

MISSION and VISION for CONTINUED SUCCESS

FOOTHILLS FINE ARTS ACADEMY



Developed in conjunction By: Foothills Staff, Administration, and Students.

ASSESSMENT

	Our Shared Values and Beliefs	Desired Reality
Assessment	<ul style="list-style-type: none"> • Assessment should be designed to be formative (along the way and ongoing), summative (at a reasonable termination point) and drive instructional decisions. • Assessment design should be student centric and, when appropriate, be differentiated to reflect choice, ability, interest and learning modality (intelligences). • Assessment should be valid (assessing what is taught/curriculum outcomes) and reliable (measuring at a reasonable level of consistency). • Rubrics can capture evidence of student learning at higher levels of cognition and engagement; both in existing moment of learning and in K-8 or grade level chunk longitudinal goals for students. • Assessment data should be analyzed in order to understand coherence between informal teacher, district level, and state level assessments. 	<ul style="list-style-type: none"> • Ticket out the door • Student created rubrics • Student projects with rubric • Student work wall • Multi-Media level assessments (we need access to technology) • Aligned to curriculum • Student- choice assessment • Adaptable/ Differentiated • Performance Assessments • Student charted assessment and self-evaluation/progress • Shows student goals and progress • Peer support evaluations • Standardized • Collect evidence of qualitative assessment (video, pictures, student sample). • Students assess the quality (of their work). • Data Meetings • Rubrics for cross grade level learning (writing, creativity, quality). • Rubric use training

COMMUNITY

	Our Shared Values and Beliefs	Desired Reality
Community	<ul style="list-style-type: none"> • Our parents need to know our purpose and vision in that all students can be successful. Reaching out, inviting in, and developing understandings to the families of Foothills builds strong bonds that impact learning. • Business partnerships strengthen our connection to our community. Developing a symbiotic relationship with local business partners offers new perspectives in how we accomplish our school goals and open channels for resources that can help our children and school thrive. • School staff should develop inroads to active parental and community participation. • Effective and open communication with stakeholders (parents, community, businesses, and the district) helps convey the mission of Foothills while recognizing and supporting student and family needs. • Foothills is a hub of local community learning. Providing opportunities for family education helps break down barriers to parental support, and helps expand understanding of our vision and mission as a school. 	<ul style="list-style-type: none"> • Supportive parents on campus. • Posted vision and mission statement • PTO support • Productive Site Council • Great attendance for Title I events conferences etc. • Parent career partnership opportunities • Parent volunteers for field trips, classroom activities • Community volunteers • Community celebrations • Community Partners Committee (invitations, thank you's, newsletter, Etc.) • Awareness and stronger communication (between staff, students, and families) • Collaborative planning for events • Lots of fun and retreats (team building) staff • Themed community school days • Take your parent to school day to get a "snapshot" of students day • Workshops • Student taught activities • More invitations to view class performances • Reach out to local businesses • Student volunteer programs • Family day - expert drop ins • Relationships with community partners/artists • Parenting Programs/ classes

CURRICULUM

	Our Shared Values and Beliefs	Desired Reality
Curriculum	<ul style="list-style-type: none"> • The curriculum is easy to articulate to parents, community and school supporters. It allows for moments of family and community participation. It provides inroads for families to help reinforce learning at home. • <i>PUSD Curriculum frameworks and their curriculum components (standards, critical evidence, etc.) provide opportunity for longitudinal focus of similar standards and goals across grade levels. (edited 4-16-2015)</i> • The curriculum inherently develops opportunities for teacher collaboration. Over time collaboration allows the autonomous nature of the PUSD frameworks for Foothills teachers to design a repertoire of best practices and quality resources to meet our specific goals. • Though it follows the PUSD frameworks, the curriculum is inherently OURS in that we develop a purposeful, consistent and on-going alignment of classroom content with the ideas of arts learning and appropriate technology. • The curriculum is visible. It is evident through teacher planning documents, student products and performances, public displays and classroom observations. 	<ul style="list-style-type: none"> • Child centered - interests "wildly" differentiated • Artful • Meaningful/real life • Collaborative (vertical teaming) • Engaged and diverse discussions • Aligned to the Frameworks • Student friendly learning targets • Student-lead instructions (Grade level appropriate) • Student reflections • Active learning • Bridging grade level gaps (see vertical teaming) • Building off of each previous grade level content (sharing) • Interdisciplinary • Time and resources • Arts integrated • Cross- curricular integrated • Framework availability to families • Student curricular work gallery. • Teacher Communities of Practice • Student inventory for differentiation • Participation in curriculum meetings • Homework/Framework connections for families.

INSTRUCTION

	Our Shared Values and Beliefs	Desired Reality
Instruction	<ul style="list-style-type: none"> Teachers instruction should focus on expanding basic skills and content (new knowledge), challenge student understandings (deepening understandings) and allow for student performance (using knowledge). Instruction can be authentic and real-life which allows for engaging students in rigorous activities that include higher level thinking, problem solving, and creating. Instruction that is student centered is designed for students at varying levels of ability. Instruction should promote the love of learning and showcase student passion. When appropriate, instruction should be differentiated via content, process, product and environment to draw these ideas out. Instruction will be based on research based practices. At the Foothills Fine Arts Academy, research based practices that encompass our agreed upon ideas of "arts learning" will be consistently implemented by ALL teachers. Quality instruction involves quality moments of teacher learning. On-going professional development opportunities for teachers should include observation, peer modeling, collaboration and reflection. 	<ul style="list-style-type: none"> Discussion (Not lecture) Active participation Student led Cooperative/ multiple modalities Relative Instructional rounds (staff) Site and district PD opportunities Staff led professional development Justification when cite textual evidence Project based learning Arts integration Spiraled and year long Data driven Collective, collaborative, and cross curricular Differentiation Leveled groups Creative interventions Flexible environment Artful thinking visual thinking strategies Collaborative between/within the grade levels Teacher collaboration Teachable real-life moments Authentic learning Student buy-in Student- led place to share Central/ resources

SCHOOL ENVIRONMENT

	Our Shared Values and Beliefs	Desired Reality
<p>School Environment</p>	<ul style="list-style-type: none"> • Foothills staff and students are invested and wanting to take part in and share responsibility in planning and participating in school wide events. • Foothills staff and students as a happy, functional, and dynamic family that values communication, celebrations, and knows one another. The family supports each other and takes ownership of the family's success. • An emotionally safe and equitable place (amongst all staff and students) that emphasizes team effort, high expectations, risk taking, support for those that struggle. • A clean, well taken care of campus that has visible and on-going proof that we are an arts school beyond the school sign. 	<ul style="list-style-type: none"> • Murals on outside/ inside walls • School blog • Music • Outdoor art displays • School Calendar - In Hallway • Positive Staff - Positive students (You can sit with us! campaign)(Personal accolades/ random words of kindness) • Greeting Parents (Secret Falcon) • Safe campus (Physical and emotional) • Community Board • Sculptures • Mentor buddy for new staff • Students taking ownership of campus • Student tours - Ambassadors - Welcome wagon • Student led trash patrol • Active engagement - outdoor learning Pride in our physical environment - students/staff • Outside lunches • Recognition (Assemblies) - Pep rallies - Honor roll • Celebrate all students • Celebrate FH Alumni accomplishments (military, arts, and etc.)

STUDENTS

Category	Our Shared Values and Beliefs	Desired Reality	Shared Commitment I/We will commit to...
<p>Students</p>	<ul style="list-style-type: none"> • Students value learning in and through the arts. • Students involve themselves in activities that benefit our community. • 8th grade students leave a legacy for other students. • Students show respect one another and treat one another with kindness. • We value the involvement of our parents in all aspect of our school life. • Continuous and effective communication between student leadership and the student body. • Students value helpful teachers • Students should have a voice in school changes and be involved in shared decision making. 	<p style="text-align: center;">DRAFT</p>	

