**Announcing ABPC’s**

**Instructional Rounds 2020**

**Cherokee Elementary School, Guntersville City Schools (Feb. 26)**

Cherokee Elementary School serves all students in grades 3 - 5. There are 398 students currently enrolled at CES, and the poverty rate among our students is 53%. The school’s report card has moved from in 2016 - 2017 to a 94 this past year. The success at Cherokee can be attributed to our growth and understanding in the Professional Learning Community (PLC) process. Each team meets weekly, analyzes data, and plans accordingly for upcoming lessons. Teachers look at both formative and summative data. The focus of the Instructional Round will be on the use of learning targets and students tracking their progress toward mastery.

**East Elementary School, Cullman City Schools (Feb. 27)**

East Elementary, a grade 2-6 school, is a two-time Blue Ribbon Lighthouse School of Excellence, a two-time CLAS Banner School, and the 2013 Alabama winner of the Exemplary Reading Program Award from the International Reading Association. At East Elementary, we believe all learning is social-emotional; and, addressing those skills in every aspect of the educational process is part of the work done by educators. Teachers and staff are called upon to deliberately support the social, emotional, and academic growth of every child. We rely on community and family stakeholders to aid in this development. Our goal is to equip students with the skills needed to contribute in a positive way to our society. The Instructional Round focus will be on social-and-emotional skills.

**Pike Road Elementary School, Pike Road City Schools (March 4)**

The mission of Pike Road Elementary, a grade K-4 school, is to create a culture of intellectual curiosity where all students have ownership over their learning and are inspired to think, innovate, and create. We are driven by [13 belief statements](http://www.pikeroadschools.org/?DivisionID=23370&DepartmentID=28068) and a vision that our students are lifelong learners who use their knowledge, skills, and influence to make the world a better place. The Instructional Round focus will be on the use of learning targets and student tracking their progress toward mastery.

**DeArmanville Elementary School, Oxford City Schools (March 10)**

DeArmanville Elementary school is a K-4 school that improved their report card grade to a C to an A within 1 year. For the past couple of years, they have focused their work around developing students as leaders of their own learning, engaging students in assessment & celebrating their growth during student led conferences. The teachers have been designing powerful tasks during collaborative planning for students to actively develop critical thinking. The focus for this year is: Teachers collaboratively preparing quality questions that align with their proficiency scales and learning targets & designing learning experiences that provide equitable opportunities for students to respond to deeper level questions.

**Rock Quarry Elementary School, Tuscaloosa City Schools (March 24)**

It is our sincere desire that when people visit RQE they immediately feel a warm and welcoming culture where adults and children enjoy spending their days together. Our faculty reflects a mix of veteran and novice teachers. This combination yields a blend of established practices and experience with new styles and strategies. We have focused our learning on using research based programs (Reading Street and Investigations-Math), strategies and practices. We use common core standards to plan our instruction and utilize learning targets to guide student based learning. In addition, we have included recently extending our questioning strategies to higher levels and extending our writing curriculum/practice to include exemplar writing. Our teachers strive to provide a high level of academic conversation/discourse in the classroom experience. We have a strong student support RTI planning team at RQE. Our administrative team meets with each grade level on a monthly basis to review student data (academic, behavioral, attendance and etc) and plan interventions to meet student needs.

**Spark Academy (K-3), Athens City Schools (March 25)**

Since becoming a STEM Academy in 2017, we have had the opportunity to attend training for and begin implementation of PBL (project-based learning). Through this training, we have learned that **Authenticity** is a “Gold Standard” feature of a PBL project. Through reflection on teaching and learning, we have come to realize that **authenticity** is reserved not only for PBL but should be deliberately interwoven into all learning opportunities that occur at SPARK, a grade K-3 school. We believe that learners should understand what they are learning, know the “why” of their learning, and how the knowledge can be used outside of the classroom. One focus of our collaborative planning times has been to begin considering authentic learning experiences. The Instructional Round will be focused on students understanding what they are learning and making connections to the real world.

**Athens Middle School, Athens City Schools (March 26)**

Athens Middle School serves students in grades 6-8. There are 888 students currently enrolled at AMS, with 486 participating in our free and reduced lunch program. Our professional development is grounded in a shared district vision that is focused on engaging and empowering learners. We are in the fourth year of building a collaborative practice based on partnership principles. Teachers meet at least once every week to learn about best practices and design units that are aligned to standards.

**Walker Elementary School, Tuscaloosa County Schools (March 26)**

Walker Elementary is a K-5 school located in the Northern corner of Tuscaloosa County.  It has a student population of approximately 720. Recently, Walker Elementary was designated as a ‘2020 State School of Character’.  Professional learning is continuing to build on Ron Berger’s *Leaders of Their Own Learning*with an additional focus on metacognition as defined in *Social and Emotional Learning*by Fisher, Frey, and Smith.  The problem of practice will focus on strategies to enhance and encourage student self-monitoring and critical thinking.  These strategies include the use of exemplars, metacognitive modeling, critiques, and descriptive feedback to make learning visible.

**Pick Elementary School, Auburn City Schools (March 31)**

The mission of Pick Elementary, a grade 3-5 school, is to illuminate a pathway of excellence by empowering individuals to achieve their personal best in order to become thriving members of society through a collaborative community distinguished by: High expectations, responsibility and hard work; celebration and respect for diverse perspectives; and a culture of excellence, leadership, and pride. The Instructional Round focus will be focus on students identifying what they are learning, why they are learning it, and how close they are to mastery.

**Oxford High School, Oxford City Schools (April 9)**

Oxford High School has been ranked a *Best High School* by *US News and World Report* for the past three years. They have focused their work relentlessly on the development of students as leaders of their own learning, engaging students in assessment and celebrating their growth during student led conferences. Oxford High School is a Safe and Civil school that has a team of teacher leaders who use data to drive decisions concerning procedures in common areas as well as in the classroom. Their teachers pay close attention to instructional management in an effort to maximize impact. The teachers have been using their secured daily collaborative planning time to create units of study that include student-engaged assessment, Quality Questioning, and powerful tasks. Their guiding focus this year is for teachers to collaboratively prepare quality questions that align with their proficiency scales and learning targets and design learning experiences that provide equitable opportunities for students to respond to deeper level questions.

**James Clemens High School, Madison City Schools (April 13)**

JCHS is a 21st century high school that portrays an environment where all participants build and share leadership capacity at all levels of the organization. This cutting edge school will provide a blend of core academic experiences giving students a rich and diverse learning experience that prepares them for a globally connected world. Instructional “pods” are in place with emphasis on Engineering Sciences, Communicative and Presentation Arts, Biomedical and Health Sciences, and Developing Technologies. The Instructional Round focus will be on student higher order thining and monitoring of their own learning.

**Cahaba Heights Elementary, Vestavia Hills Schools (April 14)**

Over the last five years, Cahaba Heights’ teachers and staff have been discussing the implementation of student-engaged assessment for student learning. Teachers have created learning targets in order to ensure that students understand their learning. Ron Berger’s work, Leaders of Their Own Learning, has had a strong influence on the practice of student-engaged assessments in the school. There is a continuum of learning for student-engagement, and teachers continue to reflect on their work to ensure that the learning targets are actionable, rather than just words posted on the wall. The end goal at Cahaba Heights is for students to be engaged in their learning in such a way that they can effectively communicate what they are learning. This will be the focus on the Instructional Round.

**Harlan Elementary, Florence City Schools (April 20)**

Harlan Elementary, a K-4 school, has approximately 380 students. We are a diverse school, with 67% Black/African American, 26% White, and 7% Hispanic. We also have a high poverty rate with nearly 70% of our students qualifying for free and reduced lunch. Florence City Schools participates in a partnership with the University of Virginia. Through this partnership, our district and school leadership has focused on the work of Dr. Paul Bambrick and the Get Better Faster model for improving instruction. The Get Better Faster Scope and Sequence is a framework for teacher development. This sequence has a Management and a Rigor component. During your classroom visits, you will see practices being used that support this framework. Tools for the Management and Rigor components include Kagan and school-wide structures, Conscious Discipline, and Habits of Discussion.

**Hayden Middle School, Blount County Schools (April 28)**

Hayden Middle School serves students in grades five through seven. As a Leader in Me school, Hayden teaches the 7 Habits of Highly Successful People to students and helps students develop their leadership abilities. The faculty and staff at HMS work to develop relationships with students during daily advisory classes, school-wide house system, and monthly club meetings. HMS has a total of 532 students and is a Title I school. We believe that students should come to school in a safe, friendly, and orderly environment. Our mission statement is Together, We Can.

**Florence Freshman Academy, Florence City Schools (April 21)**

The Florence Freshman Center, to improve student learning and results, supports teachers in designing instruction and assessments that prepare students for the rigor of ACT questions. If we collaboratively plan common assessments as the beginning point of instruction, daily use learning targets to guide instruction, and formatively assess student learning, then teachers can plan and implement effective instructional adjustments that assist students overcome gaps in learning. In addition to weekly reviewing departmental exit ticket data, teachers daily plan activities for student independent practice and intentionally monitor student progress that provide teachers in-the-moment feedback on student learning and mastery. The Instructional Round focus will be on students explaining what they are learning and why and how they track their progress toward mastery.

**Fonde Elementary, Mobile County Schools (May 1)**

Fonde Elementary is a PreK- 5 school located in West Mobile County with a student population of approximately 640 students. In the 2018 school year, Fonde became the first school in Mobile County with a year-round calendarto better serve their free and reduced population (88%). The focus of professional learning is building the school climate and culture. Professional learning is focused on Ron Clark’s *The Essential 55*. More than 90% of the faculty at Fonde have attended firsthand training at the Ron Clark Academy is Atlanta, Georgia. The problem of practice will focus on enhancing small group instruction through the use of quality cooperative learning. Our goal is to develop relevant and engaging small groups and purposeful literacy stations that allow students the opportunity to receive multisensory instruction on his or her level in order to improve the learner’s instructional level.