

GADSDEN CITY SCHOOL SYSTEM

Title I, Part A

Local Educational Agency (LEA) Plan

School Year

2011-2012

**Revised September 2011
For FY 2012**

(A) A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 111(b)(3), that the LEA and schools served under this part will use:

- **to determine the success of children meeting State academic standards, to provide information to teachers, parents, and students on the progress toward meeting State academic standards described in Section 1111(b)(1)(D)(ii)**
- **to assist in diagnosis, teaching and learning in the classroom that best enables low-achieving students to meet State academic standards,**
- **to determine what revisions are needed to projects so that students meet State academic standards,**
- **to identify effectively students who may be a risk for reading failure or who are having difficulty reading through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under Section 1208.**
- Programs are strengthened in all schools employing only highly qualified teachers and paraprofessionals (NCLB) to implement researched-based programs. The adoption of Scott Foresman's Reading Street and the aligned intervention, My Sidewalk provide researched based strategies within the structure of each program to help elementary students achieve state standards in Language Arts. STAR Reading and Math, Success Maker and Classworks provide more opportunities to apply intervention strategies to help students achieve state standards. Curriculum integrated technology provides hands on learning through research based strategies, trouble shooting and training.
- Scientifically researched-based professional development training is provided by the ARI Coach, a district-wide reading coach, and the school site reading coaches to ensure fidelity to the implementation of the elementary reading programs. Strategic Teaching training for elementary, middle and high school teachers, paraprofessionals, administrators, and all other instructional personnel will be implemented this year to ensure that researched- based strategies are being used across the curriculum. The professional development is based on the data from the needs assessments in the CIP plans. Feedback is provided on a monthly basis for classroom teachers, and reading coaches to enhance teaching skills in reading. The professional development provider demonstrates scientifically research-based methods for implementing the core programs in each classroom. Side-by-side coaching provides follow-up modeling and training of the professional development provider's recommendations (embedded professional development activities). A needs assessment survey including diagnostic assessments and observations provides the data necessary to determine the specific professional development necessary for each teacher. Teachers and administrators will also attend the SDE summer Mega Conference to receive updates on assessment data and other pertinent information related to student academic achievement.
- District coordinators including: Elementary Education, Director of Federal Programs, Title I Coordinator, System Reading Coach, and the Director of School and Accountability Improvement monitor small group instruction that takes place during a 90 minute un-interrupted reading block of time. Teachers address students'

deficiencies and ensure mastery of state content standards and item specifications on the SAT-10/ARMT and AHSGE.

(B) A description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section.

- The Coordinator of Elementary Education ensures at least a 1 hour time block is allocated for math in each school. The increase in time and AMSTI Math training from the SDE for four of eight elementary schools who participated in a two year summer training, provides the hands on concrete activities necessary to master deficiencies.
- The Coordinator of Elementary Education, Director of Federal Programs, Title I Coordinator, System Reading Coach, Director of School Improvement and Accountability, principals, teachers, and coaches review student data during grade level or departmental meetings held weekly or bi-weekly. During these meetings specific strategies are determined for high-risk struggling students.
- After-school tutoring and or extended learning opportunities in reading and math take place in each school. All eight elementary schools provide after-school tutors through At-Risk, Title I, or 21st Century money throughout the school year. Gadsden City High School uses High Hopes funds for an after-school program to assist with deficiencies in core subjects for secondary students.

(C) A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the state's challenging student academic achievement standards.

- The Director of School Improvement and Accountability, Elementary Coordinator, system Reading Coach, ELL and Parent Involvement staff provide extensive training to teachers on methods and actions that ensure success for all students. Initial screening through **DIBELS** and **Easy CBM-Math for K-2 students and STAR-Progress Monitoring for Reading and Math for 3-8 students** provide the data for effective instruction during small group interventions where My Sidewalks for reading, SuccessMaker for math at the elementary level and Classworks for reading and math at the middle school levels provide data to assist classroom and resource intervention teachers in determining the effectiveness of their instruction and what adjustments need to be made.
- The Director of School Improvement and Accountability has aligned local curriculum resources with state assessments and courses of study. This provides a sequential path for ensuring that all state standards are covered.
- The District Reading Coordinator, Principals, Federal Program Director, Title I Coordinator, Coordinator of Elementary and the Director of School Improvement and Accountability conduct monthly monitoring of programs “walk-throughs” and data-driven grade-level meetings that provide growth for teachers and students.
- The parental involvement staff informs parents concerning specific grade-level expectations. A parent survey is provided to determine parent training request/needs. Also, the survey provides requests for at-home materials such as literature, audio/video, and hands-on materials. A Parent Compact is provided for all students in Title I schools.

**Gadsden City Schools
Time Line for School Improvement
CIP
2011-2012**

Activity	Date	Person Responsible
LEA/Elementary and Middle Schools met with principals. Introduction of e-CIP website/Principal/users /Federal Program/Superintendent/Passwords	May 11, 2011	Rick Arthur
System-Wide e-CIP Training for the 2011-2012 Plan	September 1, 2011	Rick Arthur, Beth Thompson SDE/Review of e-CIP Process
e-CIP plans turned in	September 30, 2011	Principals, CIP Team
Walkthroughs looking for the use of strategies and check of evidence box	October	Principals, Teachers, and School CIP Teams
Walkthrough check for implementation of plan	November	LEA School Support Teams
Walkthrough looking for the use of strategies and check of evidence box and implementation of plan	January	Principals, Teachers, and School CIP Teams
Review for upcoming test	February	LEA School Support Teams
Walkthrough in the anticipation of upcoming test	March	Principal, Teachers, School CIP Teams
Review of the CIP plans for next year	May	Rick Arthur

(D) A description of the strategy the LEA will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals and, if appropriate, pupil services personnel, administrators, parents, and other staff including LEA level staff in accordance with sections 1118 and 1119.

- The Director of School Improvement and Accountability/Title II Coordinator worked on a collaborative effort with a committee of K-12 teachers and principals to align the State Courses of Study with the local curriculum and provided training for all teachers in the use of these guides. District-wide coordinated services provide professional development staff in the areas of: Reading, Math, Language, Advanced Placement disciplines and Technology.
- The Director of School Improvement and Accountability provides pacing guides for reading, math, and science for each classroom teacher, oversees administration of diagnostic test, participates in grade level data meetings, and monitors the CIP plans seven times a year.
- The Title I/ AMSTI Coordinator provides a curriculum aligned calendar with the course of study objectives for each science and math teacher. The calendar serves as a pacing guide for classroom teachers. A district science assessment has been developed by a committee and provides uniformity among schools.
- The Special Education Coordinator works with the Director of School Improvement and Accountability, principals, and Directors of Elementary and Secondary Education to ensure that all special education students are included in instruction in the core curriculum and that all deficiencies are met through intervention strategies based on their individual IEP.
- The Student Services Coordinator works with the counselors in each school to coordinate volunteer mentors, comprised of community people and staff who are paired with at-risk students in all schools. These students are identified by the principal, teachers, and counselors. Mentor training includes individual student needs, family demographics, and school policies and procedures.
- The Alternative Education Specialist coordinates a district new teacher mentor program. Mentors are paired with new teachers in all schools. These mentor teachers have gone through the State Mentor Training Program and provide best practices for the new teachers. Ongoing professional development training is provided for the new teachers throughout the year following the State of Alabama guidelines for the mentor program.
- Teachers and Parents may request a packet for individual students who are having difficulty in reading and/or math. The Parent Teacher Resource Center (PTRC) certified teacher will contact the classroom teacher and discuss the students' needs and develop a prescription packet for the student. All of the packets are developed to match the monthly pacing guides for the students' grade level. The PTRC teacher will meet with the parent when the packet is picked up to go over the work and how to use it. Parent workshops will be scheduled first and second semester at the district PTRC to develop materials for math and reading for the parents to take home. Consultants will be brought in to provide "Make-And-Take" workshops for teachers during the school year.

The LEA's role in supporting the implementation of professional learning related to academic needs is to ensure that individual school plans for professional development are adhered to. The outcome of each school's needs assessment determined that professional development training was needed in the areas of reading, language arts, and mathematics. Therefore:

- The system-wide Reading Coach will assist with embedded professional development activities and provide ongoing modeling in the classroom and coordinate with outside providers funded through the ARI program.
- The Elementary Coordinator will assist with embedded professional development activities and provide ongoing modeling in the classroom.
- The Title I Coordinator will provide embedded professional development by working with each Title I school making sure that all federal and state requirements are met in their CIP Plans.
- The Director of School Improvement and Accountability will provide embedded professional development by working with each school's CIP team as they develop and refine their plans. The following professional development goals have been established:
 - (1.) In-service, department meetings, grade level meetings to identify areas of student weaknesses in the required content standards to be taught in math, reading, science, social studies, and language arts. Provide teaching strategies throughout the system that will ensure the percentage of students tested in each subgroup are at or above the proficient level.
 - (2.) Provide training for school personnel, parents, and students in identifying potential dropouts and provide a positive successful, rewarding prevention program so that all students will become high school graduates and be a productive citizen.

School Safety

- The district Student Services Coordinator works with principals and guidance counselors to implement a school safety plan and ensure that the necessary safety equipment is in place. The system received a grant that will provide door bells for all of the schools. School Safety Plans are updated each year according to state and local guidelines. All emergency drills are done once each month to ensure safety procedures are in place.

Discipline

- The directors for Elementary and Secondary Education assist principals with "walk-throughs" conducting classroom observations to improve teachers' classroom management skills.

Culture

- The Director of School Improvement and Accountability works with principals to assist in the development of the schools' CIP plan to improve climate and provide a common language across the grade levels.

(E) A description of how the LEA will coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, such as:

- **Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs;**

See section (K) for Even Start, Head Start and Early Reading First

- **Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, native American children served under part A of Title VII, homeless children, and immigrant children in or in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.**

See section (I) for Neglected or Delinquent Youth

See section (J) for Migratory Children

See section (O) for Homeless Children

(F) An assurance that the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

- The LEA has in the past and will continue to participate in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.

(G) A description of the poverty criteria that will be used to select school attendance areas under Section 1113.

- The poverty criteria for elementary schoolwide schools is 40% or above and 75% or above for secondary schoolwide schools.

(H) A description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under Section 1115, will identify the eligible children most in need of services under this part.

- No Targeted Assisted Schools all are Schoolwide.

(I)A general description of the nature of the programs to be conducted by such agency's schools under the: Schoolwide Program (Sections 1114), Targeted Assistance Program (Section1115), Educational services for children living in neglected or delinquent institutions or community day school programs.

- The district does not have a Title I, Part D Neglected and /or Delinquent program. However, our students are served under Title I, Part A. Neglected and/or Delinquent students from age 5-17 are identified through the court system and local community agencies and are placed in shelters and day facilities. An At-Risk Coordinator works with the directors of the C.I.T.Y. Program, Thirteenth Place, counselors and teachers in the schools to identify specific needs to improve the educational services for children and youth so that they have the opportunity to meet the same challenging state academic content standards that all children in the state are expected to meet. The At-Risk coordinator works with healthcare services as needed, in addition the following services are provided when needed: materials and supplies, instructional fees, field trips, personal items such as gym clothes and uniforms, tutoring, computer software and social services. These services are determined through a needs assessment conducted in the shelters with input from counselors in the schools.

Healthcare

- Nursing service provides vision and hearing screening to children in K-12 grades. Screening helps identify students who need glasses, hearing aids, or may need a different seating location in class or special tools to enhance the educational process. Lectures are provided to families in shelters or homeless settings in relationship to health needs. Services are also provided to children with special disabilities such as tube feeding, catheterizations, or other invasive procedures.
- Based on the State Course of Study, ½ unit of Health, including instruction in CPR, will be taught by 10th grade Health teachers. The teachers will hold an Instructor's certificate in CPR which will be in effect for a 2 year period.

(J) A description of how the LEA will ensure that migratory children and formerly migratory children, who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.

- The Gadsden district does not receive Title I, Part C funding because they do not have 100 migrant students enrolled. All migrant students residing in the city limits are automatically provided services under Title I Part A whether or not they live in a Title I school attendance area.
- The Gadsden City School System's Migrant Coordinator, state recruiter, local recruiter, and bilingual parent liaison seek out, identify, interview, and record eligibility data on the COE form. (Education Funding Research Council, June 1998, Title I Handbook, G-2334). A student cannot receive MEP services without a record of eligibility.
- The MEP student is enrolled in school using the guidelines set by the local board of education. The MEP family is not required to submit immunizations forms, residency requirements, and birth certificates or other documents on the initial day of enrollment.
- The school will work with family, health department, and other agencies to provide the missing records and documents on the initial day of enrollment.
- Students with disabilities will receive the appropriate services and support on a temporary basis until the necessary paper work has been received.
- All migrant students will be assessed to determine academic placement. Priority services will be given to those students during the school year and summer school will be offered providing skill reinforcement.
- The school will determine the types of services that are most responsive to the special educational needs of the migrant student to allow him/her to meet the same challenging state content and performance standards all students are expected to meet (Section 1304 (b)(1) and (2). (Educational Funding Research Council, June 198, Title I Handbook G-2333).

Healthcare

- Nursing service provides vision and hearing screening to children in K-12 grades. Screening helps identify students who need glasses, hearing aids, or may need a different seating location in class or special tools to enhance the educational process. Lectures are provided to families in shelters or homeless settings in relationship to health needs. Services are also provided to children with special disabilities such as tube feeding, catheterizations, or other invasive procedures.
- Based on the State Course of Study, ½ unit of Health, including instruction in CPR, will be taught by 10th grade Health teachers. The teachers will hold an Instructor's certificate in CPR which will be in effect for a 2 year period.

(K)A description of how the LEA will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start programs, which services may be provided directly by the LEA or through other agencies.

Federal funds for the past few years were set aside from Title I, Part A, Title I ARRA, and Office of School Readiness (OSR) to support a Pre-K 4 year old program in the seven Title I school wide schools. Due to funding cuts, the Gadsden City School District had to reassign the pre-k 4 teachers to positions that were opened due to non-tenured cut backs. The district allowed Head Start to continue to use our school sites but they had to provide two Head Start teachers for the classroom. This funding change still is providing a collaborative effort between Head Start, and the Gadsden City School District. The two Head Start paraprofessionals provide a developmentally appropriate curriculum in a full-day program. Breakfast, snack and lunch are also provided through the state Child Nutrition Program. Head Start provides classroom equipment, materials and supplies, playground equipment, and a paraprofessional. The curriculum will include scientifically researched-based reading, language, and math programs. An eclectic approach includes not only a cognitive program but incorporates physical education, fine arts, counseling, field trips, and assessments for all programs to ensure that all students will be able to meet the benchmarks for kindergarten. The Even Start Family Literacy Program (Title I, Part B) serves children from birth to four years of age and their families. The special education Pre-School Program funded by the state of Alabama is housed at the Even Start Center. The program serves students with disabilities identified through Child Find and referrals by local physicians. The children served are ages three-five. Administrators, teachers, Department of Human Resources and other agencies refer them to the program. Principals of the local schools provide an opportunity for parents to visit the school located in their district prior to enrollment in kindergarten. The Title I Parent Center provides checkout materials for students and their parents. Parenting and adult classes are ongoing, providing continued education and programs that will equip parents to support their child's learning and enhance their parenting skills. Teachers and paraprofessionals plan and schedule home visits weekly. Gadsden State Community College provides an Adult Basic Education program for parents attending the Even Start program. Special Education MEDC meetings are held at EVEN START to evaluate at-risk students before they enter their respective school. The Early Childhood Coordinator for Even Start meets with principals of the elementary schools to ensure a smooth transition for the child. Community agencies provide educational opportunities for parents and their children. The Home-School Assistant from the Homeless Project works with the families who reside in local shelters and attend Even Start and tutors after school in the Shelters. ELL services are provided to students and parents with limited English proficiency.

Head Start staff meets with Even Start to provide a smooth transition between preschool programs and the kindergarten program in the public schools. Special Education (MEDC) meetings are held at Head Start to discuss and implement necessary assessments and services for at-risk students ensuring readiness for public school.

(L) A description of the actions the LEA will take to assist its low-achieving schools identified under Section 1116 as in need of improvement.

The LEA has one Middle school identified under Section 1116 in need of Program Improvement for the 2011-2012 school year. Regardless of a school being in Program Improvement or not the LEA and schools identify the areas of weakness from the spring testing results. Teachers are improving their understanding of assessment data and are becoming more comfortable with actually using the data. The Director of School Improvement and Accountability has directed the fundamental teaching and learning needs in all schools in the following manner:

- Alignment of curriculum with a district committee
- Provided Pacing Guides in the area of Reading, Math, and Science for every teacher
- Writing Modes: Students in Elementary, Middle and High will be introduced to one mode per month October, November, and December in all curriculum areas. A strong emphasis will be put on all modes in the month of January for the February assessment. Model teaching will be provided for teachers who need help
- Provided a written report for all test data to each school
- Provided professional development training on interpreting test data
- Provided professional development training on item specification for ARMT/SAT 10
- Provided professional development training on Classworks
- Met with principals and staff to develop CIP plans
- Attended all SDE training for School Improvement
- Developed district graphs for improvement in Reading and Math

Increasing teacher, parent, and student awareness of problem areas in reading, math, and with the Alabama High School Graduation Exam results, has developed into collaborative efforts throughout all schools and communities to increase student performance. Data results show the need to provide more intervention in reading and math for special education students. The system advocates inclusion, so that all students are receiving the same instruction, with the help of a special education teacher in the regular classroom. Students categorized with intensive needs in reading and math are provided extended learning opportunities through instruction in a smaller class setting or individual instruction by the Title I intervention teacher. All students participate in system diagnostic assessments, Success-Maker or Classworks computer assisted diagnosis, and small group instruction. Teachers and administrators participate in data driven grade level meetings to guide instruction.

(M) A description of the actions the LEA will take to implement public school choice and supplemental services, consistent with the requirement of Section 1116.

N/A

If the district or any school goes into Program Improvement for the second year the Gadsden City Board of Education will offer public “school choice” to all qualifying students in schools that fail for two consecutive years to make “Adequate yearly progress” (AYP) towards meeting state standards. The following steps will be implemented:

- Inform eligible parents of a school choice through written correspondence
- Offer parents the option to transfer not later than the first day of the school year
- Provide all students enrolled in identified schools an option transfer to another public school that is not in program improvement, the LEA/Title I will provide transportation
- Explain transportation guidelines for the end of the school year when the local educational agency determines that the school from which the student transferred is no longer identified for school improvement
- Explain alternative options if transfer is not accepted, such as supplemental services the first year
- Provide low achieving children from low income families first option to transfer
- Transfer children shall be enrolled in classes and other activities in the same manner as all other children at the school of transfer
- Explain Supplemental Services will be offered if the school does not clear after school choice is offered. A list of available Supplemental Providers will be given to the parents and they will choose which provider meets their needs. LEA will contract with the provider for the dollar amount provided for each student that signs up for these services.

(N) A description of how the LEA will meet the requirements of Section 1116.

N/A

The LEA will provide parents with an understandable and uniform format, to the extent practicable, in a language the parents can understand:

- Describe AYP to parents, the identification process and comparing the identified school to other academic achieving schools served in the district
- Reason for identification and explain low achievement
- Describe how the school district is solving the academic problem
- Explain how the parents can become more involved
- Inform parents on the performance of each accepting school and provide school choice
- Explain to parents that it is not mandatory for the child to participate in the school choice
- Guarantee the student a place in an accepting school, options for transferring siblings if seating is available
- Explain student priority pertaining to transfers, low achieving students have first choice
- Describe transportation procedures
- Notification date and transfer application deadlines
- Opportunity for the parents to visit accepting schools
- Direct question on school choice to the director of federal programs

(O) A description of the services the LEA will provide homeless children, including services provided with funds reserved under Section 1113(3)(A).

- All homeless children and youth residing in the city limits are automatically provided services under Title I, Part A whether or not they live in Title I school attendance area. They are assured a free, appropriate public education either in their school of origin or in a school in the attendance area in which they are actually living, whichever is in the child's best interest.
- All homeless children will receive educational services which are comparable to those offered other children. They will not be separated from other students on the basis of homelessness alone.
- The LEA will provide activities and services for homeless children and youth which will enable them to enroll, attend and achieve success in school
- Programs will be developed for school personnel to heighten their awareness of specific educational needs of homeless children and youth.
- The LEA will ensure that homeless children and youth are able to participate in before- and after- school programs.
- The LEA will ensure that all barriers to the enrollment and retention of homeless children and youth are removed and will address problems caused by transportation issues, immunization requirements, residency requirements, and lack of birth certificates or other documents.
- The LEA assumes the responsibility for maintenance of school records of homeless children and youth and for timely transfer of records to new schools when homeless students must relocate; and
- All eligible homeless children are eligible to participate in federal, state, and local food programs.
- A board approved policy ensures that the law is adhered to and all barriers removed for all homeless children in the district.
- Tutoring is provided in the shelters and schools where homeless children reside and attend.
- ELL services are provided by a certified ELL teacher and the bilingual homeless liaison.
- Social services including clothing, school fees and materials and supplies are provided on an as needed basis.
- Training and brochures on homeless policies and procedures are provided to all school personnel throughout the district.
- In addition to Title I funds, homeless education services are funded through the McKinney-Vento Homeless Assistance Act. Under Section 1113(c)(3)(A) the LEA has set aside Title I funds for homeless students who do not attend Title I schools.
- The homeless program provides additional professional counseling, for students and families that need specialized counseling.

- The Title I Parent Center provides additional educational materials to assist the student having difficulty mastering skills. Parents are encouraged to check out videos designed to help with parenting skills and assist with conflicts.
- The Even Start program provides educational services such as parenting skills, GED, computer training, job readiness, and pre-school educational programs for children birth to 7.
- Homeless students receive medical services from the school nurse and referrals are made to local agencies such as mental health, health department, local medical, dental, and vision clinics.
- The Gadsden City Board of Education's brochure is designed to reach out to parents of homeless children and youth to inform them of their rights related to education of their children.
- The Homeless Liaison communicates with the shelter families concerning the school system's parent support services, local school functions, and community services,
- The central office Director of Homeless Program, secretary, and bookkeeper handle all purchases.

(P) A description of the strategy the LEA will use to implement effective parental involvement under Section 1118.

- A parent advisory board comprised of 2 parents from each of the 8 schools review all documents and assists with the planning process for all activities. Each school develops a parent involvement policy/ plan to meet the parental needs in the schools. A 1% Title I set-a-side gives 95% to the schools to develop a program through a collaborative effort of parents, staff, and administration. A centralized Title I Parent Center is available for parents to check out scientifically researched-based materials to work with children at home. One elementary teacher, one secondary teacher, and paraprofessional prepare prescription packets for students aligned with the classroom curriculum. These teachers meet with classroom teachers at the school site to discuss student needs. The Parent Center staff rotates through all Title I schools providing training and material for parents at the school site as well as at the Center.

(Q) A description of the process/procedures the LEA uses to ensure the implementation of the Parents Right-to-Know provisions under Section 1111(h)(6), Section 1112(g), and Section 3302.

- At the Annual Title I Meeting held in each school, the Director of Federal Programs goes over all of the information about Parents Right-to-Know including Highly Qualified process for inquiries, school budget, and all set asides relative to Title I. In addition to this Parents Right-to-Know booklets are sent home each year in English and Spanish with a signed page to return the school stating that they have received and read the information.

(R) A description of how the LEA will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

- Homeless, neglected/delinquent, and at-risk students participate in summer school services that provide tutoring, materials, supplies, and medical/social services. Technical Assistance coach from ARI supports system coach and school based reading coach with program implementation and intervention implementation during monthly site visits. Reading Coach Trainer from ARI provides monthly training for all reading coaches in the system and follow up visits for three elementary schools. In addition see Section B, item 4.

**GADSDEN CITY SCHOOLS
ARMT Proficiency Scores by Grade
Spring
2011**

ADAMS

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 3	56	43	88%	88
Math Grade 3	58	43	83%	84
Reading Grade 4	49	37	88%	86
Math Grade 4	49	30	80%	83
Reading Grade 5	47	38	89%	88
Math Grade 5	47	33	85%	82

DONEHOO

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 3	41	25	78%	88
Math Grade 3	42	24	71%	84
Reading Grade 4	35	25	88%	86
Math Grade 4	35	24	83%	83

Reading Grade 5	40	37	95%	88
Math Grade 5	40	33	90%	82

EURA BROWN

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 3	83	79	96%	88
Math Grade 3	83	80	98%	84
Reading Grade 4	74	72	99%	86
Math Grade 4	74	69	96%	83
Reading Grade 5	65	64	99%	88
Math Grade 5	65	64	99%	82

FLOYD

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 3	57	44	88%	88
Math Grade 3	57	25	67%	84
Reading Grade 4	72	58	90%	86
Math Grade 4	73	51	84%	83
Reading Grade 5	74	58	89%	88

Math Grade 5	74	58	89%	82
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MITCHELL

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 3	76	70	96%	88
Math Grade 3	75	72	97%	84
Reading Grade 4	79	72	95%	86
Math Grade 4	78	59	87%	83
Reading Grade 5	65	61	97%	88
Math Grade 5	64	61	97%	82

STRIPLIN

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 3	42	28	81%	88
Math Grade 3	42	26	71%	84
Reading Grade 4	55	39	84%	86
Math Grade 4	55	23	69%	83
Reading Grade 5	45	38	91%	88

Math Grade 5	45	43	98%	82
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THOMPSON

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 3	28	20	82%	88
Math Grade 3	27	15	70%	84
Reading Grade 4	26	22	92%	86
Math Grade 4	26	12	69%	83
Reading Grade 5	35	30	91%	88
Math Grade 5	35	21	77%	82

WALNUT PARK

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 3	55	46	91%	88
Math Grade 3	55	41	82%	84
Reading Grade 4	59	47	90%	86
Math Grade 4	59	34	78%	83
Reading Grade 5	55	50	95%	88

Math Grade 5	55	49	95%	82
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LITCHFIELD MIDDLE

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 6	75	50	83%	89
Math Grade 6	75	30	69%	74
Reading Grade 7	75	52	84%	84
Math Grade 7	73	36	74%	74
Reading Grade 8	68	43	81%	76
Math Grade 8	68	30	72%	78

EMMA SANSOM MIDDLE

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 6	163	145	94%	89
Math Grade 6	163	103	81%	74
Reading Grade 7	154	134	93%	84
Math Grade 7	152	81	76%	74

Reading

Grade 8	157	108	84%	76
Math Grade 8	158	100	82%	78

GADSDEN MIDDLE

	<u># of Students</u>	<u># of III & IV</u>	<u>Percentage</u>	<u>Baseline</u>
Reading Grade 6	156	130	91%	89
Math Grade 6	156	93	80%	74
Reading Grade 7	162	124	88%	84
Math Grade 7	162	102	81%	74
Reading Grade 8	139	104	87%	76
Math Grade 8	138	97	85%	78

2011-2012
System Testing Concerns
Reading/Math
Standards Not Proficient from 2010-2011 Results
ARMT Scoring I and II
SAT Stanines 1,2,3

3rd Grade	ARMT	READING	Using strategies to comprehend literacy/recreational materials
	ARMT	MATH	Data analysis and probability
	SAT	READING	Reading vocabulary-synonyms and context clues
	SAT	MATH	Problem solving –estimation, Reasoning and problem solving
4TH Grade	ARMT	READING	Using strategies to comprehend literacy/recreational materials
	ARMT	MATH	Data analysis and probability
	SAT	READING	Vocabulary-synonyms
	SAT	MATH	Problem solving and estimation

2011-2012
System Testing Concerns
Reading/Math
Standards Not Proficient from 2010-2011 Results
ARMT Scoring I and II
SAT Stanines 1,2,3

5th Grade	ARMT	READING	Using strategies to comprehend functional and textual/informational materials
	ARMT	MATH	Measurement, data analysis and probability
	SAT	READING	Vocabulary, synonyms, and thinking skills
	SAT	MATH	Problem solving, number sense, and operations
ALABAMA SCIENCE ASSESSMENT			<ul style="list-style-type: none"> 1) Use everyday indicators to identify common acids and bases 2) Define mass, volume, and density
ALABAMA DIRECT WRITING ASSESSMENT			<ul style="list-style-type: none"> 1) Descriptive writing 2) Writing mechanics, grammar and usage

2011-2012
System Testing Concerns
Reading/Math
Standards Not Proficient from 2010-2011 Results
ARMT Scoring I and II
SAT Stanines 1,2,3

6th Grade	ARMT	READING	Interpret literary elements and devices, Apply strategies to comprehend textual / informational and functional material
	ARMT	MATH	Data analysis and probability measurement, Algebra, numbers and operations
	SAT	READING	Vocabulary, context clues, thinking skills, and synonyms
	SAT	MATH	Problem solving- number sense and skills, patterns, relationships, and algebra

2011-2012
System Testing Concerns
Reading/Math
Standards Not Proficient from 2010-2011 Results
ARMT Scoring I and II
SAT Stanines 1,2,3

7th Grade	ARMT	READING	Relate literary elements and Devices to each other
	ARMT	MATH	Measurement, data analysis and probability
	SAT	READING	Comprehension, thinking skills, informational interpretation
	SAT	MATH	Problem solving- number sense and operations, Representation, and thinking skills

ALABAMA SCIENCE ASSESSMENT

- 1) Describe organisms in the Six Kingdom
- 2) Describe biotic and antibiotic Factors in the environment

ALABAMA DIRECT WRITING ASSESSMENT

- 1) Descriptive, expository writing
- 2) Grammar and usage

2011-2012
System Testing Concerns
Reading/Math
Standards Not Proficient from 2010-2011 Results
ARMT Scoring I and II
SAT Stanines 1,2,3

8th Grade	ARMT	READING	Distinguish among Subcategories of poetry based On their characteristics Apply strategies to Comprehend textual/ Informational and functional materials
	ARMT	MATH	Algebra, data analysis and Probability, measurement, and Geometry
	SAT	READING	Vocabulary-thinking skills, Synonyms, context clues
	SAT	MATH	Procedures-computation of fractions, Computation symbolic notation

2011-2012
System Testing Concerns
Reading/Math
Standards Not Proficient from 2010-2011 Results

- | | |
|----------------|--|
| Reading Goals | <ol style="list-style-type: none">1. Draw conclusions2. Recognize summary statements3. Understand figurative language4. Improve reading skills for special education, Hispanic, Limited English Proficient, and free
And reduced by 10%5. Students will improved to 93% |
| Math Goals | <ol style="list-style-type: none">1. Solve quadratic equations2. Graph: Linear equations; common relations3. Translate: Verbal/Symbolic:
Graph: Equations/Inequalities4. Apply properties of geometric figures5. Improve math skills for special education and
Limited English Proficient by 10%6. Students will improve to 87% |
| English Goals | <ol style="list-style-type: none">1. Recognize pronoun-antecedents2. Identify correct pronoun case3. Demonstrate correct use of apostrophe |
| Social Studies | <ol style="list-style-type: none">1. Recognize and comprehend the impact
of the influences of intellectual and religious
thought on political system2. Identify and evaluate the Era of Expansion3. Identify and evaluate events, causes, and effects
of the Civil War Era |

4. Identify and evaluate the events that led to the settlement of the West
5. Evaluate the causes of World War I

Biology

1. Describe cell processes necessary for achieving homeostasis
2. Identify reactants, products, and purposes of photosynthesis and cellular respiration
3. Describe cell organelles. Differentiate between five & six-kingdom classification system
4. Identify density-dependent and density-independent limiting factors affecting populations in an ecosystem

Writing Assessment Grade Ten

Strengths

1. Expository
2. Sentence formation

Weaknesses

1. Persuasive
2. Grammar and usage