



## **ACIP**

# Gadsden City Board of Education

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# Executive Summary

## Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School System

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

### District Overview

The Gadsden City School District is located in Gadsden Alabama, population 37,000, in the northeast corner of the state, on the Coosa River. Gadsden City Schools (GCS) has a strong reputation for providing excellence in education since 1889. The system promotes diversity and academic achievement, athletics, and co-curricular activities throughout the elementary, middle and secondary programs. Students are provided opportunities to reach their potential with varied instructional programs at all schools.

The district includes:

Eight elementary schools (Grades K-5)

Three middle schools (Grades 6-8)

One comprehensive high school (Grades 9-12)

Alternative programs (6-12)

One central office

One parent/teacher resource training center

One early childhood resource center

At Gadsden City Schools, we are committed to equipping our students to meet and exceed expectations in the classroom and beyond. More than 650 employees, including National Board Certified and highly-qualified teachers, as well as other award-winning professionals are employed. Over 50% of GCS teachers have advanced degrees. As a result, more than 5,300 students from Gadsden City Schools are finding success in the classroom, on the stage, in the concert hall, on the athletic field, in the computer lab, and in their career training.

Gadsden City Schools primarily faces unusual situations due to the diverse and large free and reduced population. The System enrollment is 5,308 students, 46 percent black, 40 percent white, and 14 percent other. Over 72 percent of GCS students qualify for free or reduced lunch, 65.506 percent free lunch and 6.521 percent reduced lunch. Five elementary schools and one middle school have 90 percent or more of their students receiving free or reduced lunches. An additional elementary has over 80 percent and a middle school has over 77 percent qualifying for free or reduced lunches.

Gadsden City Schools has continued to provide outstanding educational opportunities for students despite a decrease in overall funding from budget revenues of over 55 million dollars in 2009 to 48 million dollars in 2012. The loss of federal, state, and local funding has been primarily attributed to the economic recession. The loss of over 7 million dollars during the last 4 years has proven to be challenging in continuing the efforts to provide optimal services and programs for the system.

## System's Purpose

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

Gadsden City Schools believes that:

- Educational decisions should be based on the best interests of children
- Every child deserves educational opportunities that prepare him/her to compete at national and international levels
- All children have the right to equitable and adequate educational opportunities.

The GCS system elements of educational priorities include:

- Safe and disciplined schools
- Quality teachers and effective school leaders
- Challenging learning opportunities

Vision: Empowering All Through Educational Opportunities

Mission and Purpose: To prepare and inspire all students to become college and career ready through learning, serving, and excelling

Beliefs to accomplish purpose:

- Trust among all stakeholders is vital
- Expectations influence accomplishments because everyone has the capacity to learn
- A school-community partnership is essential
- Change creates opportunity.
- High-performing leadership makes visions reality.

Goal 1 - Provide optimal educational opportunities while increasing student achievement and participation

Objectives

- Ensure a high performing learning culture
- Create life-long learners
- Increase academic rigor for all
- Foster innovative practice
- Develop core competencies and curriculum
- Design opportunities for success

Action Plan

- Use district technology to engage and educate students, staff, parents and community
- Expand educational opportunities and experiences for students that will eliminate the achievement gap between subgroups and meet the needs of all learners
- Align and enhance opportunities to develop student competencies
- Continue to acquire and utilize technology resources
- Foster innovative practice through implementation and flexibility in academic programs, staffing, and school budgeting
- Develop and maintain a technology infrastructure that provides 21st Century tools for learning

Goal 2 - Recruit, develop, and retain a highly-qualified diverse workforce

Objectives

- Create and maintain an atmosphere of respect among stakeholders



- Foster a culture of opportunity
- Build a system capacity to support schools
- Provide progressive and relevant professional development
- Continue to build upon leadership development

**Action Plan**

- Continue to train employees through high-quality professional development, mentoring, and other forms of collaboration/study/training in programs such as AMSTI, ARI, AP, MMGW, and CCST
- Maintain a comprehensive plan for recruitment, selection, induction, development, diversity, and retention of personnel
- Identify factors that motivate employees to remain in or depart from positions and work to improve the system/school climate to support learning
- Incorporate effective evaluation for improved professional performance through EducateAlabama and LeadAlabama

**Goal 3 - Enhance educational programs through effective communications and relationships with all stakeholders****Objectives**

- Provide and increase opportunities for district to serve the external community
- Educate and engage the community to work in tandem with GCS
- Communicate effectively both internally and externally
- Use district technology to engage and educate all stakeholders
- Improve internal communication
- Make decisions transparent throughout the district

**Action Plan**

- Increase collaboration with other community entities to ensure a high quality of life
- Develop, strengthen, and recognize partnerships that support the learning of all students
- Support local Parent-Teacher-Student organizations to strengthen community involvement
- Maintain and enhance opportunities to educate the community on programs and services offered to students of GCS through multiple communication avenues
- Conduct stakeholder education vision meetings

**Goal 4 - Ensure safe and effective educational environments for multiple learning opportunities****Objectives**

- Provide a safe learning and working environment
- Reinforce positive student behavior interventions
- Incorporate effective intervention support
- Collaborate with local law enforcement to maximize safety
- Improve supervision and surveillance through technology
- Develop and maintain effective communication with parents
- Establish innovative Alternative programs

**Action Plan**

- Ensure that administration, faculty, and staff effectively supervise/monitor behavior
- Provide professional development to all staff relating to improving classroom and individual student discipline
- Insure policies relating to behavior and code of conduct are reviewed and clearly communicated to students and parents
- Support and strengthen the development of good moral character
- Maintain and ensure a relationship for support with local law enforcement and add additional School Resource Officers
- Acquire and increase video surveillance on all campuses

## ACIP

Gadsden City Board of Education

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- Acquire a Parent Notification System that can be used for notifications for events as well as during crisis intervening
- Begin FOCUSED Initiative (Focusing Our Commitment Until Students Earn a Diploma)
- Continue and enhance Alternative Programs such as; Elementary Enrichment, Second Chance, Credit Recovery, and Summer School Programs

Goal 5 - Pursue and secure multiple resources while maximizing efficiency

### Objectives

- Pursue additional funding from all sources
- Increase receipt of resources through private partnerships with business stakeholders.
- Pursue and successfully utilize grant funding
- Maximize operational efficiency in all areas of the system

### Action Plan

- Ensure that instructional initiatives, budget, and other district and school plans align with each other and support the Strategic Plan and Board policies
- Drive efficiency and effectiveness by improving system functions more efficiently
- Explore and support legislation to enhance local district flexibility and funding
- Identify and seek multiple sources of funding and grants

## Notable Achievements and Areas of Improvement

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

### Academics

A great education starts in the classroom, and at Gadsden City Schools, our classroom education is unparalleled. With 11 National Merit and two National Achievement Finalists in the last six years, over \$25 million in scholarship offers, and college acceptance for more than 50 percent of seniors, Gadsden City High and its feeder schools are academic beacons. System annual year progress goals have been met while also annually improving the graduation rate. Future alternatives, to provide graduation opportunities, continue to be developed through programs such as "Second Chance" and "FOCUSED" (Focusing Our Commitment Until Students Earn a Diploma). "Making Middle Grades Work" establishes middle grade priorities for expanding pre-AP academics as well as intervention academics for struggling students. Expansion of elementary education with AMSTI provides continuing professional training for math, science, and technology education. Emphasis on early childhood programs continue to be targeted through collaborative 4-year-old programs with Head Start.

### Career Technical Education

One of the most significant advances in K-12 education in recent years has been the growing emphasis on career training. Gadsden City Schools is once again on the cutting edge with a new \$2.4 million career tech center. With an estimated 90 percent positive placement for students completing the program, Gadsden City is helping build Northeast Alabama's skilled workforce. New career CTE diplomas were initiated beginning in the 2012-13 school year. Career tech diplomas in Biomedical Services, Information Systems Technology, and Engineering are now offered. Courses at the school include:

Electrical Technology

HVAC (heating and air conditioning)

Information Technology

Cosmetology

Health Science

Family and Consumer Science

Automotive Technology

Business/Marketing Education

### Performing Arts

Gadsden City Schools' commitment to the arts, support the concept of educating the whole child. GCS offers classes in piano lab, ceramics, photography, jazz band, drama and technical theater. Visual arts, strings, and choral programs in the middle schools, as well as strings, visual arts, and events like Serendipity Day on the elementary level, are offered. The high school chorale was recently chosen to sing at Carnegie Hall. The award winning 325 strong Titan Band has consistently rated superior performances from Hawaii to San Antonio as well as state and local competitions. Individual students in both choral and band consistently win annual all-state honors. Elementary and middle school visual arts students have won state and governors art awards. The high school drama team consistently win superior in ratings in district and state events.

### Athletics

[Gadsden City supports 23 Gadsden City athletic teams competing at the 6A level. The 3 middle schools also support athletic teams. More](#)  
SY 2017-2018

importantly, their "Go Titans" pride supports more than 800 student athletes striving to be the best in their chosen sport. Gadsden City is proud of its strong female sports program and the many middle school and junior varsity programs for students.

#### Extra-curricular

Gadsden City offers opportunities for participation in many programs. The Titan Ambassadors serve as official hosts and hostesses at school system and citywide events, give student tours, represent the school at various city functions, and much more. Another highly successful program is JROTC. With more than 150 participants per year, JROTC trains students in leadership, citizenship, and excellence. Gadsden City clubs are recognized for service and excellence in our community, in our state, and even in our nation, with our nationally ranked Scholar's Bowl Team and nationally ranked students in Career Technical Education competitions. The GCHS Quiz Bowl team placed second in the state and competed in national competition the past 2 years. The Gadsden Middle Quiz Bowl team also placed in the top 5 of the state and competed in Chicago at the national competition.

#### Technology

Through "Gadsden 21," the Gadsden City Schools technology initiative is turning classrooms into a technology-driven work environment. From iPad programs in the elementary schools to laptop carts in the 9th Grade Academy, Gadsden City Schools incorporates technology at every level having invested over one million in technology in the last 3 years. The annual Tech Blitz competition gives students throughout the system opportunities to put their technology training to the test. Not only are we utilizing technology as a teaching tool, our students are also preparing to take their places in the technology workforce, thanks to courses like digital design, computer maintenance, and introduction to networking.

#### Stakeholder Support

Gadsden City Schools enjoys immense community support through various partnerships. United Way, Family Success Center, YMCA, Cultural Arts Center, Head Start, and various churches have participated in efforts relating to anti-bullying, anti-drugs/tobacco/alcohol, community gardening, technology improvement, and mentoring. Gadsden State Career and Technical College, Jacksonville State University, and the University of Alabama Center in Gadsden, provide student dual enrollment, teacher professional development and program improvement resource opportunities for the system. City, County, and state government officials provide funding and resources for advanced education programs, technology, fine arts, and career technical programs. The Quality of Life Health Center provides school based health services (basic health, vision and dentistry) to Gadsden City Schools at each school site. A mobile based unit was recently added as well as plans to construct a 3,000 square foot permanent facility on the campus of Litchfield Middle School.

## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

### Elementary Schools

A strong academic base is important for developing a strong student from the ground up. That's why GCS has implemented technology programs, group learning programs, and enrichment activities"all with the goal of giving the students at our eight elementary schools the foundation they need to reach above expectations.

Enrichment - Gadsden City offers a specially designed program for gifted and exceptionally talented students. "The Creative Thinking Center" offers state-of-the-art technology, robust small group instruction at the highest levels of Bloom's Taxonomy, special projects, field trips, and challenging hands-on experiences like the annual Invention Convention sponsored by the system.

Alabama Reading Initiative (ARI) - As a participant in ARI, Gadsden City elementary school teachers use proven strategies, including formative assessment, to help students develop critical thinking skills and increase student learning.

Response to Instruction (RTI) - Gadsden City utilizes RTI as an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services. RTI provides high-quality, standards-based instruction and intervention that is matched to students' academic, social, emotional, and behavioral needs.

Alabama Math, Science, and Technology Initiative (AMSTI) - Through AMSTI, Gadsden City is enhancing math and science education by giving students the knowledge and skills necessary for success in their postsecondary studies and in the workforce. Gadsden City teachers have access to in-depth professional development, resources, and on-site support, as well as valuable partnerships with institutions of higher education, science centers, regional in-service centers, Science in Motion, GLOBE, businesses, and other organizations committed to improvements in math and science education.

Elementary Arts - Elementary school students throughout the system have access to an award-winning strings program, visual arts training, choral groups, and an overall commitment to making the Arts a vital part of an education. With visual arts winners at the state level, events like Serendipity Day and special concerts and speakers throughout the year, students are exposed to a wide range of arts opportunities.

### Middle Schools

Gadsden City Schools participates in Making Middle Grades Work. Making Middle Grades Work is a comprehensive initiative founded on the conviction that most students can master academic studies at or above grade level when schools create an environment that motivates them to make the effort to succeed.

College Preparatory Coursework - Pre-AP (Advanced Placement) classes offered at Gadsden City Middle Schools include algebra, science, reading, language, and social studies. The courses not only prepare students for the rigorous coursework on the high school level but also give middle school students the opportunity to be challenged and stimulated.

Middle School Arts - From marching band to choral, from dance line to strings, the arts are an important component in Gadsden City middle schools. Students are introduced early to the Arts as they prepare to attend one of the most committed high schools in the state to providing a thorough arts education - Gadsden City High School.

Middle School Athletics - While baseball, basketball, and football are popular middle school sports, Gadsden City 7th and 8th graders are also eligible to participate in softball, soccer, tennis, golf, cheerleading, and more.

Math and Reading Intervention - For those challenged to meet the growing demands of higher math and reading coursework, GCS employees offer small-group instruction, re-teaching, and inclusion classes.

Following a long and storied history dating back to 1889, the GCS System opened the new Gadsden City High School in the fall of 2006. The school is the result of the merging of 3 high schools: Emma Sansom, Gadsden, and Litchfield. The new school is the largest in both Etowah County and Northeast Alabama. It boasts a state-of-the-art \$40 million campus, complete with a 300,000-square-foot facility. More than 1,500 students and 150 staff members continually work to form the trained, educated population that will call Gadsden home in years to come.

**Unique Coursework** - One of the most important benefits of a large campus, staff, and student body is the opportunity to offer a wide range of studies. GCHS offers more than 150 courses along with dual enrollment through Gadsden State Community College and Jacksonville State University.

**9th Grade Academy** - At GCHS, the 9th Grade Academy provides a non-intimidating climate as students make the transition from middle to high school. Freshmen have the majority of their classes in a separate instructional environment overseen by an assistant principal assigned solely to the 9th Grade Academy. The Academy is designed to support overall academic performance, improve communication between home and school, and reduce discipline referrals.

**Extracurricular Activities** - At GCHS, more than half of the student body participates in a sport or in the award-winning marching band. There are numerous activities and clubs to keep kids engaged. .

**AP** - The Advanced Placement Program at GCHS is based on over 25 years of experience teaching AP courses. Seventeen AP courses are offered along with Pre-AP courses in grades 9-11. Excellence is a GCHS hallmark, evidenced by recognition from the A+ College Ready Grant for student score increases and enrollment gains. A strong AP program is statistically proven to raise rigor across academic levels. The wide array of AP courses allows our students the latitude to choose according to their interests and to excel in different areas, making them highly desirable to colleges.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.



## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders were chosen from all levels of school and district wide staffing and from the community at large. The team of stakeholders for improvement planning included students, parents, community members, business leaders, teachers, instructional support staff, principals, central office staff, board members, and the superintendent. Meetings were held throughout the year both as a collective unit of all stakeholders along with specific meetings related to specific goals. Meetings were scheduled during the lunch hour to accommodate working parents and business leaders. Periodic collective meetings were held at 5:30pm to accommodate all participants.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

All stakeholders including parents, board members, teachers, and administrators were directly involved in the development of our district wide strategic plan. Students participated in collective meetings and also in quarterly leadership meetings held at the board of education to specifically ask questions and get the opinions of a group of student representatives from each school in the district.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan was approved by the school board and disseminated to all participants and each of the schools. The plan is available at each school and posted on the district web-site. Annual review meetings are held to discuss progress toward the goals.

# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Stakeholder Feedback Data

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 1.    | Did you complete the Stakeholder Feedback Data document offline and upload below? | No       | x       |            |

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

|    | Statement or Question        | Response  | Rating  |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

|    | Statement or Question                     | Response   | Rating  |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

## **Areas of Notable Achievement**

**Which area(s) indicate the overall highest level of satisfaction or approval?**

x

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

x

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

x

## Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

x

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

x

What are the implications for these stakeholder perceptions?

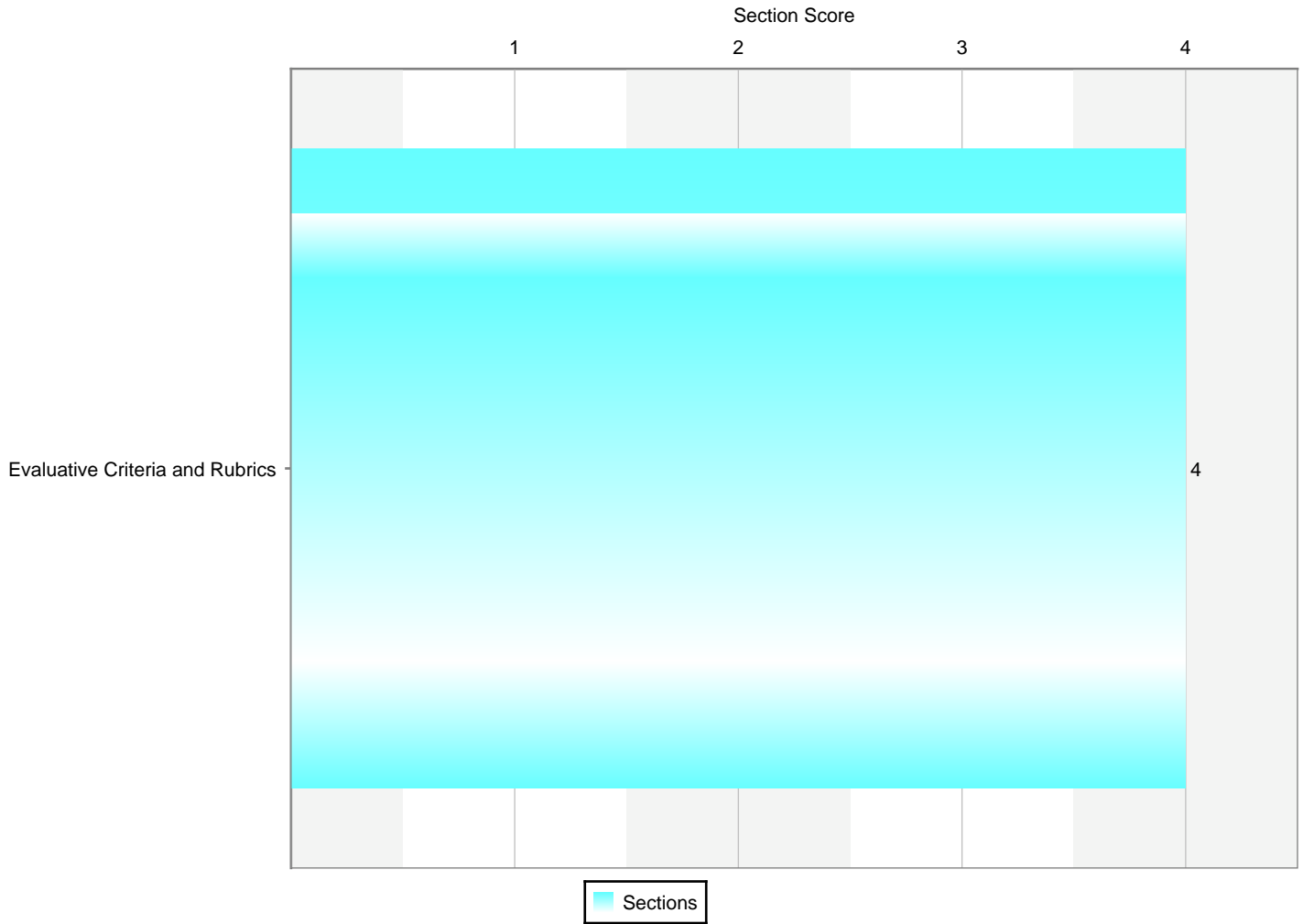
x

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

x

## Report Summary

### Scores By Section





# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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**Student Performance Data**

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>   | <b>Attachment</b>  |
|--------------|--|-----------------|--|--|
| 1.           | Did you complete the Student Performance Data document offline and upload below? | Yes             | Overall scores for ACT Aspire 3-10 four year longitudinal data, ACT four year longitudinal data, and Workkeys three year longitudinal data have been added to this diagnostic. | Work keys data<br>aspire 4 year data<br>2016 2017 ACT<br>test data |

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 1. | Assessment Quality    | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 3 |

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 2. | Test Administration   | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

|    | Statement or Question | Response   | Rating  |
|----|-----------------------|--|---------|
| 3. | Quality of Learning   | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

|    | Statement or Question | Response   | Rating  |
|----|-----------------------|--|---------|
| 4. | Equity of Learning    | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

## **Areas of Notable Achievement**

### **Which area(s) are above the expected levels of performance?**

Eura Brown and Mitchell Elementary schools exceeded the national average in more than one grade level for both reading and math.

Floyd and Donehoo Elementary exceeded the state average in 3rd grade math.

Gadsden Middle School increased their overall performance in every grade level in science, reading and math.

Litchfield Middle School increased their overall performance in every grade level for English.

### **Describe the area(s) that show a positive trend in performance.**

Math scores for the district increased in the following grades...4th, 6th, 7th, and 10th.

Reading scores for the district increased in the following grades...6th, and 7th.

Scores improved in all grade levels for Donehoo Elementary and Gadsden Middle Schools.

### **Which area(s) indicate the overall highest performance?**

Eura Brown Elementary has exceeded the state averages for both reading and math and showed a 98% proficiency rate in third grade math.

Thompson showed a 7% increase in 3rd grade math. Donehoo showed an 18% increase in math overall. Mitchell Elementary exceeds the state average. Emma Sanson Middle exceeded national average in 6th grade math. GMS improved in all areas. GCHS ACT is within one point of the state average on the ACT.

Overall, our students performed better in math this year than in reading.

### **Which subgroup(s) show a trend toward increasing performance?**

Both White and African American subgroups show a trend of increasing performance in math.

The Asian population outperformed other subgroups in all areas

### **Between which subgroups is the achievement gap closing?**

The achievement gap appears to be closing between the white and African American subgroups in some grade levels.

**Which of the above reported findings are consistent with findings from other data sources?**

With the updated Star formative assessment data that is now compatible with Aspire data we see a high correlation of scores between the two assessments.

## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

Although we saw overall increases in math and reading Aspire scores for the district average, we saw a slight drop in scores overall at the elementary level.

### **Describe the area(s) that show a negative trend in performance.**

Gadsden City's overall reading scores for third grade dropped from 28% proficient to 27% proficient.

Gadsden City's overall math scores for eighth grade dropped from 22% proficient to 21% proficient.

### **Which area(s) indicate the overall lowest performance?**

Tenth grade Math is overall the lowest area of performance with only 15% proficient.

### **Which subgroup(s) show a trend toward decreasing performance?**

The EL and special education subgroups continue to show our lowest areas of performance.

### **Between which subgroups is the achievement gap becoming greater?**

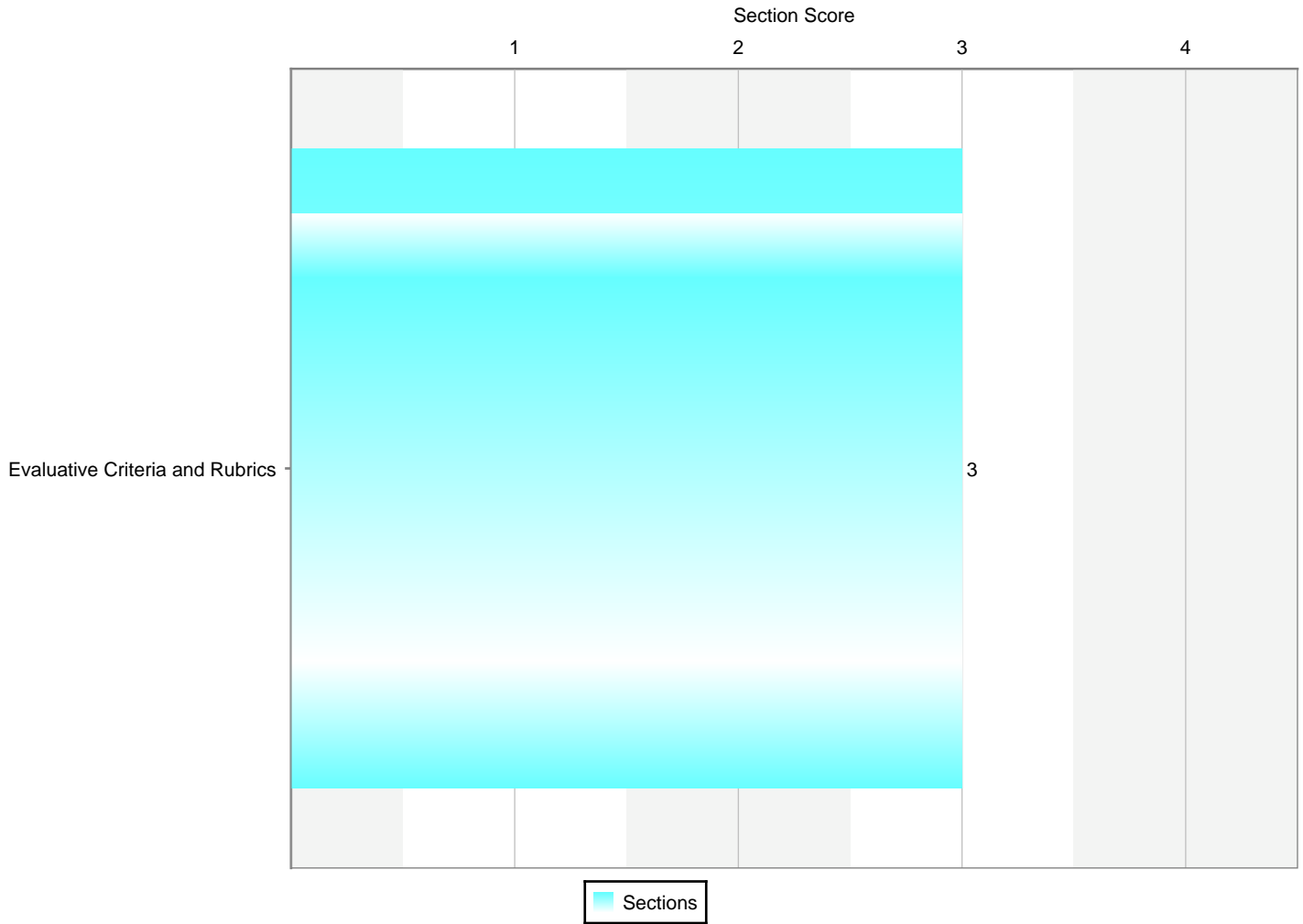
The special ed and EI subgroups

### **Which of the above reported findings are consistent with findings from other data sources?**

The overall reading and math scores were somewhat consistent with Star Reading and Math scores.

## Report Summary

### Scores By Section





# **ACIP Assurances**

## **Introduction**

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

## ACIP Assurances

| Label | Assurance  | Response | Comment                             | Attachment |
|-------|--|----------|-------------------------------------|------------|
| 1.    | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes      | signatures attached to school plans |            |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|----------|------------|
| 2.    | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes      | attached | compliance |

| Label | Assurance  | Response | Comment  | Attachment |
|-------|--|----------|----------|------------|
| 3.    | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes      | attached | compliance |

| Label | Assurance   | Response | Comment                          | Attachment |
|-------|---|----------|----------------------------------|------------|
| 4.    | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes      | attached to title 1 school plans |            |

| Label | Assurance   | Response | Comment                          | Attachment |
|-------|---|----------|----------------------------------|------------|
| 5.    | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes      | attached to title 1 school plans |            |

# **2017 2018 ACIP 2**

## Overview

### Plan Name

2017 2018 ACIP 2

### Plan Description

ACIP

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| #  | Goal Name  | Goal Details                                     | Goal Type      | Total Funding |
|----|--|--|----------------|---------------|
| 1  | Engage and Empower the Learner Through Technology  | Objectives: 1<br>Strategies: 3<br>Activities: 11 | Academic       | \$150646      |
| 2  | Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students  | Objectives: 1<br>Strategies: 2<br>Activities: 12 | Organizational | \$36000       |
| 3  | Students will improve mathematical proficiency.  | Objectives: 1<br>Strategies: 4<br>Activities: 7  | Academic       | \$250000      |
| 4  | Students will improve English/Language Arts Proficiency.   | Objectives: 1<br>Strategies: 3<br>Activities: 7  | Academic       | \$698000      |
| 5  | An appropriate and ongoing school-wide strategic plan will be implemented.   | Objectives: 1<br>Strategies: 2<br>Activities: 4  | Organizational | \$100         |
| 6  | To increase parent involvement in school sponsored before, during, and after school activities, meetings, events, etc.                             | Objectives: 2<br>Strategies: 2<br>Activities: 3  | Organizational | \$90000       |
| 7  | All students will graduate from high school college and career ready.  | Objectives: 1<br>Strategies: 3<br>Activities: 8  | Academic       | \$1310000     |
| 8  | Elementary and middle schools in Gadsden City will increase overall parent involvement in schools.   | Objectives: 1<br>Strategies: 1<br>Activities: 1  | Organizational | \$40000       |
| 9  | All students at GCHS will be assigned a mentor for the 2017/2018 school year.  | Objectives: 1<br>Strategies: 2<br>Activities: 2  | Organizational | \$0           |
| 10 | Students will increase the amount of instructional time they spend engaged in learning activities through web-based programs or research projects. | Objectives: 1<br>Strategies: 1<br>Activities: 4  | Academic       | \$660000      |
| 11 | Increase the overall scaled score for reading proficiency on the Scantron Assessment.  | Objectives: 1<br>Strategies: 1<br>Activities: 3  | Academic       | \$980000      |

## Goal 1: Engage and Empower the Learner Through Technology

### Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Career & Technical by 09/30/2018 as measured by a combined frequency index measured by the ASSIST Teacher Survey (Currently - 68.87).

### Strategy 1:

Technology Tools - Technology tools will increasingly be made available for student use.

Category:

| Activity - 1 to 1 Initiative  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| <p>The Gadsden City School District began with a 1:1 iPad Initiative in the eight elementary schools and 3 middle schools. Over the past three years, schools throughout the district have purchased additional classroom iPads, and more recently Chromebooks for grades K - 8. The district purchased 1600 laptops for Gadsden City High School to provide a 1:1 initiative for grades 9-12. The district is striving to be completely 1:1. (See attached spreadsheet for specific details of 1:1 device inventory.)</p> <p>*Gadsden City High School is in it's third year of a full 1 to 1 initiative with all students being issued a Lenovo Yoga device which they take home with them.<br/>Currently six of the eight elementary schools and two of the three middle schools are Title I schools.</p> <p>Additional Laptops will be purchased for the High School.</p> <p>Schools: All Schools</p> | Technology         | 08/12/2013 | 09/30/2018 | \$54865           | General Fund        | Superintendent<br>District<br>Technology<br>Coordinator         |
| Activity - B.Y.O.D.   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
| <p>A Bring Your Own Device (BYOD) Policy has been adopted by the School District and Board which allows students to use personal devices at school for instructional purposes.</p> <p>Teachers request permission to be a BYOD classroom from their principal. Several classes (where 1 to 1 programs are not yet available) are currently utilizing this policy for student device activities..</p> <p>Schools: All Schools</p>  | Policy and Process | 08/12/2013 | 09/30/2018 | \$0               | No Funding Required | Superintendent<br>District<br>Technology<br>Coordinator(s)<br>) |

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| Activity - Google for Education and other LMS   | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|---|---------------|------------|------------|-------------------|-------------------|------------------------------------|
| Student access to assignments/classwork/and other resources via Google for Education (GAFE), Edmodo, and other LMS's.<br><br>Schools: All Schools | Technology    | 08/12/2013 | 09/30/2018 | \$0               | General Fund      | District Technology Coordinator(s) |

**Strategy 2:**

Parent/Student Communication - Provide and improve technology methods for parent and student communications.

Category:

| Activity - STI Home Portal   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------|------------|------------|-------------------|-------------------|--|
| Parents ability to view student grades and assignments. Teachers use the gradebook portion of iNOW and make that information available for parents and students to view.<br><br>Schools: All Schools | Parent Involvement | 08/12/2013 | 09/30/2018 | \$13048           | General Fund      | District Technology Coordinator(s)<br>Principals<br>Teachers |

| Activity - SchoolCast  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                |
|--|--------------------|------------|------------|-------------------|-------------------|--|
| Emergency notifications, as well as non-emergency notification for PTA Meetings and other school activities.<br><br>Schools: All Schools | Parent Involvement | 08/12/2013 | 09/30/2018 | \$10256           | General Fund      | District Technology Coordinator(s)<br>Principals |

| Activity - Websites & Social Media  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|------------|------------|-------------------|-------------------|--|
| The district, individual schools, and many teachers maintain websites and/or wikis and/or Social media sites for the purpose of keeping students and parents informed and involved. Schools are also utilizing Google Classroom, Class Dojo, and Remind to enhance the home/school connection.<br>The district website has undergone a complete upgrade and all school sites have been rolled under the umbrella of the new district site providing consistency and ease of navigation.<br>During the 2014-2015 school year the district created a Facebook and Twitter page to help with parent communication and involvement. It allows the district another avenue for announcements and to congratulate students for achievements. Several schools also have Facebook, Twitter, and Instagram pages as well as School/Teacher social media sites.<br><br>Schools: All Schools | Parent Involvement | 08/12/2013 | 09/30/2018 | \$2268            | Other             | District Technology Coordinator(s)<br>Principals<br>Teachers |



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| Activity - E-Mail / FAX   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|------------|------------|-------------------|-------------------|--|
| All schools have the ability to FAX or email a parent at any time and at the same time parents may FAX or email the principal or teacher at any time.<br>Schools: All Schools | Parent Involvement | 08/12/2013 | 09/30/2018 | \$500             | USAC Technology   | District Technology Coordinator(s)<br>Superintendent<br>Principals |

| Activity - Telecommunications  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible                  |
|--|--------------------|------------|------------|-------------------|-------------------------------|------------------------------------|
| Cell and POTS used to foster parent communication.<br>Schools: All Schools | Parent Involvement | 07/01/2013 | 09/30/2018 | \$67909           | USAC Technology, General Fund | District Technology Coordinator(s) |

**Strategy 3:**

Technology Competition - Technology based competitions and/or showcases will be held to recognize and encourage student use of technology tools in their education.

Category:

| Activity - TechBlitz   | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|---------------|------------|------------|-------------------|---------------------|--|
| Competitive Student Technology Fair. Prize money is provided by Vendor Sponsors.<br>Schools: All Schools | Technology    | 04/01/2014 | 09/30/2018 | \$1800            | General Fund, Other | District Technology Coordinator(s)<br>Technology Coaches<br>Principals<br>Teachers |

| Activity - Digital Citizenship Month - September   | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|---------------|------------|------------|-------------------|---------------------|--|
| The district will sponsor Digital Citizenship month in September. All schools will participate. Common Sense Media will be used throughout district along with additional resources from Google, IKEEPSAFE, NetSmartKids and NS-Teens.<br>Schools: All Schools | Technology    | 09/01/2014 | 09/30/2018 | \$0               | No Funding Required | District Technology Coordinator(s)<br>Library Media Specialists<br>Specialists |

| Activity - Speak Up Survey | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

|  |                                |            |            |     |                     |   |
|--|--------------------------------|------------|------------|-----|---------------------|---|
| <p>Students, Staff, and Parents participate in the annual Speak Up Survey. Speak Up, a national online research project facilitated by Project Tomorrow®, gives students, teachers, parents, school/district/technology administrators, and community members the opportunity to share their unfiltered viewpoints about key educational issues, particularly concerning 21st century education and technology. Each year, findings are summarized and shared with national and state policy makers. Participating schools and districts can access their data online, free-of-charge in early February. <a href="http://www.speakup4schools.org/speakup2017/">http://www.speakup4schools.org/speakup2017/</a></p> <p>Schools: All Schools</p> | Technology, Parent Involvement | 10/01/2016 | 09/30/2018 | \$0 | No Funding Required | District Technology Coordinator, School Principals and their designees. |
|--|--------------------------------|------------|------------|-----|---------------------|---|

## Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

### Measurable Objective 1:

demonstrate a behavior teachers throughout the district use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, ... by 09/30/2018 as measured by Frequency Index scores increasing from 67.91 to 69.00 based on the ASSIST Teacher Technology Survey.

### Strategy 1:

Training - Professional Development opportunities will be offered in a variety of formats and venues.

Category:

| Activity - Wednesday Webinars  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible         |
|--|-----------------------|------------|------------|-------------------|-------------------|---------------------------|
| <p>A professional development calendar is available for all staff with training opportunities throughout the year. Wednesday Webinars are included on this calendar. These technology training sessions are after school for one hour and cover a variety of topics. Teachers/Administrators may participate live or watch recordings of the sessions at a later time. Also a local PLU is often offered for administrators participating in the Wednesday Webinar sessions.</p> <p>Schools: All Schools</p> | Professional Learning | 09/10/2013 | 08/31/2018 | \$0               | General Fund      | Technology Coordinator(s) |
| Activity - EdCamp Connect  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible         |

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|   |                       |            |            |        |       |                                    |
|---|-----------------------|------------|------------|--------|-------|------------------------------------|
| EDCamp is a free, organic, participant-driven, un-conference that empowers educators to maximize professional learning experiences and peer networks. Edcamp Connect began in the summer of 2014 as a collaboration between the Gadsden City School district and the Etowah County School district. Our partnership with Etowah County Schools has been such a success and the event continues to grow each year.<br><br>Schools: All Schools | Professional Learning | 11/01/2013 | 09/30/2018 | \$3000 | Other | District Technology Coordinator(s) |
|---|-----------------------|------------|------------|--------|-------|------------------------------------|

| Activity - Technology-Based Book Studies                          | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible         |
|---|-----------------------|------------|------------|-------------------|-------------------|---------------------------|
| Local CEU/PLU Technology Book Studies<br><br>Schools: All Schools | Professional Learning | 09/01/2013 | 09/30/2018 | \$0               | General Fund      | Technology Coordinator(s) |

| Activity - Extended Day In-Service  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| In-service days as well as teacher extended hour days will also be utilized to provide technology teacher training.<br><br>Schools: All Schools | Professional Learning | 08/05/2013 | 09/30/2018 | \$0               | General Fund      | District Technology Coordinator(s)<br>Principals<br>Technology Coaches<br>Teachers |

| Activity - 1 to 1 Initiative Training  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible  |
|--|-----------------------|------------|------------|-------------------|------------------------------|--|
| Teacher Training specifically geared to implementing the 1 to 1 initiatives throughout the district.<br><br>Schools: All Schools | Professional Learning | 08/12/2013 | 09/30/2018 | \$15000           | General Fund, Title I Part A | District Technology Coordinator(s)<br>Principals<br>Teachers |

| Activity - Technology Conferences   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| School and district staff will attend local, state, and national conferences. We also have teachers that are attending EdCamps in surrounding counties.<br><br>Schools: All Schools | Professional Learning | 08/12/2013 | 09/30/2018 | \$10000           | General Fund      | District Technology Coordinator(s)<br>Principals<br>Teachers |

| Activity - District PLN | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|                         |               |            |          |                   |                   |                   |

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|  |                       |            |            |     |                     |                            |
|--|-----------------------|------------|------------|-----|---------------------|----------------------------|
| <p>The district is going to pilot a new District PLN through the use of Facebook for Educators. This will allow the district to push information and training to connected educators and administrators as well as build communities within each school across the district. Additionally, we will continue to hold CoffeeEdu, which was initiated during the 2015-2016 school year, on a quarterly basis.</p> | Professional Learning | 10/06/2014 | 09/30/2018 | \$0 | No Funding Required | District technology staff. |
| <p>Schools: All Schools</p>  |                       |            |            |     |                     |                            |

| Activity - Best Practices  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| <p>Technology Topics for Administrators: Best Practices - Eric Lee, TiM is leading this series of workshops for a PLU.</p> | Professional Learning | 09/01/2014 | 09/30/2018 | \$0               | No Funding Required | Eric Lee, TiM ... Also, Brandi Caldwell conducted a second session during the 2015-2016 school year. A follow-up session with Brandi Caldwell is scheduled for the Spring of 2018. |
| <p>Schools: All Schools</p>  |                       |            |            |                   |                     |  |

| Activity - Google Certification   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible         |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------------|
| <p>Google Certified Educator Level 1 Fundamentals Training Course will be promoted throughout the district with teacher receiving special recognition for successful course completion. One classroom teacher completed her certification during the 2016-17 school year. Another classroom teacher and one administrator are working towards completing their certifications during the 2017-18 school year.</p> | Professional Learning | 10/03/2016 | 09/30/2018 | \$0               | No Funding Required | Technology Coordinator(s) |
| <p>Schools: All Schools</p>   |                       |            |            |                   |                     |                           |

| Activity - Technology Teacher Academy  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible         |
|--|-----------------------|------------|------------|-------------------|-------------------|---------------------------|
| <p>Self-paced, collaborative, online summer PD training for teachers throughout the district, delivered via Google Classroom, focusing on best practices and the appropriate incorporation of Google for Education applications into the classroom. A badging program will be incorporated as an incentive to increase participation as well as encourage peer mentoring within the schools.</p> | Professional Learning | 06/01/2017 | 09/30/2018 | \$3000            | District Funding  | Technology Coordinator(s) |
| <p>Schools: All Schools</p>  |                       |            |            |                   |                   |                           |

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| Activity - Librarian First Fridays   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| ALSDE sponsored technology rich training for librarians.<br>Schools: All Schools | Professional Learning | 08/01/2016 | 09/30/2018 | \$0               | No Funding Required | District Technology Coordinators, School Principals, Librarians |

**Strategy 2:**

Technology Resources - Technology resources to support the classroom teacher will be enhanced.

Category:

| Activity - Pacing Guides   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                  |
|--|--------------------|------------|------------|-------------------|-------------------|------------------------------------|
| Local pacing guides for College and Career Ready Standards (CCRS) will be readily available for teachers and easily accessed through the district website. Annual reworks each summer with teacher stipends.<br>Schools: All Schools | Direct Instruction | 10/14/2013 | 09/30/2018 | \$5000            | Title II Part A   | District Technology Coordinator(s) |

**Goal 3: Students will improve mathematical proficiency.****Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency in CCRS standards as measured by Scantron end of year benchmark.

in Mathematics by 05/25/2018

**Strategy 1:**

Use strategic teaching strategies - All content-area teachers will open each lesson with a posted student-friendly outcome, which will be revisited throughout the

lesson for understanding (formative assessment). Teachers will begin each

class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI research for best practices

| Activity - instructional coach | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|   |   |            |            |     |                     |                       |
|---|---|------------|------------|-----|---------------------|-----------------------|
| AMSTI math specialist will provide support and modeling of effective instructional strategies in the 3-12 math strategies each month.<br><br>Schools: All Schools | Professional Learning, Academic Support Program | 08/07/2017 | 05/25/2018 | \$0 | No Funding Required | AMSTI math specialist |
|---|---|------------|------------|-----|---------------------|-----------------------|

| Activity - Observation   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Principals and central office administrators will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning.<br><br>Schools: All Schools | Professional Learning | 08/07/2017 | 05/25/2018 | \$0               | No Funding Required | principals and central office administrators |

| Activity - instructional coach  | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|---|------------|------------|-------------------|-------------------|--------------------|
| Math teachers in grades 6-12 will receive monthly training/support/and/or modeling in the classroom from a district level instructional math coach.<br><br>Schools: All Schools | Professional Learning, Academic Support Program | 08/14/2017 | 05/25/2018 | \$65000           | Title I Part A    | Title 1 Math Coach |

**Strategy 2:**

teach practice standards - Teachers will provide instruction in all grades based on the ten practice standards for teaching math adopted by the state dept. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: AMSTI and state dept. of Alabama research for CCRS standards

| Activity - math practice standards 1-8  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------|------------|------------|-------------------|---------------------|--------------------|
| Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.<br><br>Schools: All Schools | Direct Instruction | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | Classroom teachers |

**Strategy 3:**

Professional learning team - Math teachers will meet four times per year to develop lessons and complete a book study with math focus and learn how to develop better instructional methods for delivering CCRS content standards and ensuring student mastery of grade level content.

Category: Develop/Implement Professional Learning and Support

Research Cited: AMSTI

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| Activity - research and review best practices   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| teachers will throughout the year during inservice, PD half days, or planning time to collaborate and review research based instructional practices for math.<br><br>Schools: All Schools | Professional Learning | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | math teachers     |

**Strategy 4:**

Web-based intervention programs - All students in grades k-12 will have the opportunity to practice grade level, remedial, or advanced math skills using a web-based academic program called Classworks on a weekly basis. Teachers may individualize content based on student needs and create individual learning pathways to meet the needs of all learners.

Category: Develop/Implement Learning Supports

Research Cited: Classworks research

| Activity - Classworks   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible               |
|---|--------------------------|------------|------------|-------------------|-------------------|---------------------------------|
| Weekly assignments based on individualized student learning pathways.<br><br>Schools: All Schools | Academic Support Program | 08/14/2017 | 05/25/2018 | \$160000          | District Funding  | All teachers and administrators |

| Activity - odyessyware   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible    |
|--|--------------------------|------------|------------|-------------------|-------------------|----------------------|
| Students at the high school and alternative school program have the opportunity to complete credit bearing instructional content through the odyessyware program.<br><br>Schools: Gadsden Middle School, Gadsden City High School, Litchfield Middle School, Emma Sansom Middle School | Academic Support Program | 08/14/2017 | 05/25/2018 | \$25000           | District Funding  | high school teachers |

**Goal 4: Students will improve English/Language Arts Proficiency.****Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency in college and career readiness in content literacy by reading and comprehending narrative and informational texts. in English Language Arts by 05/25/2018 as measured by increase in number of students proficient on the Scantron test in the area of Reading. .

**Strategy 1:**

strategic teaching strategies - All content-area teachers will open each lesson with a posted student-friendly outcome, which will be revisited throughout the lesson for understanding (formative assessment). Teachers will begin each class by establishing a purpose for the lesson and will use before, during, and after strategies to engage students throughout the lesson.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative and AMSTI research

| Activity - Direct Instruction   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Daily strategic teaching as mentioned in the strategy description<br><br>Schools: All Schools | Direct Instruction | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | teachers          |

| Activity - Classroom coaching   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible     |
|---|-----------------------|------------|------------|-------------------|--|-----------------------|
| Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.<br><br>Schools: Walnut Park Elementary School, Gadsden Middle School, Ray Thompson Elementary School, Eura Brown Elementary School, C. A. Donehoo Elementary School, Litchfield Middle School, R. A. Mitchell Elementary School, Oscar W. Adams Elementary School, Emma Sansom Middle School, W. E. Striplin Elementary School, George W. Floyd Elementary School | Professional Learning | 08/25/2017 | 05/25/2018 | \$641000          | Title II Part A, District Funding, Title I Part A, State Funds | instructional coaches |

### Strategy 2:

Teach CCRS standards - Teachers will develop weekly lesson plans using ccrs standards in the Chalkable program. Plans should include before during and after strategies. Plans should be based on the college and career ready standards and taught in a sequential order using district developed pacing guides.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core

| Activity - purposeful and timely lesson planning   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Teachers will develop weekly lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to school administration for approval.<br><br>Schools: All Schools | Direct Instruction | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | teachers and administrators at the school level. |

| Activity - Differentiated Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|



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|   |                          |            |            |     |                     |                          |
|---|--------------------------|------------|------------|-----|---------------------|--------------------------|
| During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, writing labs, portfolio assessments, graphic organizers, etc...). Math teachers should include explicit instruction using the four steps "I do, we do, ya'll do, you do" when introducing and re-teaching.<br><br>Schools: All Schools | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0 | No Funding Required | teachers, administrators |
|---|--------------------------|------------|------------|-----|---------------------|--------------------------|

| Activity - professional development   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                |
|---|-----------------------|------------|------------|-------------------|-------------------|----------------------------------|
| Lead teachers will receive training provided by the state dept. through regional support teams, ARI and AMSTI partners to increase student learning and student engagement. Lead teachers will bring the strategies and resources back to the school and turn around information during grade level and faculty meetings throughout the year.<br><br>Schools: All Schools | Professional Learning | 08/14/2017 | 05/25/2018 | \$30000           | Title II Part A   | lead teachers and administrators |

**Strategy 3:**

Identify and address student needs - Teachers will utilize longitudinal data to address all students' needs and reduce any special population gaps. Classroom and resource teachers will continually review formative data including Star Enterprise results from whole group and small group lessons to adjust ongoing instruction. Teachers will also analyze summative data from classroom assessments to determine students' proficiency with week's objectives/curriculum standards. The longitudinal data from district screening, progress monitoring and state assessments will also be monitored over time as to recognize and respond to student performance trends.

Category: Develop/Implement Learning Supports

Research Cited: ARI and AMSTI and Star Enterprise

| Activity - Rtl   | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--|------------|------------|-------------------|-------------------|--|
| Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.<br><br>Schools: All Schools | Academic Support Program, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$27000           | District Funding  | teachers, counselors, instructional coaches, instructional aides, principals, and central office admin |

| Activity - grouping students/Tier II and Tier III | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

|   |   |                   |                   |            |                            |   |
|---|---|-------------------|-------------------|------------|----------------------------|---|
| <p>Tier II support: All teachers will use small-group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students.<br/>                 Tier III support: All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments. For students with severe skill gaps, they will provide at least 30 minutes per day of small group intensive intervention to focus on previous grade level skills not mastered.</p> <p>Schools: All Schools</p> | <p>Academic Support Program, Behavioral Support Program</p> | <p>08/14/2017</p> | <p>05/25/2018</p> | <p>\$0</p> | <p>No Funding Required</p> | <p>teachers, counselors, instructional coaches, instructional aides, principals, central office staff</p> |
|---|---|-------------------|-------------------|------------|----------------------------|---|

## Goal 5: An appropriate and ongoing school-wide strategic plan will be implemented.

### Measurable Objective 1:

collaborate to review and revise the strategic plan involving all stakeholders on a regular basis by 05/25/2018 as measured by Achieved action steps, along with school and student success in a constantly changing society. .

### Strategy 1:

Implement action plan. - The development of the strategic plan has been aligned with the school-wide vision, mission, and beliefs. These beliefs are shared by all stakeholders which are nominated from each school representing parents, students, community members, and educators. The primary purposed is to achieve engagement from the community and school stakeholders in developing a shared map for educational decision making and continuous improvement. Achieved action steps, evidence and artifacts will be reviewed annually to evaluate objectives, advancement, and the needs of a changing society. The plan operates from the following core of beliefs:

Educational decisions should be based on the best interests of children.

Every child deserves educational opportunities that prepare him/her to compete at a national and international level.

All children have the right to an equitable and adequate education.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Models from other educational institutions and stakeholder input.

| Activity - Meet with all selected stakeholders  | Activity Type             | Begin Date        | End Date          | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|---------------------------|-------------------|-------------------|-------------------|-------------------|---|
| <p>Meet with all selected and nominated stakeholders by the school district and each school representing parents, students, community members, and educators.</p> <p>Schools: All Schools</p> | <p>Policy and Process</p> | <p>08/14/2017</p> | <p>05/25/2018</p> | <p>\$100</p>      | <p>Other</p>      | <p>District superintendent, central office staff and school principals.</p> |

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| Activity - Student Leadership Team  | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|----------------------|------------|------------|-------------------|---------------------|--|
| Conduct annual meetings with student stakeholder group of representatives from each school to seek input from learners on ways to improve instruction in the classroom and procedures in the schools.<br><br>Schools: All Schools | Community Engagement | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | central office, principals, teachers, counselors, students |

| Activity - Data collection and review  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Collect, maintain and review multiple forms of data to analyze the strengths and weaknesses of the strategic plan and plan for continuous improvement at both the school level and district level.<br><br>Schools: All Schools | Policy and Process | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | principals, teachers, and central office |

**Strategy 2:**

Timeline - Involve all stakeholders in the development of an on-going annual timeline. Monthly meetings with parents and teachers in each school and weekly meetings with staff in schools and at the central office level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Educational institutions and stakeholder input.

| Activity - Timeline development and implementation   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Meet with stakeholders to develop the school-wide strategic plan on an annual basis.<br><br>Schools: All Schools | Policy and Process | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | District superintendent, central office staff, and principals. |

## **Goal 6: To increase parent involvement in school sponsored before, during, and after school activities, meetings, events, etc.**

**Measurable Objective 1:**

collaborate to increase the frequency of parent involvement in before, during, and after school activities. by 05/25/2018 as measured by parent attendance at local school and system-wide sponsored curricular activities, meetings, events, etc..

**Strategy 1:**

Planned Opportunities for Parent Involvement - The 21st Century After School Program will partner with local schools and the community to plan multiple opportunities throughout the school year for parents to get involved with their child's learning pathway. Through system-wide events parents will have opportunities to attend events designed to better educate parents on best practices for the school/home connection. Activities will be based on Epstein's Framework of Six Types of Involvement:

**TYPE 1--PARENTING:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

**TYPE 2--COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

**TYPE 3--VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

**TYPE 4--LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

**TYPE 5--DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.

**TYPE 6--COLLABORATING WITH THE COMMUNITY:** Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

Category: Implement Community Based Support and Intervention System

Research Cited: Epstein's Framework of Six Types of Involvement and Parenting Partners Program

| Activity - Parenting Partners Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--------------------|------------|------------|---------|----------------|---|
| Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.<br><br>Schools: Walnut Park Elementary School, Gadsden Middle School, Ray Thompson Elementary School, Eura Brown Elementary School, C. A. Donehoo Elementary School, Litchfield Middle School, R. A. Mitchell Elementary School, Oscar W. Adams Elementary School, Emma Sansom Middle School, W. E. Striplin Elementary School, George W. Floyd Elementary School | Parent Involvement | 08/14/2017 | 05/25/2018 | \$40000 | Title I Part A | Title I staff and school staff trained to use the Parenting Partners Program. |
|---|--------------------|------------|------------|---------|----------------|---|

| Activity - 21st Century After-School Program Parent Nights and Field Trips  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|--------------------|------------|------------|-------------------|-------------------|--|
| The 21st Century After-School Program will offer several opportunities to meet with parents and host events such as the Anti Bullying Rally and Keynote Speaker Nights.<br><br>Schools: All Schools | Parent Involvement | 08/14/2017 | 05/25/2018 | \$50000           | Other             | 21st Century After-School Program staff and administrators |

**Measurable Objective 2:**

collaborate to increase parent involvement in school based parent meetings throughout the year by 05/25/2018 as measured by attendance/sign-in sheets from scheduled dates for individual parent meetings.

**Strategy 1:**

Scheduled parent meetings - On each early release day scheduled for GCS parents will be invited to attend "mini IEP meetings" for their child to discuss formative assessment data and plans for individual success. On these dates the school day will be extended so that parents who work have the opportunity to attend individual student meetings after work. Teachers will prepare student portfolios of student progress and discuss current data and goals with parents during scheduled meetings.

Category: Implement Community Based Support and Intervention System

Research Cited: \*

| Activity - parent data meetings  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                          |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Individual parent data meetings<br>On each early release day scheduled for GCS parents will be invited to attend "mini IEP meetings" for their child to discuss formative assessment data and plans for individual success. On these dates the school day will be extended so that parents who work have the opportunity to attend individual student meetings after work. Teachers will prepare student portfolios of student progress and discuss current data and goals with parents during scheduled meetings.<br><br>Schools: All Schools | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | principals, teachers and support personnel |

## Goal 7: All students will graduate from high school college and career ready.

### Measurable Objective 1:

85% of Twelfth grade students will demonstrate a behavior by completing all required course credits in Mathematics by 05/25/2018 as measured by graduating high school in four year co-hort..

### Strategy 1:

Training and support - Teachers in grades 9-12 will receive training/support/and/or modeling in the classroom from state dept specialists, professional learning communities, and conferences/workshops.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: AMSTI, state support, training/PD in system and conferences

| Activity - professional learning   | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible           |
|--|---|------------|------------|-------------------|-------------------|-----------------------------|
| Teachers in grades 9-12 will receive training/support as needed through departmental meetings, regional, state, and national conferences, book studies, and on-site training and support.<br>Schools: Gadsden City High School | Professional Learning, Academic Support Program | 08/03/2017 | 05/25/2018 | \$25000           | Title II Part A   | administrators and teachers |

| Activity - observation and feedback   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                   |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| Principals and central office administrators will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning and provide feedback to improve teaching strategies.<br>Schools: Gadsden City High School | Professional Learning | 08/03/2017 | 05/25/2018 | \$0               | No Funding Required | principals and central office staff |

### Strategy 2:

Rtl/Intervention - provide tiered instruction to meet the needs of all learners.

Category: Develop/Implement Learning Supports

Research Cited: RTI

| Activity - Rtl meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|--|-------------------|-----------------|--------------------------|--------------------------|--|
| Meet monthly to review progress and identify students in need of intervention.<br><br>Schools: Gadsden City High School   | Academic Support Program, Behavioral Support Program   | 08/14/2017        | 05/25/2018      | \$0                      | No Funding Required      | counselors, teachers, administrators         |
| <b>Activity - Web-based intervention programs</b>   | <b>Activity Type</b>   | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                     |
| provide Weekly assignments based on individualized student learning pathways and opportunity to complete credit bearing instructional content through the odysseyware program.<br><br>Schools: Gadsden City High School | Academic Support Program   | 08/14/2017        | 05/25/2018      | \$185000                 | District Funding         | counselors, teachers, administrators         |
| <b>Activity - Step Academy</b>  | <b>Activity Type</b>   | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                     |
| Create an individualized plan for students with unique barriers that may prevent them from graduating on time.<br><br>Schools: Gadsden City High School   | Academic Support Program, Direct Instruction, Behavioral Support Program                       | 08/14/2017        | 05/25/2018      | \$200000                 | District Funding         | principals central office staff and teachers |
| <b>Activity - Titan Advisory Program</b>  | <b>Activity Type</b>   | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                     |
| Develop a Titan Advisory Program to meet in small groups for 30 minutes per week to teach character ed. skills and support student learning goals and academic needs.<br><br>Schools: Gadsden City High School          | Academic Support Program, Tutoring, Career Preparation/Orientation, Behavioral Support Program | 08/14/2017        | 05/25/2018      | \$0                      | No Funding Required      | teachers and administrators                  |

**Strategy 3:**

CCRS standards - Use pacing guides, textbooks and online resources to implement CCRS standards in the classroom each day.

Category: Develop/Implement College and Career Ready Standards

Research Cited: common core

|   |                      |                   |                 |                          |                          |                          |
|---|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| <b>Activity - Professional learning community</b> | <b>Activity Type</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
|---|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

|  |  |            |            |          |             |                             |
|--|--|------------|------------|----------|-------------|-----------------------------|
| Improve best teaching practices by engaging staff in learning communities that encourage the use of appropriate teaching strategies, pace and progression of content standards to help students master academic concepts, and student engagement through self advocacy.<br><br>Schools: Gadsden City High School | Professional Learning, Academic Support Program, Recruitment and Retention | 08/14/2017 | 05/25/2018 | \$900000 | State Funds | teachers and administrators |
|--|--|------------|------------|----------|-------------|-----------------------------|

| Activity - teacher observations   | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
|---|---|------------|------------|-------------------|---------------------|---|
| Provide observation and feedback for teachers to encourage student engagement through the use of the Eleot observation tool<br><br>Schools: All Schools | Professional Learning, Academic Support Program | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | administrators and central office staff |

## Goal 8: Elementary and middle schools in Gadsden City will increase overall parent involvement in schools.

### Measurable Objective 1:

collaborate to increase parent involvement in school based meetings and activities by 06/29/2018 as measured by sign in sheets, pictures, and/or artifacts.

### Strategy 1:

Parenting Partners Program - Parenting Partners™ workshops combine parenting and leadership skills that empower parents to become vital contributors to their children’s academic success. The eight comprehensive workshops are presented by each school’s own trained facilitator team multiple times year-round, in multiple languages, creating a sustainable source of parent leaders.

Parenting Partners™ focuses on three key outcomes—

Positive parent engagement.

Improved student academics.

Strong home learning environment.

Category: Implement Community Based Support and Intervention System

Research Cited: [www.parentingpartners.com](http://www.parentingpartners.com)

| Activity - Parenting Partners Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|



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|---|--------------------|------------|------------|---------|----------------|--------------------------------|
| <p>During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.</p> <p>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.</p> <p>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work.</p> <p>Schools: Walnut Park Elementary School, Gadsden Middle School, Ray Thompson Elementary School, Eura Brown Elementary School, C. A. Donehoo Elementary School, Litchfield Middle School, R. A. Mitchell Elementary School, Oscar W. Adams Elementary School, Emma Sansom Middle School, W. E. Striplin Elementary School, George W. Floyd Elementary School</p> | Parent Involvement | 08/14/2017 | 05/24/2018 | \$40000 | Title I Part A | Parent/teacher resource center |
|---|--------------------|------------|------------|---------|----------------|--------------------------------|

**Goal 9: All students at GCHS will be assigned a mentor for the 2017/2018 school year.****Measurable Objective 1:**

collaborate to assign each student at GCHS a mentor for the 2017/2018 school year who will provide guidance and character education by 05/25/2018 as measured by documentation of regularly scheduled meetings and lesson samples from the REACH Program.

**Strategy 1:**

Character Education - All teachers will use the Reach Curriculum to teach character education and build self advocacy skills among high school students.

Category: Implement Guidance and Counseling Plan

Research Cited: \*

| Activity - Reach Curriculum   | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible              |
|---|----------------------------|------------|------------|-------------------|---------------------|--------------------------------|
| <p>The Reach program was developed by the ALSDE and is designed to equip students with skills needed to build character and improve self advocacy.</p> <p>Schools: Gadsden City High School</p> | Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | all teachers and staff at GCHS |

**Strategy 2:**

Mentorship - Teachers and staff will establish positive relationships with students and meet regularly to encourage them and check on their progress throughout the year.

Category: Develop/Implement Learning Supports

Research Cited: \*

| Activity - Mentorship and guidance  | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible           |
|---|--|------------|------------|-------------------|---------------------|-----------------------------|
| Each teacher and administrator will be assigned approximately 15 students to meet with weekly for thirty minutes. This time will be used for character education and for mentorship. As mentors each faculty member will keep the same students in their "Titan Advisory Program" (TAP) until the student graduates. Mentors will check grades and monitor transcripts periodically to ensure adequate progress is being made and attendance and behavior are acceptable. Mentors may counsel with students individually as needed or refer students to the counselor for more in-depth issues. | Academic Support Program, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | all certified staff at GCHS |
| Schools: Gadsden City High School   |  |            |            |                   |                     |                             |

## Goal 10: Students will increase the amount of instructional time they spend engaged in learning activities through web-based programs or research projects.

### Measurable Objective 1:

A 5% increase of All Students will collaborate to increase amount of time spent actively engaged in research or curricular activities in web based programs in Reading by 05/25/2018 as measured by a comparison of beginning year survey data to end of year survey data.

### Strategy 1:

web-based curricular programs - Students will spend time weekly using web-based instructional programs such as Classworks and Odysseyware to enhance instruction and expand learning opportunities.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Classworks and Odysseyware research reports

| Activity - Classworks  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                    |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000          | District Funding  | teachers, principals, central office |
| Schools: Walnut Park Elementary School, Gadsden Middle School, Ray Thompson Elementary School, Eura Brown Elementary School, C. A. Donehoo Elementary School, Litchfield Middle School, R. A. Mitchell Elementary School, Oscar W. Adams Elementary School, Emma Sansom Middle School, W. E. Striplin Elementary School, George W. Floyd Elementary School |                          |            |            |                   |                   |                                      |

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| Activity - Scantron  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| <p>Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.</p> <p>Schools: Walnut Park Elementary School, Gadsden Middle School, Ray Thompson Elementary School, Eura Brown Elementary School, C. A. Donehoo Elementary School, Litchfield Middle School, R. A. Mitchell Elementary School, Oscar W. Adams Elementary School, Emma Sansom Middle School, W. E. Striplin Elementary School, George W. Floyd Elementary School</p>        | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | principals, teachers, central office                                   |
| Activity - Odyessyware   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| <p>High school students will use Odyessyware program to enhance learning through technology. Students failing to meet all required credits through traditional classroom instruction may use this program for credit recovery. Students seeking an alternate approach to traditional school setting may use this program for virtual school learning options.</p> <p>Schools: Gadsden City High School</p>   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$60000           | District Funding    | teachers<br>principal<br>central office<br>step academy<br>coordinator |
| Activity - Star Renaissance  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
| <p>Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.</p> <p>Schools: Walnut Park Elementary School, Gadsden Middle School, Ray Thompson Elementary School, Eura Brown Elementary School, C. A. Donehoo Elementary School, Litchfield Middle School, R. A. Mitchell Elementary School, Oscar W. Adams Elementary School, Emma Sansom Middle School, W. E. Striplin Elementary School, George W. Floyd Elementary School</p> | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000          | District Funding    | principals<br>teachers<br>central office                               |

**Goal 11: Increase the overall scaled score for reading proficiency on the Scantron Assessment.****Measurable Objective 1:**

A 2% increase of All Students will increase student growth on the Scantron assessment in Reading by 05/25/2018 as measured by an increase from a district-wide baseline scaled score of 2612 to a district-wide end of year scaled score of 2665 on Scantron Performance Series.

**Strategy 1:**

reading resources - Gadsden City School System will use Scott-Foresman Reading Series, Really Great Reading Supplemental Reading Resources, Classworks, Scantron and other curriculum based resources to enhance instruction and improve reading outcomes for our students in the district.

Category: Develop/Implement College and Career Ready Standards

Research Cited: What works clearinghouse

| Activity - Coaching  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| ARI coaches will be employed across the system to model effective reading practices in the classrooms<br><br>Schools: All Schools  | Professional Learning    | 08/14/2017 | 05/25/2018 | \$900000          | District Funding    | coaches<br>teachers<br>principals<br>central office |
| Activity - reading intervention  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
| Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.<br><br>Schools: Walnut Park Elementary School, Ray Thompson Elementary School, Eura Brown Elementary School, C. A. Donehoo Elementary School, R. A. Mitchell Elementary School, Oscar W. Adams Elementary School, W. E. Striplin Elementary School, George W. Floyd Elementary School | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000           | District Funding    | teachers,<br>principals,<br>central office          |
| Activity - Progress monitoring   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
| Teachers will use the Scantron Performance series and Star Renaissance as benchmark assessment three times during the year. The results of these tests will be used to create ILPs for each student and parents will be informed of the learning goals for their child. Instruction will be geared to addressing specific areas of weakness and targeting critical skills in the classroom.<br><br>Schools: All Schools  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0               | No Funding Required | teachers<br>principals<br>central office<br>parents |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

| Activity Name                   | Activity Description  | Activity Type  | Begin Date | End Date   | Resource Assigned | Staff Responsible                                     |
|---------------------------------|---|--|------------|------------|-------------------|---|
| Technology Teacher Academy      | Self-paced, collaborative, online summer PD training for teachers throughout the district, delivered via Google Classroom, focusing on best practices and the appropriate incorporation of Google for Education applications into the classroom. A badging program will be incorporated as an incentive to increase participation as well as encourage peer mentoring within the schools. | Professional Learning  | 06/01/2017 | 09/30/2018 | \$3000            | Technology Coordinator(s)                             |
| Classroom coaching              | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.   | Professional Learning  | 08/25/2017 | 05/25/2018 | \$160000          | instructional coaches                                 |
| odyessyware                     | Students at the high school and alternative school program have the opportunity to complete credit bearing instructional content through the odyessyware program.   | Academic Support Program   | 08/14/2017 | 05/25/2018 | \$25000           | high school teachers                                  |
| Step Academy                    | Create an individualized plan for students with unique barriers that may prevent them from graduating on time.  | Academic Support Program, Direct Instruction, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$200000          | principals<br>central office<br>staff and<br>teachers |
| Web-based intervention programs | provide Weekly assignments based on individualized student learning pathways and opportunity to complete credit bearing instructional content through the odyessyware program.  | Academic Support Program   | 08/14/2017 | 05/25/2018 | \$185000          | counselors,<br>teachers,<br>administrators            |
| reading intervention            | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.  | Academic Support Program   | 08/14/2017 | 05/25/2018 | \$80000           | teachers,<br>principals,<br>central office            |
| Star Renaissance                | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.   | Academic Support Program   | 08/14/2017 | 05/25/2018 | \$300000          | principals<br>teachers<br>central office              |

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| Classworks   | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program                             | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office   |
| Classworks   | Weekly assignments based on individualized student learning pathways.  | Academic Support Program                             | 08/14/2017 | 05/25/2018 | \$160000         | All teachers and administrators  |
| Rtl          | Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.       | Academic Support Program, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$27000          | teachers, counselors, instructional coaches, instructional aides, principals, and central office admin |
| Coaching     | ARI coaches will be employed across the system to model effective reading practices in the classrooms  | Professional Learning                                | 08/14/2017 | 05/25/2018 | \$900000         | coaches<br>teachers<br>principals<br>central office  |
| Odyessyware  | High school students will use Odyessyware program to enhance learning through technology. Students failing to meet all required credits through traditional classroom instruction may use this program for credit recovery. Students seeking an alternate approach to traditional school setting may use this program for virtual school learning options. | Academic Support Program                             | 08/14/2017 | 05/25/2018 | \$60000          | teachers<br>principal<br>central office<br>step academy<br>coordinator                                 |
| <b>Total</b> |  |  |            |            | <b>\$2400000</b> |  |

**USAC Technology**

| Activity Name      | Activity Description  | Activity Type      | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------|---|--------------------|------------|------------|-------------------|--|
| Telecommunications | Cell and POTS used to foster parent communication.  | Parent Involvement | 07/01/2013 | 09/30/2018 | \$2511            | District Technology Coordinator(s)                                 |
| E-Mail / FAX       | All schools have the ability to FAX or email a parent at any time and at the same time parents may FAX or email the principal or teacher at any time. | Parent Involvement | 08/12/2013 | 09/30/2018 | \$500             | District Technology Coordinator(s)<br>Superintendent<br>Principals |
| <b>Total</b>       |   |                    |            |            | <b>\$3011</b>     |  |

## State Funds

| Activity Name                   | Activity Description  | Activity Type  | Begin Date | End Date   | Resource Assigned | Staff Responsible           |
|---------------------------------|---|--|------------|------------|-------------------|-----------------------------|
| Professional learning community | Improve best teaching practices by engaging staff in learning communities that encourage the use of appropriate teaching strategies, pace and progression of content standards to help students master academic concepts, and student engagement through self advocacy.   | Professional Learning, Academic Support Program, Recruitment and Retention | 08/14/2017 | 05/25/2018 | \$900000          | teachers and administrators |
| Classroom coaching              | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year. | Professional Learning  | 08/25/2017 | 05/25/2018 | \$400000          | instructional coaches       |
| <b>Total</b>                    |   |  |            |            | \$1300000         |                             |

## Title II Part A

| Activity Name            | Activity Description  | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Staff Responsible                  |
|--------------------------|---|---|------------|------------|-------------------|------------------------------------|
| professional learning    | Teachers in grades 9-12 will receive training/support as needed through departmental meetings, regional, state, and national conferences, book studies, and on-site training and support.   | Professional Learning, Academic Support Program | 08/03/2017 | 05/25/2018 | \$25000           | administrators and teachers        |
| Classroom coaching       | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.         | Professional Learning                           | 08/25/2017 | 05/25/2018 | \$22500           | instructional coaches              |
| Pacing Guides            | Local pacing guides for College and Career Ready Standards (CCRS) will be readily available for teachers and easily accessed through the district website. Annual reworks each summer with teacher stipends.  | Direct Instruction                              | 10/14/2013 | 09/30/2018 | \$5000            | District Technology Coordinator(s) |
| professional development | Lead teachers will receive training provided by the state dept. through regional support teams, ARI and AMSTI partners to increase student learning and student engagement. Lead teachers will bring the strategies and resources back to the school and turn around information during grade level and faculty meetings throughout the year. | Professional Learning                           | 08/14/2017 | 05/25/2018 | \$30000           | lead teachers and administrators   |
| <b>Total</b>             |   |   |            |            | \$82500           |                                    |

## Other

| Activity Name   | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---|---|-----------------------|------------|------------|-------------------|--|
| TechBlitz   | Competitive Student Technology Fair. Prize money is provided by Vendor Sponsors.  | Technology            | 04/01/2014 | 09/30/2018 | \$1500            | District Technology Coordinator(s)<br>Technology Coaches<br>Principals<br>Teachers |
| EdCamp Connect  | EDCamp is a free, organic, participant-driven, un-conference that empowers educators to maximize professional learning experiences and peer networks. Edcamp Connect began in the summer of 2014 as a collaboration between the Gadsden City School district and the Etowah County School district. Our partnership with Etowah County Schools has been such a success and the event continues to grow each year.   | Professional Learning | 11/01/2013 | 09/30/2018 | \$3000            | District Technology Coordinator(s)   |
| Meet with all selected stakeholders                             | Meet with all selected and nominated stakeholders by the school district and each school representing parents, students, community members, and educators.  | Policy and Process    | 08/14/2017 | 05/25/2018 | \$100             | District superintendent, central office staff and school principals.               |
| Websites & Social Media   | The district, individual schools, and many teachers maintain websites and/or wikis and/or Social media sites for the purpose of keeping students and parents informed and involved. Schools are also utilizing Google Classroom, Class Dojo, and Remind to enhance the home/school connection.<br>The district website has undergone a complete upgrade and all school sites have been rolled under the umbrella of the new district site providing consistency and ease of navigation.<br>During the 2014-2015 school year the district created a Facebook and Twitter page to help with parent communication and involvement. It allows the district another avenue for announcements and to congratulate students for achievements. Several schools also have Facebook, Twitter, and Instagram pages as well as School/Teacher social media sites. | Parent Involvement    | 08/12/2013 | 09/30/2018 | \$2268            | District Technology Coordinator(s)<br>Principals<br>Teachers                       |
| 21st Century After-School Program Parent Nights and Field Trips | The 21st Century After-School Program will offer several opportunities to meet with parents and host events such as the Anti Bullying Rally and Keynote Speaker Nights.   | Parent Involvement    | 08/14/2017 | 05/25/2018 | \$50000           | 21st Century After-School Program staff and administrators                         |



**Total**

\$56868

**Title I Part A**

| Activity Name              | Activity Description  | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------------|---|---|------------|------------|-------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.   | Parent Involvement                              | 08/14/2017 | 05/25/2018 | \$40000           | Title I staff and school staff trained to use the Parenting Partners Program. |
| 1 to 1 Initiative Training | Teacher Training specifically geared to implementing the 1 to 1 initiatives throughout the district.  | Professional Learning                           | 08/12/2013 | 09/30/2018 | \$10000           | District Technology Coordinator(s)<br>Principals<br>Teachers                  |
| instructional coach        | Math teachers in grades 6-12 will receive monthly training/support/and/or modeling in the classroom from a district level instructional math coach.   | Professional Learning, Academic Support Program | 08/14/2017 | 05/25/2018 | \$65000           | Title 1 Math Coach  |
| Parenting Partners Program | <p>During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.</p> <p>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.</p> <p>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work.</p> | Parent Involvement                              | 08/14/2017 | 05/24/2018 | \$40000           | Parent/teacher resource center  |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.   | Professional Learning                           | 08/25/2017 | 05/25/2018 | \$58500           | instructional coaches   |
| <b>Total</b>               |   |   |            |            | <b>\$213500</b>   |   |

**No Funding Required**

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Gadsden City Board of Education

| Activity Name              | Activity Description  | Activity Type  | Begin Date | End Date   | Resource Assigned | Staff Responsible                            |
|----------------------------|---|--|------------|------------|-------------------|--|
| Observation                | Principals and central office administrators will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning.  | Professional Learning                                | 08/07/2017 | 05/25/2018 | \$0               | principals and central office administrators |
| Google Certification       | Google Certified Educator Level 1 Fundamentals Training Course will be promoted throughout the district with teacher receiving special recognition for successful course completion. One classroom teacher completed her certification during the 2016-17 school year. Another classroom teacher and one administrator are working towards completing their certifications during the 2017-18 school year.                  | Professional Learning                                | 10/03/2016 | 09/30/2018 | \$0               | Technology Coordinator(s)                    |
| District PLN               | The district is going to pilot a new District PLN through the use of Facebook for Educators. This will allow the district to push information and training to connected educators and administrators as well as build communities within each school across the district. Additionally, we will continue to hold CoffeeEdu, which was initiated during the 2015-2016 school year, on a quarterly basis.                     | Professional Learning                                | 10/06/2014 | 09/30/2018 | \$0               | District technology staff.                   |
| Rtl meetings               | Meet monthly to review progress and identify students in need of intervention.  | Academic Support Program, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$0               | counselors, teachers, administrators         |
| Differentiated Instruction | During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, writing labs, portfolio assessments, graphic organizers, etc...). Math teachers should include explicit instruction using the four steps "I do, we do, ya'll do, you do" when introducing and re-teaching. | Academic Support Program                             | 08/14/2017 | 05/25/2018 | \$0               | teachers, administrators                     |
| observation and feedback   | Principals and central office administrators will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning and provide feedback to improve teaching strategies.  | Professional Learning                                | 08/03/2017 | 05/25/2018 | \$0               | principals and central office staff          |
| Progress monitoring        | Teachers will use the Scantron Performance series and Star Renaissance as benchmark assessment three times during the year. The results of these tests will be used to create ILPs for each student and parents will be informed of the learning goals for their child. Instruction will be geared to addressing specific areas of weakness and targeting critical skills in the classroom.                                 | Academic Support Program                             | 08/14/2017 | 05/25/2018 | \$0               | teachers principals central office parents   |

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Gadsden City Board of Education

|                         |   |  |            |            |     |  |
|-------------------------|---|--|------------|------------|-----|--|
| Reach Curriculum        | The Reach program was developed by the ALSDE and is designed to equip students with skills needed to build character and improve self advocacy.   | Behavioral Support Program                           | 08/14/2017 | 05/25/2018 | \$0 | all teachers and staff at GCHS   |
| teacher observations    | Provide observation and feedback for teachers to encourage student engagement through the use of the Eleot observation tool   | Professional Learning, Academic Support Program      | 08/14/2017 | 05/25/2018 | \$0 | administrators and central office staff  |
| Best Practices          | Technology Topics for Administrators: Best Practices - Eric Lee, TiM is leading this series of workshops for a PLU.   | Professional Learning                                | 09/01/2014 | 09/30/2018 | \$0 | Eric Lee, TiM ... Also, Brandi Caldwell conducted a second session during the 2015-2016 school year. A follow-up session with Brandi Caldwell is scheduled for the Spring of 2018. |
| instructional coach     | AMSTI math specialist will provide support and modeling of effective instructional strategies in the 3-12 math strategies each month.   | Professional Learning, Academic Support Program      | 08/07/2017 | 05/25/2018 | \$0 | AMSTI math specialist  |
| Librarian First Fridays | ALSDE sponsored technology rich training for librarians.  | Professional Learning                                | 08/01/2016 | 09/30/2018 | \$0 | District Technology Coordinators, School Principals, Librarians  |
| Mentorship and guidance | Each teacher and administrator will be assigned approximately 15 students to meet with weekly for thirty minutes. This time will be used for character education and for mentorship. As mentors each faculty member will keep the same students in their "Titan Advisory Program" (TAP) until the student graduates. Mentors will check grades and monitor transcripts periodically to ensure adequate progress is being made and attendance and behavior are acceptable. Mentors may counsel with students individually as needed or refer students to the counselor for more in-depth issues. | Academic Support Program, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$0 | all certified staff at GCHS  |

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Gadsden City Board of Education

|  |  |  |            |            |     |  |
|--|--|--|------------|------------|-----|--|
| grouping students/Tier II and Tier III | Tier II support: All teachers will use small-group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students.<br>Tier III support: All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments. For students with severe skill gaps, they will provide at least 30 minutes per day of small group intensive intervention to focus on previous grade level skills not mastered. | Academic Support Program, Behavioral Support Program   | 08/14/2017 | 05/25/2018 | \$0 | teachers, counselors, instructional coaches, instructional aides, principals, central office staff |
| parent data meetings                   | Individual parent data meetings<br>On each early release day scheduled for GCS parents will be invited to attend "mini IEP meetings" for their child to discuss formative assessment data and plans for individual success. On these dates the school day will be extended so that parents who work have the opportunity to attend individual student meetings after work. Teachers will prepare student portfolios of student progress and discuss current data and goals with parents during scheduled meetings.   | Academic Support Program   | 08/14/2017 | 05/25/2018 | \$0 | principals, teachers and support personnel   |
| Titan Advisory Program                 | Develop a Titan Advisory Program to meet in small groups for 30 minutes per week to teach character ed. skills and support student learning goals and academic needs.  | Academic Support Program, Tutoring, Career Preparation/Orientation, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$0 | teachers and administrators  |
| math practice standards 1-8            | Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.  | Direct Instruction   | 08/14/2017 | 05/25/2018 | \$0 | Classroom teachers   |
| B.Y.O.D.                               | A Bring Your Own Device (BYOD) Policy has been adopted by the School District and Board which allows students to use personal devices at school for instructional purposes.<br><br>Teachers request permission to be a BYOD classroom from their principal. Several classes (where 1 to 1 programs are not yet available) are currently utilizing this policy for student device activities..  | Policy and Process   | 08/12/2013 | 09/30/2018 | \$0 | Superintendent<br>District Technology Coordinator(s)   |

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Gadsden City Board of Education

|   |  |                                |            |            |            |  |
|---|--|--------------------------------|------------|------------|------------|--|
| Data collection and review              | Collect, maintain and review multiple forms of data to analyze the strengths and weaknesses of the strategic plan and plan for continuous improvement at both the school level and district level.   | Policy and Process             | 08/14/2017 | 05/25/2018 | \$0        | principals, teachers, and central office                                       |
| Timeline development and implementation | Meet with stakeholders to develop the school-wide strategic plan on an annual basis.   | Policy and Process             | 08/14/2017 | 05/25/2018 | \$0        | District superintendent, central office staff, and principals.                 |
| Student Leadership Team                 | Conduct annual meetings with student stakeholder group of representatives from each school to seek input from learners on ways to improve instruction in the classroom and procedures in the schools.  | Community Engagement           | 08/14/2017 | 05/25/2018 | \$0        | central office, principals, teachers, counselors, students                     |
| purposeful and timely lesson planning   | Teachers will develop weekly lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to school administration for approval.   | Direct Instruction             | 08/14/2017 | 05/25/2018 | \$0        | teachers and administrators at the school level.                               |
| Speak Up Survey                         | Students, Staff, and Parents participate in the annual Speak Up Survey. Speak Up, a national online research project facilitated by Project Tomorrow®, gives students, teachers, parents, school/district/technology administrators, and community members the opportunity to share their unfiltered viewpoints about key educational issues, particularly concerning 21st century education and technology. Each year, findings are summarized and shared with national and state policy makers. Participating schools and districts can access their data online, free-of-charge in early February.<br><a href="http://www.speakup4schools.org/speakup2017/">http://www.speakup4schools.org/speakup2017/</a> | Technology, Parent Involvement | 10/01/2016 | 09/30/2018 | \$0        | District Technology Coordinator, School Principals and their designees.        |
| Direct Instruction                      | Daily strategic teaching as mentioned in the strategy description  | Direct Instruction             | 08/14/2017 | 05/25/2018 | \$0        | teachers   |
| Scantron                                | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.   | Academic Support Program       | 08/14/2017 | 05/25/2018 | \$0        | principals, teachers, central office   |
| research and review best practices      | teachers will throughout the year during inservice, PD half days, or planning time to collaborate and review research based instructional practices for math.  | Professional Learning          | 08/14/2017 | 05/25/2018 | \$0        | math teachers  |
| Digital Citizenship Month - September   | The district will sponsor Digital Citizenship month in September. All schools will participate. Common Sense Media will be used throughout district along with additional resources from Google, IKEEP SAFE, NetSmartKids and NS-Teens.  | Technology                     | 09/01/2014 | 09/30/2018 | \$0        | District Technology Coordinator(s)<br>Library Media Specialists<br>Specialists |
| <b>Total</b>                            |  |                                |            |            | <b>\$0</b> |  |

## General Fund

| Activity Name                      | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|------------------------------------|---|-----------------------|------------|------------|-------------------|--|
| Technology Conferences             | School and district staff will attend local, state, and national conferences. We also have teachers that are attending EdCamps in surrounding counties.   | Professional Learning | 08/12/2013 | 09/30/2018 | \$10000           | District Technology Coordinator(s)<br>Principals<br>Teachers                       |
| Wednesday Webinars                 | A professional development calendar is available for all staff with training opportunities throughout the year. Wednesday Webinars are included on this calendar. These technology training sessions are after school for one hour and cover a variety of topics. Teachers/Administrators may participate live or watch recordings of the sessions at a later time. Also a local PLU is often offered for administrators participating in the Wednesday Webinar sessions. | Professional Learning | 09/10/2013 | 08/31/2018 | \$0               | Technology Coordinator(s)  |
| SchoolCast                         | Emergency notifications, as well as non-emergency notification for PTA Meetings and other school activities.  | Parent Involvement    | 08/12/2013 | 09/30/2018 | \$10256           | District Technology Coordinator(s)<br>Principals                                   |
| Technology-Based Book Studies      | Local CEU/PLU Technology Book Studies   | Professional Learning | 09/01/2013 | 09/30/2018 | \$0               | Technology Coordinator(s)  |
| Google for Education and other LMS | Student access to assignments/classwork/and other resources via Google for Education (GAFE), Edmodo, and other LMS's.   | Technology            | 08/12/2013 | 09/30/2018 | \$0               | District Technology Coordinator(s)   |
| TechBlitz                          | Competitive Student Technology Fair. Prize money is provided by Vendor Sponsors.  | Technology            | 04/01/2014 | 09/30/2018 | \$300             | District Technology Coordinator(s)<br>Technology Coaches<br>Principals<br>Teachers |
| 1 to 1 Initiative Training         | Teacher Training specifically geared to implementing the 1 to 1 initiatives throughout the district.  | Professional Learning | 08/12/2013 | 09/30/2018 | \$5000            | District Technology Coordinator(s)<br>Principals<br>Teachers                       |

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Gadsden City Board of Education

|                         |  |                       |            |            |                 |  |
|-------------------------|--|-----------------------|------------|------------|-----------------|--|
| STI Home Portal         | Parents ability to view student grades and assignments. Teachers use the gradebook portion of iNOW and make that information available for parents and students to view.   | Parent Involvement    | 08/12/2013 | 09/30/2018 | \$13048         | District Technology Coordinator(s)<br>Principals<br>Teachers                       |
| 1 to 1 Initiative       | The Gadsden City School District began with a 1:1 iPad Initiative in the eight elementary schools and 3 middle schools. Over the past three years, schools throughout the district have purchased additional classroom iPads, and more recently Chromebooks for grades K - 8. The district purchased 1600 laptops for Gadsden City High School to provide a 1:1 initiative for grades 9-12. The district is striving to be completely 1:1. (See attached spreadsheet for specific details of 1:1 device inventory.)<br><br>*Gadsden City High School is in it's third year of a full 1 to 1 initiative with all students being issued a Lenovo Yoga device which they take home with them. Currently six of the eight elementary schools and two of the three middle schools are Title I schools.<br><br>Additional Laptops will be purchased for the High School. | Technology            | 08/12/2013 | 09/30/2018 | \$54865         | Superintendent<br>District Technology Coordinator                                  |
| Telecommunications      | Cell and POTS used to foster parent communication.   | Parent Involvement    | 07/01/2013 | 09/30/2018 | \$65398         | District Technology Coordinator(s)   |
| Extended Day In-Service | In-service days as well as teacher extended hour days will also be utilized to provide technology teacher training.  | Professional Learning | 08/05/2013 | 09/30/2018 | \$0             | District Technology Coordinator(s)<br>Principals<br>Technology Coaches<br>Teachers |
| <b>Total</b>            |  |                       |            |            | <b>\$158867</b> |  |

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

| Activity Name                 | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible                                 |
|-------------------------------|---|-----------------------|------------|------------|-------------------|---|
| Wednesday Webinars            | A professional development calendar is available for all staff with training opportunities throughout the year. Wednesday Webinars are included on this calendar. These technology training sessions are after school for one hour and cover a variety of topics. Teachers/Administrators may participate live or watch recordings of the sessions at a later time. Also a local PLU is often offered for administrators participating in the Wednesday Webinar sessions.   | Professional Learning | 09/10/2013 | 08/31/2018 | \$0               | Technology Coordinator(s)                         |
| EdCamp Connect                | EDCamp is a free, organic, participant-driven, un-conference that empowers educators to maximize professional learning experiences and peer networks. Edcamp Connect began in the summer of 2014 as a collaboration between the Gadsden City School district and the Etowah County School district. Our partnership with Etowah County Schools has been such a success and the event continues to grow each year.   | Professional Learning | 11/01/2013 | 09/30/2018 | \$3000            | District Technology Coordinator(s)                |
| Technology-Based Book Studies | Local CEU/PLU Technology Book Studies   | Professional Learning | 09/01/2013 | 09/30/2018 | \$0               | Technology Coordinator(s)                         |
| 1 to 1 Initiative             | <p>The Gadsden City School District began with a 1:1 iPad Initiative in the eight elementary schools and 3 middle schools. Over the past three years, schools throughout the district have purchased additional classroom iPads, and more recently Chromebooks for grades K - 8. The district purchased 1600 laptops for Gadsden City High School to provide a 1:1 initiative for grades 9-12. The district is striving to be completely 1:1. (See attached spreadsheet for specific details of 1:1 device inventory.)</p> <p>*Gadsden City High School is in it's third year of a full 1 to 1 initiative with all students being issued a Lenovo Yoga device which they take home with them. Currently six of the eight elementary schools and two of the three middle schools are Title I schools.</p> <p>Additional Laptops will be purchased for the High School.</p> | Technology            | 08/12/2013 | 09/30/2018 | \$54865           | Superintendent<br>District Technology Coordinator |



**ACIP**

Gadsden City Board of Education

|                                    |  |                    |            |            |         |  |
|------------------------------------|--|--------------------|------------|------------|---------|--|
| B.Y.O.D.                           | <p>A Bring Your Own Device (BYOD) Policy has been adopted by the School District and Board which allows students to use personal devices at school for instructional purposes.</p> <p>Teachers request permission to be a BYOD classroom from their principal. Several classes (where 1 to 1 programs are not yet available) are currently utilizing this policy for student device activities..</p>   | Policy and Process | 08/12/2013 | 09/30/2018 | \$0     | Superintendent<br>District<br>Technology<br>Coordinator(s)                   |
| Google for Education and other LMS | Student access to assignments/classwork/and other resources via Google for Education (GAFE), Edmodo, and other LMS's.  | Technology         | 08/12/2013 | 09/30/2018 | \$0     | District<br>Technology<br>Coordinator(s)                                     |
| STI Home Portal                    | Parents ability to view student grades and assignments. Teachers use the gradebook portion of iNOW and make that information available for parents and students to view.   | Parent Involvement | 08/12/2013 | 09/30/2018 | \$13048 | District<br>Technology<br>Coordinator(s)<br>Principals<br>Teachers           |
| SchoolCast                         | Emergency notifications, as well as non-emergency notification for PTA Meetings and other school activities.   | Parent Involvement | 08/12/2013 | 09/30/2018 | \$10256 | District<br>Technology<br>Coordinator(s)<br>Principals                       |
| Websites & Social Media            | <p>The district, individual schools, and many teachers maintain websites and/or wikis and/or Social media sites for the purpose of keeping students and parents informed and involved. Schools are also utilizing Google Classroom, Class Dojo, and Remind to enhance the home/school connection.</p> <p>The district website has undergone a complete upgrade and all school sites have been rolled under the umbrella of the new district site providing consistency and ease of navigation.</p> <p>During the 2014-2015 school year the district created a Facebook and Twitter page to help with parent communication and involvement. It allows the district another avenue for announcements and to congratulate students for achievements. Several schools also have Facebook, Twitter, and Instagram pages as well as School/Teacher social media sites.</p> | Parent Involvement | 08/12/2013 | 09/30/2018 | \$2268  | District<br>Technology<br>Coordinator(s)<br>Principals<br>Teachers           |
| E-Mail / FAX                       | All schools have the ability to FAX or email a parent at any time and at the same time parents may FAX or email the principal or teacher at any time.  | Parent Involvement | 08/12/2013 | 09/30/2018 | \$500   | District<br>Technology<br>Coordinator(s)<br>Superintende<br>nt<br>Principals |

**ACIP**

Gadsden City Board of Education

|                                       |   |                       |            |            |         |  |
|---------------------------------------|---|-----------------------|------------|------------|---------|--|
| Pacing Guides                         | Local pacing guides for College and Career Ready Standards (CCRS) will be readily available for teachers and easily accessed through the district website. Annual reworks each summer with teacher stipends.  | Direct Instruction    | 10/14/2013 | 09/30/2018 | \$5000  | District Technology Coordinator(s)   |
| Extended Day In-Service               | In-service days as well as teacher extended hour days will also be utilized to provide technology teacher training.   | Professional Learning | 08/05/2013 | 09/30/2018 | \$0     | District Technology Coordinator(s)<br>Principals<br>Technology Coaches<br>Teachers |
| TechBlitz                             | Competitive Student Technology Fair. Prize money is provided by Vendor Sponsors.  | Technology            | 04/01/2014 | 09/30/2018 | \$1800  | District Technology Coordinator(s)<br>Technology Coaches<br>Principals<br>Teachers |
| 1 to 1 Initiative Training            | Teacher Training specifically geared to implementing the 1 to 1 initiatives throughout the district.  | Professional Learning | 08/12/2013 | 09/30/2018 | \$15000 | District Technology Coordinator(s)<br>Principals<br>Teachers                       |
| Telecommunications                    | Cell and POTS used to foster parent communication.  | Parent Involvement    | 07/01/2013 | 09/30/2018 | \$67909 | District Technology Coordinator(s)   |
| Technology Conferences                | School and district staff will attend local, state, and national conferences. We also have teachers that are attending EdCamps in surrounding counties.   | Professional Learning | 08/12/2013 | 09/30/2018 | \$10000 | District Technology Coordinator(s)<br>Principals<br>Teachers                       |
| Digital Citizenship Month - September | The district will sponsor Digital Citizenship month in September. All schools will participate. Common Sense Media will be used throughout district along with additional resources from Google, IKEEP SAFE, NetSmartKids and NS-Teens.   | Technology            | 09/01/2014 | 09/30/2018 | \$0     | District Technology Coordinator(s)<br>Library Media Specialists<br>Specialists     |
| District PLN                          | The district is going to pilot a new District PLN through the use of Facebook for Educators. This will allow the district to push information and training to connected educators and administrators as well as build communities within each school across the district. Additionally, we will continue to hold CoffeeEdu, which was initiated during the 2015-2016 school year, on a quarterly basis. | Professional Learning | 10/06/2014 | 09/30/2018 | \$0     | District technology staff.   |

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| Direct Instruction                     | Daily strategic teaching as mentioned in the strategy description  | Direct Instruction                                   | 08/14/2017 | 05/25/2018 | \$0     | teachers   |
| purposeful and timely lesson planning  | Teachers will develop weekly lesson plans for each academic content area they teach using the state adopted standards/course of study for that area. Lesson plans will be submitted to school administration for approval.   | Direct Instruction                                   | 08/14/2017 | 05/25/2018 | \$0     | teachers and administrators at the school level.   |
| Differentiated Instruction             | During the lesson, all teachers will use various strategies to explore or explain the lesson (technology, integrate new information, explore predictions, student response groups, teacher-student conferencing, writing labs, portfolio assessments, graphic organizers, etc...). Math teachers should include explicit instruction using the four steps "I do, we do, ya'll do, you do" when introducing and re-teaching.  | Academic Support Program                             | 08/14/2017 | 05/25/2018 | \$0     | teachers, administrators   |
| Rtl                                    | Teachers will utilize longitudinal data to address all students' needs and identify special population gaps. This data will be used to identify and monitor at-risk students (which include SPE, EL, gifted, free and reduced, minority, truant, behavioral, homebound, etc.), plan interventions, review existing plans and discuss best practices.   | Academic Support Program, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$27000 | teachers, counselors, instructional coaches, instructional aides, principals, and central office admin |
| grouping students/Tier II and Tier III | Tier II support: All teachers will use small-group instruction, as needed, to meet the needs of identified students and provide classroom remediation for Tier II students.<br>Tier III support: All teachers will place students into instructional groups based on cumulative sources of data. Teachers will monitor students' comprehension of literary/recreational/information texts beginning in August and throughout the year through multiple assessments. For students with severe skill gaps, they will provide at least 30 minutes per day of small group intensive intervention to focus on previous grade level skills not mastered. | Academic Support Program, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$0     | teachers, counselors, instructional coaches, instructional aides, principals, central office staff     |

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| Best Practices  | Technology Topics for Administrators: Best Practices - Eric Lee, TIM is leading this series of workshops for a PLU.   | Professional Learning                           | 09/01/2014 | 09/30/2018 | \$0     | Eric Lee, TIM ... Also, Brandi Caldwell conducted a second session during the 2015-2016 school year. A follow-up session with Brandi Caldwell is scheduled for the Spring of 2018. |
| Meet with all selected stakeholders                             | Meet with all selected and nominated stakeholders by the school district and each school representing parents, students, community members, and educators.  | Policy and Process                              | 08/14/2017 | 05/25/2018 | \$100   | District superintendent, central office staff and school principals.   |
| Timeline development and implementation                         | Meet with stakeholders to develop the school-wide strategic plan on an annual basis.  | Policy and Process                              | 08/14/2017 | 05/25/2018 | \$0     | District superintendent, central office staff, and principals.   |
| 21st Century After-School Program Parent Nights and Field Trips | The 21st Century After-School Program will offer several opportunities to meet with parents and host events such as the Anti Bullying Rally and Keynote Speaker Nights.   | Parent Involvement                              | 08/14/2017 | 05/25/2018 | \$50000 | 21st Century After-School Program staff and administrators.  |
| professional development  | Lead teachers will receive training provided by the state dept. through regional support teams, ARI and AMSTI partners to increase student learning and student engagement. Lead teachers will bring the strategies and resources back to the school and turn around information during grade level and faculty meetings throughout the year. | Professional Learning                           | 08/14/2017 | 05/25/2018 | \$30000 | lead teachers and administrators   |
| instructional coach   | AMSTI math specialist will provide support and modeling of effective instructional strategies in the 3-12 math strategies each month.   | Professional Learning, Academic Support Program | 08/07/2017 | 05/25/2018 | \$0     | AMSTI math specialist  |

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| Observation                        | Principals and central office administrators will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning.   | Professional Learning                           | 08/07/2017 | 05/25/2018 | \$0      | principals and central office administrators                            |
| math practice standards 1-8        | Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.  | Direct Instruction                              | 08/14/2017 | 05/25/2018 | \$0      | Classroom teachers  |
| research and review best practices | teachers will throughout the year during inservice, PD half days, or planning time to collaborate and review research based instructional practices for math.  | Professional Learning                           | 08/14/2017 | 05/25/2018 | \$0      | math teachers   |
| instructional coach                | Math teachers in grades 6-12 will receive monthly training/support/and/or modeling in the classroom from a district level instructional math coach.  | Professional Learning, Academic Support Program | 08/14/2017 | 05/25/2018 | \$65000  | Title 1 Math Coach  |
| Classworks                         | Weekly assignments based on individualized student learning pathways.  | Academic Support Program                        | 08/14/2017 | 05/25/2018 | \$160000 | All teachers and administrators   |
| Google Certification               | Google Certified Educator Level 1 Fundamentals Training Course will be promoted throughout the district with teacher receiving special recognition for successful course completion. One classroom teacher completed her certification during the 2016-17 school year. Another classroom teacher and one administrator are working towards completing their certifications during the 2017-18 school year.   | Professional Learning                           | 10/03/2016 | 09/30/2018 | \$0      | Technology Coordinator(s)   |
| Technology Teacher Academy         | Self-paced, collaborative, online summer PD training for teachers throughout the district, delivered via Google Classroom, focusing on best practices and the appropriate incorporation of Google for Education applications into the classroom. A badging program will be incorporated as an incentive to increase participation as well as encourage peer mentoring within the schools.  | Professional Learning                           | 06/01/2017 | 09/30/2018 | \$3000   | Technology Coordinator(s)   |
| Speak Up Survey                    | Students, Staff, and Parents participate in the annual Speak Up Survey. Speak Up, a national online research project facilitated by Project Tomorrow®, gives students, teachers, parents, school/district/technology administrators, and community members the opportunity to share their unfiltered viewpoints about key educational issues, particularly concerning 21st century education and technology. Each year, findings are summarized and shared with national and state policy makers. Participating schools and districts can access their data online, free-of-charge in early February.<br><a href="http://www.speakup4schools.org/speakup2017/">http://www.speakup4schools.org/speakup2017/</a> | Technology, Parent Involvement                  | 10/01/2016 | 09/30/2018 | \$0      | District Technology Coordinator, School Principals and their designees. |

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| Librarian First Fridays    | ALSDE sponsored technology rich training for librarians.   | Professional Learning                           | 08/01/2016 | 09/30/2018 | \$0              | District Technology Coordinators, School Principals, Librarians |
| parent data meetings       | Individual parent data meetings<br>On each early release day scheduled for GCS parents will be invited to attend "mini IEP meetings" for their child to discuss formative assessment data and plans for individual success. On these dates the school day will be extended so that parents who work have the opportunity to attend individual student meetings after work. Teachers will prepare student portfolios of student progress and discuss current data and goals with parents during scheduled meetings. | Academic Support Program                        | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers and support personnel                      |
| teacher observations       | Provide observation and feedback for teachers to encourage student engagement through the use of the Eleot observation tool  | Professional Learning, Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | administrators and central office staff                         |
| Student Leadership Team    | Conduct annual meetings with student stakeholder group of representatives from each school to seek input from learners on ways to improve instruction in the classroom and procedures in the schools.  | Community Engagement                            | 08/14/2017 | 05/25/2018 | \$0              | central office, principals, teachers, counselors, students      |
| Data collection and review | Collect, maintain and review multiple forms of data to analyze the strengths and weaknesses of the strategic plan and plan for continuous improvement at both the school level and district level.   | Policy and Process                              | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, and central office                        |
| Coaching                   | ARI coaches will be employed across the system to model effective reading practices in the classrooms  | Professional Learning                           | 08/14/2017 | 05/25/2018 | \$900000         | coaches<br>teachers<br>principals<br>central office             |
| Progress monitoring        | Teachers will use the Scantron Performance series and Star Renaissance as benchmark assessment three times during the year. The results of these tests will be used to create ILPs for each student and parents will be informed of the learning goals for their child. Instruction will be geared to addressing specific areas of weakness and targeting critical skills in the classroom.  | Academic Support Program                        | 08/14/2017 | 05/25/2018 | \$0              | teachers<br>principals<br>central office<br>parents             |
| <b>Total</b>               |  |   |            |            | <b>\$1418746</b> |   |

**Walnut Park Elementary School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
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Gadsden City Board of Education

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| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.  | Parent Involvement       | 08/14/2017 | 05/25/2018 | \$40000          | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.  | Professional Learning    | 08/25/2017 | 05/25/2018 | \$641000         | instructional coaches   |
| Parenting Partners Program | During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.<br><br>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.<br><br>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work. | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center  |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office  |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office  |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office  |
| reading intervention       | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000          | teachers, principals, central office  |
| <b>Total</b>               |  |                          |            |            | <b>\$1401000</b> |   |

**W. E. Striplin Elementary School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
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Gadsden City Board of Education

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|----------------------------|--|--------------------------|------------|------------|------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.  | Parent Involvement       | 08/14/2017 | 05/25/2018 | \$40000          | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.  | Professional Learning    | 08/25/2017 | 05/25/2018 | \$641000         | instructional coaches   |
| Parenting Partners Program | During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.<br><br>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.<br><br>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work. | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center  |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office  |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office  |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office  |
| reading intervention       | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000          | teachers, principals, central office  |
| <b>Total</b>               |  |                          |            |            | <b>\$1401000</b> |   |

**Ray Thompson Elementary School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
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Gadsden City Board of Education

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|----------------------------|--|--------------------------|------------|------------|------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.  | Parent Involvement       | 08/14/2017 | 05/25/2018 | \$40000          | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.  | Professional Learning    | 08/25/2017 | 05/25/2018 | \$641000         | instructional coaches   |
| Parenting Partners Program | During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.<br><br>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.<br><br>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work. | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center  |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office  |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office  |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office  |
| reading intervention       | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000          | teachers, principals, central office  |
| <b>Total</b>               |  |                          |            |            | <b>\$1401000</b> |   |

**R. A. Mitchell Elementary School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
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**ACIP**

Gadsden City Board of Education

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|----------------------------|--|--------------------------|------------|------------|------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.  | Parent Involvement       | 08/14/2017 | 05/25/2018 | \$40000          | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.  | Professional Learning    | 08/25/2017 | 05/25/2018 | \$641000         | instructional coaches   |
| Parenting Partners Program | During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.<br><br>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.<br><br>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work. | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center  |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office  |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office  |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office  |
| reading intervention       | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000          | teachers, principals, central office  |
| <b>Total</b>               |  |                          |            |            | <b>\$1401000</b> |   |

**Oscar W. Adams Elementary School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
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**ACIP**

Gadsden City Board of Education

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|----------------------------|--|--------------------------|------------|------------|------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.  | Parent Involvement       | 08/14/2017 | 05/25/2018 | \$40000          | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.  | Professional Learning    | 08/25/2017 | 05/25/2018 | \$641000         | instructional coaches   |
| Parenting Partners Program | During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.<br><br>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.<br><br>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work. | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center  |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office  |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office  |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office  |
| reading intervention       | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000          | teachers, principals, central office  |
| <b>Total</b>               |  |                          |            |            | <b>\$1401000</b> |   |

**Litchfield Middle School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
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Gadsden City Board of Education

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|----------------------------|---|--------------------------|------------|------------|------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.   | Parent Involvement       | 08/14/2017 | 05/25/2018 | \$40000          | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.   | Professional Learning    | 08/25/2017 | 05/25/2018 | \$641000         | instructional coaches   |
| odyessyware                | Students at the high school and alternative school program have the opportunity to complete credit bearing instructional content through the odyessyware program.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$25000          | high school teachers  |
| Parenting Partners Program | <p>During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.</p> <p>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.</p> <p>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work.</p> | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center  |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office  |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office  |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office  |
| <b>Total</b>               |   |                          |            |            | <b>\$1346000</b> |   |

**George W. Floyd Elementary School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
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Gadsden City Board of Education

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| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.  | Parent Involvement       | 08/14/2017 | 05/25/2018 | \$40000          | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.  | Professional Learning    | 08/25/2017 | 05/25/2018 | \$641000         | instructional coaches   |
| Parenting Partners Program | During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.<br><br>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.<br><br>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work. | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center  |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office  |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office  |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office  |
| reading intervention       | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000          | teachers, principals, central office  |
| <b>Total</b>               |  |                          |            |            | <b>\$1401000</b> |   |

**Gadsden Middle School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
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**ACIP**

Gadsden City Board of Education

|                            |  |                          |            |            |                  |   |
|----------------------------|--|--------------------------|------------|------------|------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.  | Parent Involvement       | 08/14/2017 | 05/25/2018 | \$40000          | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year.  | Professional Learning    | 08/25/2017 | 05/25/2018 | \$641000         | instructional coaches   |
| odyessyware                | Students at the high school and alternative school program have the opportunity to complete credit bearing instructional content through the odyessyware program.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$25000          | high school teachers  |
| Parenting Partners Program | During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.<br><br>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.<br><br>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work. | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center  |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office  |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office  |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office  |
| <b>Total</b>               |  |                          |            |            | <b>\$1346000</b> |   |

**Gadsden City High School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
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Gadsden City Board of Education

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| odyessyware                     | Students at the high school and alternative school program have the opportunity to complete credit bearing instructional content through the odyessyware program.   | Academic Support Program   | 08/14/2017 | 05/25/2018 | \$25000  | high school teachers                         |
| professional learning           | Teachers in grades 9-12 will receive training/support as needed through departmental meetings, regional, state, and national conferences, book studies, and on-site training and support.   | Professional Learning, Academic Support Program                            | 08/03/2017 | 05/25/2018 | \$25000  | administrators and teachers                  |
| observation and feedback        | Principals and central office administrators will periodically observe classroom instruction to ensure proper implementation of strategic teaching strategies and lesson planning and provide feedback to improve teaching strategies.                                  | Professional Learning  | 08/03/2017 | 05/25/2018 | \$0      | principals and central office staff          |
| Rtl meetings                    | Meet monthly to review progress and identify students in need of intervention.  | Academic Support Program, Behavioral Support Program                       | 08/14/2017 | 05/25/2018 | \$0      | counselors, teachers, administrators         |
| Web-based intervention programs | provide Weekly assignments based on individualized student learning pathways and opportunity to complete credit bearing instructional content through the odyessyware program.  | Academic Support Program   | 08/14/2017 | 05/25/2018 | \$185000 | counselors, teachers, administrators         |
| Step Academy                    | Create an individualized plan for students with unique barriers that may prevent them from graduating on time.  | Academic Support Program, Direct Instruction, Behavioral Support Program   | 08/14/2017 | 05/25/2018 | \$200000 | principals central office staff and teachers |
| Professional learning community | Improve best teaching practices by engaging staff in learning communities that encourage the use of appropriate teaching strategies, pace and progression of content standards to help students master academic concepts, and student engagement through self advocacy. | Professional Learning, Academic Support Program, Recruitment and Retention | 08/14/2017 | 05/25/2018 | \$900000 | teachers and administrators                  |
| Reach Curriculum                | The Reach program was developed by the ALSDE and is designed to equip students with skills needed to build character and improve self advocacy.   | Behavioral Support Program   | 08/14/2017 | 05/25/2018 | \$0      | all teachers and staff at GCHS               |

**ACIP**

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| Mentorship and guidance | Each teacher and administrator will be assigned approximately 15 students to meet with weekly for thirty minutes. This time will be used for character education and for mentorship. As mentors each faculty member will keep the same students in their "Titan Advisory Program" (TAP) until the student graduates. Mentors will check grades and monitor transcripts periodically to ensure adequate progress is being made and attendance and behavior are acceptable. Mentors may counsel with students individually as needed or refer students to the counselor for more in-depth issues. | Academic Support Program, Behavioral Support Program   | 08/14/2017 | 05/25/2018 | \$0              | all certified staff at GCHS  |
| Titan Advisory Program  | Develop a Titan Advisory Program to meet in small groups for 30 minutes per week to teach character ed. skills and support student learning goals and academic needs.   | Academic Support Program, Tutoring, Career Preparation/Orientation, Behavioral Support Program | 08/14/2017 | 05/25/2018 | \$0              | teachers and administrators  |
| Odyessyware             | High school students will use Odyessyware program to enhance learning through technology. Students failing to meet all required credits through traditional classroom instruction may use this program for credit recovery. Students seeking an alternate approach to traditional school setting may use this program for virtual school learning options.  | Academic Support Program   | 08/14/2017 | 05/25/2018 | \$60000          | teachers<br>principal<br>central office<br>step academy<br>coordinator |
| <b>Total</b>            |   |  |            |            | <b>\$1395000</b> |  |

**Eura Brown Elementary School**

| Activity Name              | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------------|---|-----------------------|------------|------------|-------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.   | Parent Involvement    | 08/14/2017 | 05/25/2018 | \$40000           | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year. | Professional Learning | 08/25/2017 | 05/25/2018 | \$641000          | instructional coaches   |



**ACIP**

Gadsden City Board of Education

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|----------------------------|---|--------------------------|------------|------------|-----------|--------------------------------------|
| Parenting Partners Program | <p>During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.</p> <p>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.</p> <p>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work.</p> | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000   | Parent/teacher resource center       |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000  | teachers, principals, central office |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0       | principals, teachers, central office |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000  | principals teachers central office   |
| reading intervention       | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000   | teachers, principals, central office |
| <b>Total</b>               |   |                          |            |            | \$1401000 |                                      |

**Emma Sansom Middle School**

| Activity Name              | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------------|---|-----------------------|------------|------------|-------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.   | Parent Involvement    | 08/14/2017 | 05/25/2018 | \$40000           | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year. | Professional Learning | 08/25/2017 | 05/25/2018 | \$641000          | instructional coaches   |

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Gadsden City Board of Education

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|----------------------------|---|--------------------------|------------|------------|------------------|--------------------------------------|
| odyessyware                | Students at the high school and alternative school program have the opportunity to complete credit bearing instructional content through the odyessyware program.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$25000          | high school teachers                 |
| Parenting Partners Program | <p>During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.</p> <p>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.</p> <p>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work.</p> | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000          | Parent/teacher resource center       |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | teachers, principals, central office |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0              | principals, teachers, central office |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000         | principals teachers central office   |
| <b>Total</b>               |   |                          |            |            | <b>\$1346000</b> |                                      |

**C. A. Donehoo Elementary School**

| Activity Name              | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------------|---|-----------------------|------------|------------|-------------------|---|
| Parenting Partners Program | Parents may attend a six week training course paid by Title 1 funds to educate parents on the best practices for making the home/school connection.   | Parent Involvement    | 08/14/2017 | 05/25/2018 | \$40000           | Title I staff and school staff trained to use the Parenting Partners Program. |
| Classroom coaching         | Nine full-time instructional coaches and one part-time instructional coach will be employed in the district to provide coaching cycles in the classrooms throughout the school year. The purpose will be to model effective teaching strategies and provide on-going feedback and training to classroom teachers throughout the year. | Professional Learning | 08/25/2017 | 05/25/2018 | \$641000          | instructional coaches   |

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|----------------------------|---|--------------------------|------------|------------|-----------|--------------------------------------|
| Parenting Partners Program | <p>During training each team creates a detailed implementation plan that supports the key academic goals of the principal, school, and district. During training your teams begin working with our Team Support staff, and the relationship continues year round.</p> <p>Our bilingual staff then supports your team through every phase: Inviting parents, leading the workshops, evaluation, and planning for the next series of workshops.</p> <p>The school and district receives high quality data from pre and post questionnaires. We compile data into practical, highly illustrated reports that will encourage your teams and boost your compliance and reporting work.</p> | Parent Involvement       | 08/14/2017 | 05/24/2018 | \$40000   | Parent/teacher resource center       |
| Classworks                 | Classworks is a web-based curriculum based program designed to support learning outcomes in grades k-8. All schools have access to the CBM and will use it to develop individual learning plans and reinforce or remediate standards taught in the classroom.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000  | teachers, principals, central office |
| Scantron                   | Students will take the Scantron Performance Series Assessment three times per year to assess current grade level skill mastery and develop ILP's for the year.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$0       | principals, teachers, central office |
| Star Renaissance           | Students will take the Star Renaissance benchmark test three times per year to help drive instruction in the classroom and identify student strengths and weaknesses.   | Academic Support Program | 08/14/2017 | 05/25/2018 | \$300000  | principals teachers central office   |
| reading intervention       | Elementary schools will use a new research based reading intervention program called "Really Great Reading" to help students understand the alphabetic principle and five big ideas of reading in order to improve fluency for struggling readers.  | Academic Support Program | 08/14/2017 | 05/25/2018 | \$80000   | teachers, principals, central office |
| <b>Total</b>               |   |                          |            |            | \$1401000 |                                      |