



# Title 1 Schoolwide Diagnostic for ACIP 2023-2024

Title 1 Schoolwide Diagnostic for ACIP 2023-2024

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## Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

*Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.*

## 2023-24 Title I Schoolwide Diagnostic for ACIP

### Component 1: Comprehensive Needs Assessment (Sec. 1114(b)(6))

#### 1. How was the comprehensive needs assessment conducted?

In August of 2023, the school leadership team reviewed the 2022-2023 ACIP to assess the degree to which implemented strategies were met. The staff and students will continue to focus on state standards for the upcoming spring 2024 ACAP testing. On August 31st, 2023, the school leadership team and vested stakeholders convened to disaggregate ACAP data, School Incident Report data, Career and Technical Education Improvement Plan data, IXL Data, STAR Reading and Math, ACCESS data, iReady assessments, faculty surveys, SEL training, Spring ACAP data and other formative and local data used as progress monitoring tools.

#### 2. What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment revealed that our needs should be focused on the areas of teaching and learning, closing the gap between Special Education students and the highest achieving students, parental engagement, and professionalism. The results of the comprehensive needs assessment revealed that our needs are still focused on the areas of teaching and learning to increase our knowledge of methods to relate with our students and parents utilizing various strategies in an attempt to increase the number and percentage of students achieving proficiency or mastering of standards in reading and math. In 6th grade, 44% of students were proficient at level 3 or 4 on ELA portion of the ACAP, while 43% were proficient in Math and 21% were proficient in Science respectfully. In 7th grade, 41% of students were proficient at level 3 or 4 on ELA ACAP, while 40% were proficient in Math. In 8th grade, 51% of students were proficient at level 3 or 4 on the ELA portion of the ACAP, while 12% were proficient in Math and 27% were proficient in Science respectively. When looking at the data, it was also notable that an overwhelming amount of students were in the level 2 portion of the proficiency levels. Level 2 is not below grade level but categorized as low grade level. Although our scores increased from the previous year and we have remained above the state standard, teachers and students will continue to strive for higher scores and work on closing the gap between special education students and high achieving students. The ACCESS data was not progressive, which revealed the need to continue to increase the number and percentage of students reaching English language proficiency. Through Social Emotional Learning techniques and training, our team is hopeful that this will allow the teachers to connect and strengthen their interpersonal relationship with students.

### 3. What conclusions were drawn from the results?

The data validated our decisions to continue focusing on math and literacy skills. At GMS we continue to provide intervention and a six-period day to increase instructional time in the core classes. We are implementing Tier II intervention as well as SEL and career prep programs to be utilized during a career preparation period. This allows students to remediate and teachers to work individually and in small groups. Teachers and students will be focusing on areas of weakness to improve actual scale scores. Strategies including small group, peer-helper, and one-on-one can be used in order to help foster growth in reading and math. We will also try to provide constant ongoing instructional professional development to assist our faculty with measures to increase knowledge of teaching both face to face and virtually if this platform is needed at a later date. All staff will receive professional development in assisting students with using platforms like iReady, IXL, Formative, Quizlet, Progress Learning, and ACAP summative assessment standard instructional material and any and all test prep material available to assist with student instruction. These sessions will be completed using webinars, video lessons, in person meetings and actual grade level and/or department meetings to assist with overall growth.

### 4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

There is a need to enhance reading and math instruction in all core curricula. There is an additional need for staff to meet and discuss improvements as well as diagnostic recommendations on a monthly basis. These needs can be met by departmental, grade-level, and/or faculty meetings. There is also a need to improve all areas of school communication with teachers, parents, community, and students alike. State test results show that there is a need to make certain that text-dependent writing is embedded across the curriculum. While various research-based programs are available, there is a need to make certain that students and teachers alike take ownership of the data. We will constantly communicate with the teachers to be intentional in the instruction with the mastering of a specific goal or standard in mind. Students will take ownership of their learning through assessment of their own test scores and STAR data. Parents alike will be able to know their child's strengths and weaknesses to assist them with various tasks at home. We will use embedded technology, communicating often with our parents and students. All stakeholders will be knowledgeable in/of various programs used throughout the school that will assist with standards-based vocabulary, numeracy and literacy skills, social skills and hands-on activities to allow for academic retention. We will continue to have the most up to date technology, purchase the best research and evidence based programs to assist with instruction, provide up to date professional development with our teachers, involve parents in the decision making process for improvement, provide a STEM oriented environment that allows for interactive learning, and provide effective communication platforms to the parents to make them aware of our ongoing partnership and desire to do whatever necessary to see our students succeed.

5. How are the school goals connected to priority needs and the needs assessment?

Using information from STAR and iREADY benchmark testing, ACAP test results, and teacher recommendations, we will specifically target those students scoring below benchmark at the low grade performing benchmark. We will use this information to continue closing the gap between special education students and English language learners. In order to ensure effective communication between teachers, students, and parents, faculty will continue to utilize up-to-date research-based methods and technological components to enhance the curriculum. This will foster a positive climate within the social culture of our school to ensure students become excited about learning.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

All data indicates a need for student improvement. Data was disaggregated and analyzed to indicate those as a priority. We used data from parent surveys, teacher input, student input, ACAP results, and IXL, iReady, STAR benchmarks. We also compared student grades to summative test results and found that most were indicative of their performance. Our goal is to target the individual student based on their performance of the various standards, and to use all available resources to make learning applicable to their everyday life.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

These goals pertain to all students, and the strategies and actions will address special populations such as special education, EL, homeless, at-risk, disadvantaged, and students in areas of non-proficiency. Using reporting categories, we are able to see proficiencies in various areas. We will utilize data to ensure emphasis is placed on each area of weakness being addressed in the classroom as well as across the curriculum. Students will receive Tier I instruction as well as Tier II small group instruction to address specific standards which require additional individualized instruction. Those students falling well below grade level and in the Level I proficiency on ACAP and/or urgent intervention on STAR assessment will receive Tier III instruction through an intervention teacher multiple times throughout the week to address any deficits. Our special education students receive added support in addition to that of the regular classroom. Our EL students are addressed with pull outs from a certified EL teacher who assist teachers as well as the students with any concerns regarding academic endeavors of our EL population. Our systemwide Homeless Liaison assist any students and their families with any needs. We also have additional school wide social workers and counselors who meet with students who have been identified as students who need additional support.

## Component 2: Schoolwide Reform Strategies (Sec. 1114 (7)(A)(i)(ii)(iii)(I)(II)(III))

1. Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The school will prepare college and career-ready students through the use of technology. All educators will have access to meet these needs. Students will demonstrate increased proficiency in literacy as well as mathematics. Additionally, English Learners will become proficient on the ACCESS test in the areas of speaking and writing. We will implement the use strategic teaching practices which includes small group, targeting specific skills with the assistance of programs such as IXL, Progress Learning, iReady, and other educational research based programs.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)
  - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
  - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education

programs and access to earn post-secondary credits. (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early graduation)

- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

The school will use software to monitor STAR, iReady, and IXL results on a monthly basis, as well as monthly pacing guide oriented assessments. Grades obtained from daily work as well as tests will also determine the effectiveness. The team will evaluate all available data to determine further needs. The RTI team, along with teachers and administrators will meet monthly to monitor improvements and use additional strategies, if necessary. Factors such as budget, donations, parental support may determine additional changes in the plan as well.

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day.**

Students receive support and reinforcement of academic skills beyond the school day through our 21st Century after school program, as well as individual teachers offering after school session of skills students may not have mastered. Also, each teacher has a system of communication with the home through the schools various media sites, teacher websites and online sites employed by teachers to distribute lessons and activities that students may have missed during the school day. Many teachers utilize Remind101, email, and facebook informing the student and parents of tests and/or special events.

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Gadsden Middle School will provide whenever possible written communication that the parents can understand, or provide a person who can speak the parent's native language to facilitate understanding. School information is provided to parents in a language that they can understand through interpreters or in forms/letters in the home language. Participation of all parents, including those with disabilities is always encouraged. GMS offers appropriate handicap parking spaces, and most areas of the school are wheelchair accessible. When staff/teachers are knowledgeable of special circumstances, counselors are encouraged to help the student cope with those circumstances. Students are monitored in instruction and assessment and are provided accommodations in all assistance by district personnel to assist core teachers and ELL students in the classroom. Training with



the resource staff to teach language acquisition and writing skills as well as providing examples of accommodations to the core education teacher and train staff on the ACCESS data and WIDA standards. In addition, the school district has been assigned a regional EL Coach to assist with professional development, Title I school-wide diagnostic instructional strategies. Students who do not make progress will be provided supplemental one-on-one or small group tutoring with the EL teacher to work on specific areas in which the student is experiencing difficulty. After each interim assessment (benchmark) has been administered (end of 4 week grading period and 9 weeks grading period), the EL teacher will collaborate with classroom teachers during grade level meetings to adjust/amend goals based on students' progress.

5. Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Gadsden Middle School will provide whenever possible written communication that the parents can understand, or provide a person who can speak the parent's native language to facilitate understanding. School information is provided to parents in a language that they can understand through interpreters or in forms/letters in the home language.

6. What is the school's teacher turnover rate for this school year?

For the 2023-2024 school year, we lost several teachers due to various reasons including transferring within the systems, gaining employment with other systems, or changing professions. Two teachers were lost due to non-renewal.

7. What is the experience level of key teaching and learning personnel?

We have nine new teachers, four categorized as novice teachers. Well over half of the faculty has been teaching for over ten years.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

School initiatives include providing teachers with the latest innovative technology tools to provide an engaging learning environment. Professional development is one way of providing teachers with opportunities to learn from others and implement new strategies. New teachers are provided with a mentor from whom they may learn. We strive to build personal relationship with coworkers who feel comfortable meeting, strategizing, and expressing their needs/concerns with administrators.

9. Describe how data is used from academic assessments to determine professional development.

Describe how data is used from academic assessments to determine professional development. Surveys are used to determine faculty needs for Professional Development. Test data was used to schedule PD which was suited to the needs of our students. PD is chosen to align with areas of concern from student assessments.

10. Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

School staff and parents are given vast opportunities to assist GMS students' achievement. Parents are given an array of information regarding their child's skill levels, plans for remediation, and tips for support at home through our monthly parental partners meetings. Teachers and school staff are provided with training through social emotional learning to address various interpersonal issues. They also are provided training through our regional professional development site (JSU) for college and career ready standards as well as ACAP testing tips and instructional resources. Teacher meet on a weekly basis to share and collaborate new research findings through in-school share sessions every month.

11. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers are supported by master teachers in grade level as well as departmental area. Master teachers provide support through monthly meetings and conferences. Advice and support are given in areas of the curricula as well as facility protocol.

12. Describe how all professional development is "sustained and ongoing."

Professional development is sustained through observations, both peer and administrative. Evaluative feedback from our teachers is encourage to maintain ongoing communication. Professional development for new teachers involves an emphasis on curriculum, legal parameters, and a student behavioral management plan. Checks and balances are maintained by the leadership team to ensure that our teachers are involved in every facet of student learning. All professional development encourages teachers to provide turn-around training to their colleagues or faculty.

13. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for

Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

GMS's 6th grade faculty is primarily elementary-based, which helps bridge the gap between elementary and secondary transitions. Throughout their sixth grade year, students' expectations evolve which allows them to be successful entering into seventh grade. Eighth graders and their parents are given personal meetings with high school counselors in the spring before they enter high school in regard to high school curricula, career paths, as well as other crucial information needed for entering freshmen. They are also given a tour of the high school before 8th-grade graduation which will aid in their transition to Gadsden City High School.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

**(N/A for Elementary Schools)**

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The State's testing data, STAR and iReady testing, and other monitoring tools are evaluated and analyzed to obtain information on the proficiency and benchmarks met. Based on these results, students are given extra time during the week for skills remediation and practice, focusing on those students who were in need of additional support in reading and math. STAR, IXL, iReady, and ACAP identify which objectives are mastered on a weekly and monthly basis.

2. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The school will use software to monitor STAR, iReady, and IXL results on a monthly basis, as well as monthly pacing guide oriented assessments. Grades obtained from daily work as well as tests will also determine the effectiveness. The team will evaluate all available data to determine further needs. When analyzing state data, we will use this data to redirect focus to our areas of weakness.

3. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The RTI team, along with teachers and administrators will meet monthly to monitor improvements and use additional strategies, if necessary. Factors such as budget, donations, and parental support may determine additional changes in the plan as well. All purchases and decisions are made with specific goals in mind.

#### Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

1. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

Title I funding is used for system resource teachers. State funding is used for EL coordinators. Title II funding is used for professional development for content teacher in EL Literacy and Coaching by EL resource teachers. Title I funding for library materials, 21st Century after school program, instructional aides, chrome book carts, and software. Title II for iReady, IXL, STAR training, as well as teacher release time/substitutes. State Funds provide resources for teachers, counselors, administration, nurses, textbooks and classroom allocations. Local funds provide for enrichment, extra teacher units, and community programs.

2. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools

implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

GMS uses the resources from state and federal support programs to provide assistance to students in need of resources. Title I provides funding for system resource teacher. State funding provides resources for EL coordinators. Title II funding provides resources for professional development and coaching by EL teachers in literacy. Title I provides funding for library materials, 21st Century after school program, instructional aides, chromebook carts, and software. Title II for iReady, Progress Learning, IXL, STAR training, Teacher release time/substitutes State Funds provide resources for Teachers, Counselors, Administration, Nurses, Textbooks and classroom allocations. Local funds provide funds for enrichment, extra teacher units, community programs coordination.

## ACIP Assurances

### Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- 
- NO
- N/A

2. 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.

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- NO
- N/A

3. 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.

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- I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.
- N/A

## Parent and Family Engagement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

In recognition that the parent is the child's first and most important teacher and the parent's continued involvement is essential for the success of the child, the Gadsden City Board of Education is committed to building a strong parent and family-school partnership. Understanding the significant impact family engagement has on a child's educational success, Gadsden City Schools promotes and encourages parents and families, school personnel, local daycare providers, and Head Start to be involved in all aspects of their child's/student's education. The Gadsden City Board of Education Parent/Family and Community Coordinator shall develop with the LEA Advisory Council composed of parents, teachers, community representatives and administrators, a written policy in accordance with ESSA describing implementation of programs and requirements. The committee will meet annually to review, discuss, and revise the Parent and Family Engagement Policy. All members of the Advisory Committee will be encouraged to actively participate in the process. During the LEA Advisory Committee meetings, Title I, Title II, and other federal programs will be reviewed, discussed, and modified. The proposed plans and budgets will be submitted to the Advisory Committee for discussion. Data will be presented and discussed. The data will be used to determine the instructional focus for the upcoming year. After the plans and budget are agreed upon, they are sent to the schools for implementation. Schools use parent surveys to gain knowledge of strengths, weaknesses and give parents an opportunity to share their suggestions.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

Gadsden City School System will reserve one percent from the total amount of Title I funds it receives in FY23 to carry out the parental involvement requirements listed in this policy and as described in ESSA. The LEA will also distribute 95 percent of the amount reserved to all Title I schools to support their local-level parental involvement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate parental involvement budget that addresses their needs assessment and parent recommendations. The LEA may pay/provide reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care cost to enable parents to participate in school-related meetings and training sessions.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

The LEA will send home a Title I survey each spring asking for vital input and information regarding parent concerns and suggestions. This survey will compile topics such their opinions of the school setting, their ideas for involvement and ways to improve the overall student academic experiences. Via the survey, parents will be encouraged to explore areas in which they may participate and become an active participant in their child's educational experience. Survey results will be used to plan ways to better serve the students as well as all stakeholders. Results are addressed in parent meetings held in the fall and the spring. Parent advisory committees are formed and parents are given the opportunity to serve on a district level to help improve the overall educational experience for all involved.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Each Title I school will conduct an annual Title I meeting for parents to provide suggestions regarding how parent engagement funds will be used in the upcoming year at the district and school-level. The Annual Parent Survey is given out in the spring and the results will be utilized to gather information on times, and locations for parent meetings that are convenient to parents in order to maximize parent involvement participation.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

(Sec. 1116(c)(4)(A)(B)(C))

Gadsden City School System will take the following actions to ensure the information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format. This includes alternative formats upon request, and, to the extent practicable, in a language the parents understand by providing information to parents and other stakeholders on the LEA and school websites; providing notification to parents via postal service when appropriate; disseminating information through schools' PTO/PTA organizations; using local media and social media to provide parents with information, using Facebook and Remind101 apps to provide parents with information; providing information in a language parents can understand using TalkingPoints and district personnel to translate. The LEA will provide translations services through Language Link as needed.



4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

At the beginning of the school year, parents will be encouraged to sign a school-parent compact that outlines how parents will build and develop a partnership to help children achieve the state's high academic standards. The compacts will be kept in the teachers' classrooms so comments from parent meetings can be recorded. Implementation of the contract will provide a means by which the school, parents, and students will share the responsibility for improved student academic achievement.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Bi-annual surveys are conducted in the fall and spring.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Gadsden City School System has a Parent/Teacher Resource Center that has materials to provide individual prescriptive packets for students who need assistance. Parents and teachers can request the specific materials that are needed for the students. Staff at the resource center meets with the parents and explain how to use the materials. There are also books and games that can be checked out to assist families'. The Parent/ Resource Center will provide parent workshops to assist in reading, math, and technology at various times during the school year. Individual schools have a parent resource area where they provide materials and training to help parents work with their children to improve their children's achievements. These activities may include helping students build test taking skills,

reading, or math skills, and self-esteem. Other training, such as dealing with bullying and training on drug and alcohol awareness may be conducted. If a parent or family member request specific training as it relates to student achievement, the LEA will provide such training. Schools have purchased parent/student communication folders to promote communication between home and school. The parent resource centers have brochures, pamphlets, videos, tapes, etc. that provide parents with resources of topics including but not limited to: attendance, homework, reading to your child, technology and the harms of copyright privacy. Schools have scheduled parent workshops for reading, math, and technology based on their individual school needs assessments. These workshops are scheduled at various dates and times throughout the year to allow for the greatest participation, test taking skills, reading or math skills, and social emotional learning. Other training, such as dealing with bullying and training on drug and alcohol awareness, may be conducted. If a parent or family member request specific training as it relates to student achievement, the LEA will provide when necessary.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school shall educate faculty (with the assistance of parents) in the value and utility of contributions by parents. Furthermore, it will allow increased communications with parents and encourages parents to work as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Training sessions for staff members will be held to strengthen their skills in working with parents and our community of stakeholders. Schools will be encouraged to conduct a book study with teachers, support staff, and administrators on dealing with families in poverty. Conducting professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in

educating their children and help create a resource inventory to identify strengths, skills, cultural, and contextual knowledge of both parents and faculty members. GMS will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families. Parents will be invited to speak with school staff and faculty to share personal experiences as it relates to student success. Community field trips will be coordinated with school personnel so they will have an understanding from where children and families come.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs. GMS will conduct other activities, which encourage and support parents in more fully participating in the education of their children.

Gadsden City Schools will coordinate and integrate the district's parental engagement programs with other State and Local programs to integrate parent and family strategies. Some of those programs will include United Way, Head Start, Children's Policy Council, and Success by Six. Early education workshops will be offered to parents and caregivers to offer support to our early learners. This will provide information to families as their child transitions to kindergarten.

Elementary schools will host kindergarten registration and orientation activities for students who are transitioning from private and church pre-school and daycare programs so parents may tour the schools and receive information to help prepare them and their children for kindergarten. All Title I Schools have a parenting area

where parents/family members have access to resources, materials, and supplies in order for parents/family members to be able to better help their children be successful. GCSS also has a Parent /Teacher Resource Center at the district so any parent of a Title I student has access to additional materials and resources.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Gadsden City School System will take the following actions to ensure the information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format. This includes alternative formats upon request, and, to the extent practicable, in a language the parents understand. By providing information to parents and other stakeholders on the LEA and school websites, providing notification to parents via postal service when appropriate, disseminating information through schools' PTO/PTA organizations, using local media and social media to provide parents with information, using Facebook and REMIND apps to provide parents with information; providing information in a language parents can understand using Talking Points and district personnel to translate. The LEA will provide translations serviced through Language Link as needed.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school shall provide such other reasonable support for parental involvement activities as parents may request.

We will host monthly PTSO meetings and parent engagement nights to include the parents in the process. We shall provide more sessions to inform. We shall provide reading and math nights, game nights, and opportunities for parents to share. We shall post on social media and via Remind101 the dates of these meetings so that parents may schedule time to attend. We will also work to send information in a timely manner with frequent reminders.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

School information shall be provided to parents in a language that they can understand through interpreters or in forms/letters in the home language. Participation of all parents, including those with disabilities is always encouraged. GMS offers appropriate handicap parking spaces, and most areas of the school are wheelchair accessible (elevator). Students are monitored in instruction and assessment and are provided accommodations. Instructional time with the EL resource staff will be provided to accelerate language acquisition and writing skills. Core education teachers will receive ACCESS data and WIDA standards training through PD presented by EL teachers and coaches.

## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

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- No

## **eProve™ strategies: Goals & Plans**

The school has completed all components of its ACIP in eProve™ strategies.

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- NO

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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