

Gadsden City Schools  
Title II  
Professional Development  
Annual Evaluation  
2015-2016

To effectively determine the professional development needs of Gadsden City Schools (GCS), the Title II Professional Development Needs Assessment was distributed to each Gadsden City school on April 16, 2015. Cumulative and respective school needs assessment data was used to prepare, train, and recruit highly qualified teachers and school administrators.

To analyze the strengths and weaknesses of the schools and to identify the needs of the schools' faculty and students, a needs assessment was required by the GCS central office to identify the primary Title II funding needs. This assessment was developed from the following stakeholders' input: school administrators, teachers, parents, students, and each school's Professional Development Committee. The Gadsden City Schools' Professional Development Mission Statement was previously developed as follows: "To prepare and inspire all students to become college and career ready through learning, serving, and excelling."

Analyzed areas include but are not limited to:

- Elementary school student performance data: ACT Aspire, Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS), Early Star, Scott Foresman Reading Street, STAR Math, STAR Reading, Stride Academy, and ACCESS for ELL students.
- Middle school student performance data: ACT Aspire, Classworks, STAR Math, STAR Reading, ACCESS for ELLs, mid-semester exams and final exams.
- High school student performance data: ACT, ACT Quality Core/ End of Course Assessment, ACCESS for ELLs and Classworks.
- Teacher performance data: EDUCATEAlabama
- National and State Professional Development Standards and Goals

Each Gadsden City school formed a Professional Development Committee comprised of teachers, parents and administrators to complete needs assessment information; collect and analyze data, develop school goals, create a budget (based on projected allocations and expenditures), and return the required forms to Mrs. Rhonda Perry, Title II Coordinator, who evaluated each school's needs assessment results. The survey results are as follows:

Student academic performance weaknesses have been identified using the stated school level specific assessment. Each of the eight elementary and the four secondary level Gadsden City Schools assessed the areas of reading, math, science, language arts and social studies.

DIBELS Next, Early Star, and Scott Foresman Reading Street are used to assess students in grades K-2 in Gadsden City's eight elementary schools. Star Inventory Reading, Star Inventory Math, Stride Academy, ACCESS for ELLs and Special Education data are the assessments used in grades 3 – 5.

The reading assessment across the system showed an increase from 2013 –2014 from 48% scoring at the 50 percentile and above to 51.91% in the 2014-2015 assessment. System-wide math scores for 2014 – 2015 data demonstrates the system maintained 59% scoring at the 50 percentile and above. The system scores for the new science assessment indicated that 62.73% of those tested scored at the 50 percentile or above.

Star Inventory Reading and Star Inventory Math, ACCESS for ELLs, Special Education data and Classworks are used in measuring the middle school student's performance.

The reading assessment across the system showed a decrease from 2013 –2014 from 51% scoring at the 50 percentile and above to 44.83% in the 2014-2015 assessment. System-wide math scores for 2014 – 2015 data demonstrates the system improved from 44% scoring at the 50 percentile and above to 45.75%. The system scores for the new science assessment indicated that 50.95% of those tested scored at the 50 percentile or above.

High school data is compiled from state mandated ACT and ACT Aspire, PSAT, ASVAB, End of Course Assessments, ACCESS for ELLs and Special Education data.

Current year results for 2014-2015 for the high school English 50% are at or above benchmark, while only 14% are at or above benchmark in math. 28% of the students score at or above benchmark in reading. Students scoring at or above benchmark in science are 16%. The high school ACT Plan scores for 10<sup>th</sup> grade show a decrease from 16.4% to 15.9% for the current year in composite score. There was no improvement in ACT scores from the 2012 or 2013 years in any of the subject areas. In 2014 for 11<sup>th</sup> grade students, the ACT scores show that the school is slightly below the state average with reading. 11<sup>th</sup> grade reading scores for 2014 are 18.3% compared to the state average of 18.7%. Math is 17.7% with the state average being 17.9%. The science average score is 17.9% with the state average being 18.4%. The English average score is 17.2% and with the state average being 17.9%. The composite score is 17.9% with the state average score being 18.3%.

## **Teacher Performance Data**

Based on information garnered from the EDUCATEAlabama and student academic performance data, professional development needs were chosen as follow: all eight elementary schools identified reading and technology; seven elementary schools identified math; six schools identified science and five schools identified language arts and one school identified social science. All three middle schools identified language arts, math, reading and technology; two schools identified arts, health, science, and social science. One school identified geography. The high school identified language arts, math, reading, science, social sciences, and technology.

## **Goals**

Each of Gadsden City's twelve schools identified professional development goals and activities. The use of Title II funding will be used for professional learning activities and the attainment of the identified goals. Seven of the eight elementary schools devised goals to increase student achievement for all-sub-groups by incorporating project based learning strategies to develop technology infused curriculum units that enhances student engagement and learning and total integration of College and Career Ready Standards in the areas of language arts, math, and reading. Thirty-eight percent of the elementary schools cited goals to increase academic performance through writing across the curriculum and twenty-five percent included objectives to continue ongoing professional development for Response to Intervention, Tier 2 & Tier 3. Twenty-five percent of the elementary schools included objectives to review & model effective formative & summative assessment strategies. Additional goals include creating print rich environment to improve ELL progression toward academic success, professional development on diversity to meet the needs of the underserved and identifying bullies and procedures to monitor and correct their behavior, training for direct/explicit instruction, model ARI retooling reading foundation, training to understand & practice the ACT Aspire test, and training for parents to understand the Go Math series and new CCRS standards.

All three middle schools listed goals to increase student achievement for all sub-groups by using effective research based instructional strategies to enhance the use of technology. Two of the three schools cited goals that included continued professional development for Response to Intervention for Tier 2 & Tier 3 and to continue ongoing integration of College and Career Ready Standards. Other goals cited include increase student engagement in the classroom and motivate students to grow academically, therefore, increasing student performance; improve test scores in all areas, provide time for teachers to participate in grade level meetings, departmental meeting and vertical meetings with other schools; continue to incorporate the Making Middle Grades Work philosophy in all areas of education

The high school goals are gauged to develop data informed decisions on formative assessments from the universal screener and progress monitoring, provide professional development to implement the 1:1 initiative, become better informed on Response to

Intervention Tier 2 & Tier 3 strategies, identify these students, and develop strategies to utilize Step Academy to serve students, therefore, reduce dropout rate.

### **Goal Attainment Activities**

#### **Elementary school activities to meet goals:**

- Provide research based training, workshops, webinars and programs that focus on increasing academic performance for all students in the areas of language arts, math, science, writing across the curriculum and technology
- Continued training and workshops to unwrap the College and Career Ready Standards in language arts, math and technology
- Facilitate use of the insight tool
- Response to Intervention school and district level training to learn intervention strategies & monitoring for RTI Tier 2 and Tier 3
- Turn around training demonstrated by reading coach, technology coach, peer coach, and central office staff
- Technology fairs
- Classroom projects using technology
- Attend math & science training for ALAHASP and AMSTI
- Professional reading and book studies
- Counselor and principal led demonstrations on diversity
- Develop a K-5 school-wide writing plan and a rubric to follow
- Professional development for modeling project based learning
- Review of the Comprehension Toolkit
- In-service opportunities which allows teachers to collaborate and share ideas
- Professional development opportunities offered at in-service by consultants and/or trainers
- Grade level meetings and across grade level meetings to include turn around implementation
- Collaborative training across area schools and other systems
- Embedded professional development during faculty meetings
- Face to face training
- Develop and utilize system-wide formative assessments to guide instruction
- Provide opportunities to attend conferences and/or workshops
- Ongoing training and opportunities for reflection
- Weekly monitoring
- Offer opportunities for site visits to system and out of system schools
- Provide opportunities for team teaching
- Purchase products that will assist in meeting professional goals

#### **Middle school activities to meet goals:**

- Research based training, workshops and programs that focus on increasing academic performance for all students in the areas of language arts, math, science, writing across the curriculum and technology
- Response to Intervention school and district level training for learning intervention strategies & monitoring for RTI Tier 2 and Tier 3
- Ongoing training and workshops provided at the state level and the district level to unwrap the College and Career Ready standards in language, arts and math.
- Professional learning teams to assist in student engagement and student motivation
- Attend workshops to offer strategic teaching and best practices strategies
- Technology in Motion training
- Attend Tech Tuesday/Thursday workshops offered by the system
- Continued training and workshops on classroom management
- Attend professional development opportunities offered at the district, state, and regional level during the school year and the summer
- Ongoing ARI and AMSTI training from the regional planning team

**High school activities to meet goals:**

- Research based training, workshops and programs that focus on increasing academic performance for all students in the areas of language arts, math, science, writing across the curriculum, technology, ARI & AMSTI
- Response to Intervention school and district level training for learning intervention strategies & monitoring for RTI Tier 2 and Tier 3
- Departmental meetings to set goals and achievement levels based on data
- Leadership team meetings
- Embedded professional development departmental meetings
- Ongoing professional development opportunities offered at the district, state, and regional level

**Teacher and Principal Quality**

Identify professional development activities needed to ensure that all teachers and administrators within Gadsden City Schools are classified in the “Highly Qualified” (HQ) status:

- Hiring preference is given to applicants who are highly qualified
- Identify teachers and administrators that are not highly qualified
- Systematic review at the district level of teaching certificates and highly qualified status.
- Notify teachers of their HQ status
- Training to explain procedures to attain highly qualified status
- Ensure that only highly qualified teachers are hired in all Title I schools
- EDUCATEAlabama
- To ensure all teachers are HQ, the Gadsden City Schools has set aside federal funds for teachers to take the state mandated certification exam, the Praxis or to successfully complete course work required for certification
- Training to assist teachers to pass the PRAXIS (subject specific)
- Offer continuing education workshops, and webinars
- Teacher mentoring, workshops, study sites within the school and the LEA in-service training provided by Jacksonville State University
- Ongoing training on the use of technology to improve and enhance instruction by participating in Technology in Motion and Tech Tuesday or Thursdays
- Turn around training for CCRS to improve reading, math, and science instruction
- Ongoing professional development for intervention with instruction strategies and daily communication efforts
- Assign mentor teachers as needed
- Professional development in the areas of AMSTI & Instructional Rounds during the school year
- Ongoing professional development opportunities to earn PLU’s and CEU’s
- Develop professional learning communities to engage in collaboration to create a positive impact on school culture

The Gadsden City Schools Professional Development Committee members include central office personnel, school administrators, teachers, and parents. The committee evaluated the Professional Development Needs Assessment, analyzed the requested information and system test scores for previous school years. Based on national and state standards and goals, GCS annual needs and data evaluation were used to develop Gadsden City Schools 2015 – 2016 Professional Development Plan. The plan that was accepted, approved, and disseminated to each Gadsden City school will be presented at the fall Federal Programs Meeting. Title II Coordinator, Rhonda Perry and the Professional Development Committee have composed this detailed report for the annual evaluation of the appropriate use of Title II funding.

### **Elementary School Programs**

#### **Majority**

- Ongoing implementation of College and Career Ready Standards areas of English language arts, math, and science
- Increase student achievement for all students in the areas of math, science, reading, language arts and writing by using research based instructional strategies

#### **Fifty Percent**

- Improve teaching strategies to integrate technology across the curriculum
- Ongoing intervention strategies to implement Tier 2 and Tier 3
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#### **Below Fifty Percent**

- Effective teaching strategies to continue integrating writing across the curriculum
- Research based strategies for teaching English language learners and special needs students in the classroom
- Training for ACT Aspire (Walnut Park)
- Expand understanding and practice for the ACT tests and study material (Walnut Park)
- Effective instructional strategies for teaching ELL and special education students (Adams)
- Workshops on using data and formative assessments (Donehoo)
- Training in the areas of diversity training, classroom management and character education (Thompson)

### **Middle School Programs**

## **Majority**

- Ongoing implementation of College and Career Ready Standards to enhance learning for all 6 - 8 students
- Ongoing teaching strategies to integrate technology across the curriculum

## **Below Fifty Percent**

- Improve strategic teaching and best practices (ESMS)
- Training to ensure advanced placement students are prepared for the advanced academic diploma (ESMS)
- Continue to implement strategies to increase student motivation (GMS)
- Ongoing strategies to offer RTI Tier 2 and Tier 3 intervention (GMS)
- Training for Classworks and ARI (LMS)
- Ongoing training for test improvement strategies (LMS)

## **High School Programs**

- Implementation of 1:1 initiative
- Ongoing strategies to offer RTI Tier 2 and Tier 3 intervention
- Integrate universal screening to implement progress monitoring
- More efficient in making data informed decisions
- Implementation of graduation tracking system and early warning training for dropout prevention