics, Reading and Computer Technology to include technology training. PD opportunities will also address teaching limited English proficient students, classroom management with an emphasis on students with emotional and behavioral needs, and effective use of technology to improve student learning. These were all needs specified in the system wide needs assessment survey. The purpose of our PD opportunities will be to improve overall school performance and improve the quality of classroom instruction that we are providing, to support curricular initiatives in reading to include system wide Multi-Sensory reading training for all new teachers who did not receive training this prior year. The system will continue to utilize the vertical teams and curriculum coaches to refine pacing guides for each grade level and subject area. The system has curriculum coaches at the schools and two technology coaches for the four schools. This year thanks to ESSER funds the system has added both intervention teachers and curriculum coaches. The curriculum and technology coaches provide continuously feedback to teachers regarding techniques and strategies being implemented in the classroom and through virtual learning.    The coaches are continuously in the classroom in order to provide support and working with teachers in small groups to plan and organize lessons.  We will also offer learning through a virtual platform for all students this year. The coaches are also assisting virtual teachers through out the week to ensure optimal delivery of content to virtual students. The coaches participate in extensive professional development and do turn around training to our teachers.  By continuously being in classrooms and participating in PD opportunities, this gives coaches the ability to provide sustained professional development throughout the whole school year and it allows us to use our data to guide and tailor our classroom instruction based on individual student needs.