



## **ACIP**

Martha Gaskins Elementary School

Birmingham City Schools

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Martha Gaskins Elementary is located on the outskirts of the Birmingham metropolitan area. The school has a rich heritage based on the community and its location. The school was named after the woman that donated the property for the school. The building was originally constructed and used as a middle school. In the 2013-2014 school year, North Roebuck Elementary moved into the building and became known as Martha Gaskins Elementary. North Roebuck staff packed everything in the building and were moved across the parking lot into the Martha Gaskins building. This will be our third year at this site. This school year, 2015-2016 will additionally house the Pre-K Program for the first time.

The majority of North Roebuck's staff moved to the Martha Gaskins building in the summer of 2013 . At this time, the core instructional staff at Martha Gaskins consists of veteran teachers who have developed exemplary leadership skills. During the 2015-2016 school year we obtained two new classroom teachers as well as a full-time ESL instructor. Our leadership support system has also grown with the addition of a full-time Instructional Coach and an Assistant Principal. Other full-time support personnel include a counselor, nurse and librarian. In addition, extracurricular support has broadened to provide music, art and computer classes for all students. We have three custodians and five Child Nutrition Program workers. Our school is also able to provide after school support through our extended day program which employs three community school personnel.

Martha Gaskins Elementary School is part of a Title I school district with 594 students in grades Pre-K through 5th grade. Martha Gaskins' student body brings a diverse culture that enriches the environment of the school. The student population is made up of 83% African American, 1% Caucasian, 14% Latino, and 2% other ethnicity. 48% of the students are male and 52% are female. More than 12% of the student population receives special education services.

## School's Purpose

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

The mission of Martha Gaskins is foundational to the culture of our school. Each student recites it daily during announcements and it is an integral part of each classroom conversation.

Mission statement is as follows:

The mission of Martha Gaskins Elementary School's scholars is to achieve excellence daily and prepare to thrive in a universal society that we cannot yet imagine.

The Vision statement is as follows:

The vision of Martha Gaskins Elementary School is to exemplify excellence in every aspect of our school's culture all day, every day.

The staff embraces the mission and vision each and everyday in many ways. High expectations begin in the school with the principal who accepts nothing less than the best from all staff and students. The expectation of achieving excellence is evident in the weekly collaborative planning by each grade level. The master schedule includes embedded time for grade level collaboration as well as professional development. This time allows each grade level team to plan what will be taught and how to incorporate standards across the curriculum. Martha Gaskins provides tutoring during the day for those students that are struggling in reading or math. After-school tutoring has also been offered for those students that are struggling and need extra help outside of the regular school day. Better Basics is a program that brings field trips to the school or pays for field trips outside of the building. This is done to expose and enrich students to a variety of activities outside of their community. Our after school extended day program includes daycare, homework help and enrichment activities.

All students receive music enrichment twice a week. The fourth and fifth graders have the opportunity to participate in choir and Orff ensemble. We also have access to a computer lab with programs to support reading and math for all students such as Stride Academy. In addition, Imagine Learning is used to support both our ELL and special education students in the area of language and literacy. Aleks, an additional support program, is being implemented this year to support special education students in the area of mathematics through our Special Education Department. Identified gifted students are supported through our G.A.T.E program (Gifted And Talented Education). During this time, the gifted students receive advanced instruction to increase and advance academic rigor. Martha Gaskins implements the RtI framework to address any student in need of support toward achieving the goals set by our CCRS (College and Career Ready Standards). Our ELLs are supported by an ESL teacher and a bilingual aide.

## **Notable Achievements and Areas of Improvement**

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

Martha Gaskins Elementary School has had many notable achievements. For more than three years the school has made AYP (adequate yearly progress) in all areas. We are a Title I school that has continuously met or exceeded the standards for NCLB. Martha Gaskins is also known for its positive culture and climate. This culture of trust has built a foundation upon which is developing into a Professional Learning Community. Stakeholder involvement has increase as evidenced by the volunteerism of community members and parents. We have also seen an increase in attendance for PTA, Title I parent meetings and other celebratory events. Our highly qualified instructional staff remains professionally informed by attending conferences and, subsequently, applying learned skills. Teachers are also adept with sharing instructional strategies and talents with colleagues. In the 2015-2016 school year, we were selected as a Pre-K site. The purpose of the program is to ensure that our rising kindergartners will be prepared for school once they entered kindergarten.

Although we have experienced growth in many areas, there is still a need for focused improvement. One of our goals is to increase rigor in instruction through the use of learning-focused lessons in all areas of instruction. Our most urgent concern is in the area of reading comprehension and mathematics.

## **Additional Information**

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

The low socioeconomic level of our community can pose challenges for our school. It can impact attendance, tardiness and transiency of our students. We recognize that this challenge can cause a hindrance or slow the pace of our academic growth; nevertheless, Martha Gaskins Elementary School is committed to educating every child, regardless of race, culture or socioeconomic background

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

I

A committee was created consisting of the principal, faculty members, parent involvement coordinator, instructional coach, community members and parent representatives to participate in the development of the school's continuous improvement plan. Our stakeholders, other than the school staff, were selected on a volunteer basis or through teacher recommendation. Parents and community members were notified either in writing or by phone regarding the topic, date and time of meeting. Meetings were scheduled based upon the information received in our required Title I Survey given at the beginning and end of each school year. Accommodations were made through scheduling a second meeting or by sending the agenda home for stakeholders to add comments, suggestions or concerns in writing. School staff are informed of the topic during faculty meetings, professional development days, or grade level team meetings. Other stakeholders were specifically asked to attend because of their knowledge on a particular topic. All members were informed of their role by either the principal or the Title I coordinator.

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

Those stakeholders that participated in the development of the plan included: the principal, instructional coach, grade level teams, resource teachers, parents, parent involvement coordinator and Title I coordinator. All members were responsible for reviewing, revising, writing, and evaluating the plan.

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

The Continuous Improvement Plan is available to all parents for review. Copies of the plan are located in the office and media center. The plan is also discussed at parent meetings. If a parent disagrees or has a concern about any part of the plan they may write a suggestion and response from the school will follow. They may also voice their concern to a Parent Leader, Title I or Parent Involvement coordinator.

# Student Performance Diagnostic

## **Introduction**

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

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Martha Gaskins 2014-2015 Data

## Evaluative Criteria and Rubrics

Overall Rating: 2.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	Some of the assessments used by the institution to determine students' performances have been administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the students to whom these assessments were administered are fairly representative of the students served by the institution. Appropriate accommodations have been provided for some assessments so that valid inferences can be made about some students' status with respect to some of the institution's targeted curricular outcomes.	Level 2

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

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

## **Areas of Notable Achievement**

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

According to the ACT Aspire 2015 data, the English assessment recorded the highest levels of proficiency in grades 3 through 5. Third Grade Math scores reached the national norm.

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

When looking at the ACT Aspire summative data from 2014 to 2015, we see that there is a noticeable decrease in the number of students who were in Need of Support in third grade reading. Albeit small, we are aware that this gap is closing.

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

According to the ACT Aspire 2015 data, the English assessment recorded the highest levels of proficiency in grades 3 through 5. Third Grade Math scores reached the national norm.

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

\*According to our trend data, third grade male math scores increased from 28% to 51%.

\* African-American math scores in grades 3 and 5 grades increased by 20%

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

The comparison data indicate the achievement gap between third and fourth grade male and female math scores is closing. The gap between the African-American and Latino show a trend of closing.

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

At this time, data sources are limited to District Benchmark Performance data which indicate poorer performance than ACT Aspire.

## Areas in Need of Improvement

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

Over half of the students in each grade level are in need of support in the area of Reading. A minimal percent of students were categorized as Ready in the Fourth and Fifth grade with 12% and 17% respectively.

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

Martha Gaskins Elementary School's data show there is an negative trend of firm early literacy skills. The rigor in reading comprehension instruction is oftentimes compromised because students are not able to reading on-grade level. Basic mathematics computation has shown a decrease in summative assessment scores and are steadily declining.

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

ACT Aspire scores indicate that the overall lowest performance is in writing with reading scores following closely behind.

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

We see in our trend data that the special education group is decreasing in performance.

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

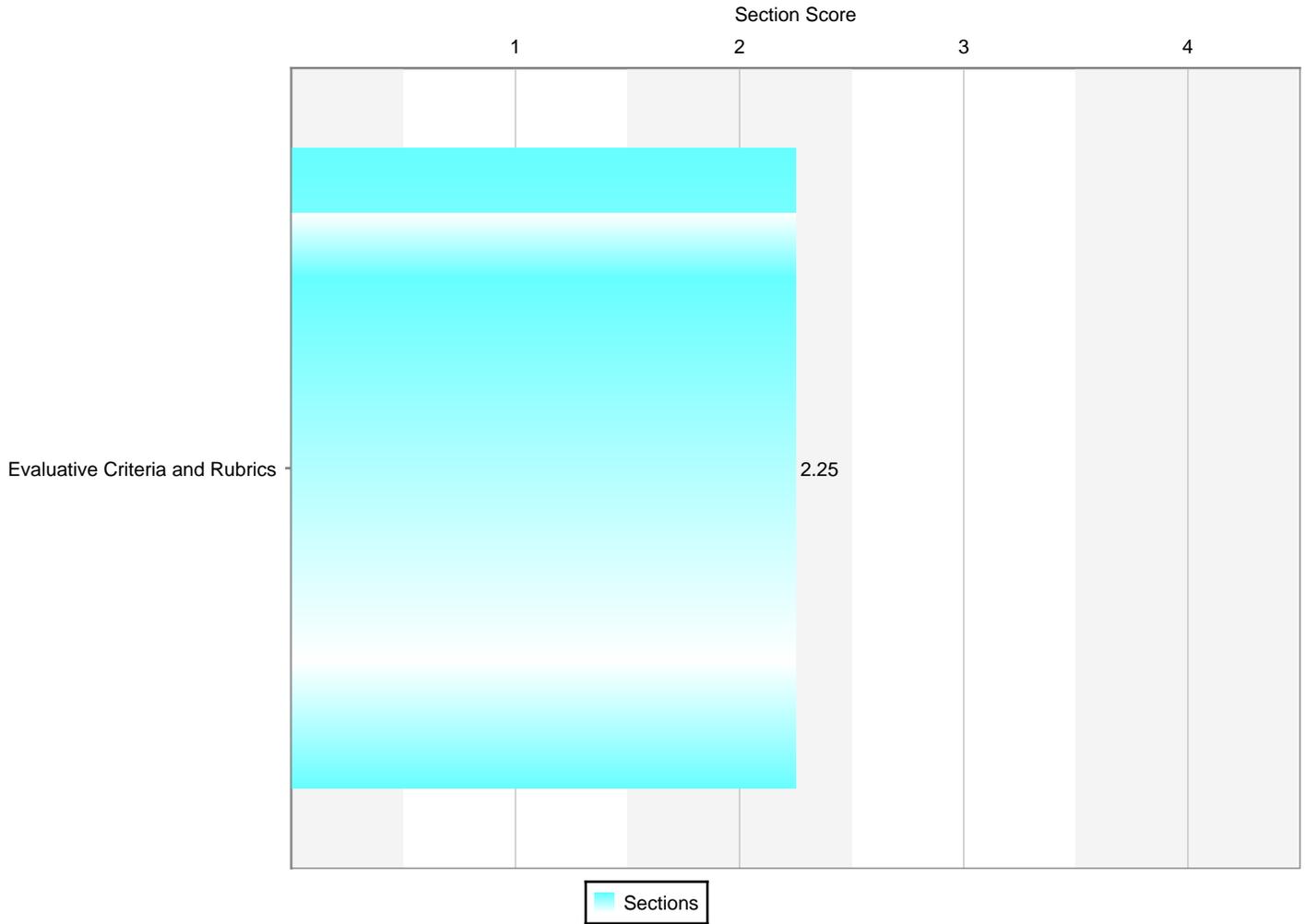
The subgroups that show where the achievement gap is getting greater is between the special education students and the general education students.

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

Martha Gaskins Elementary School's data seem consistent with "soft data" derived from teachers' findings within the school although were have very little "hard data" from which to draw that conclusion.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Attached the eCIP 13-14 - C.Parker	

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	No	N/A	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		

# **Plan for ACIP Martha Gaskins 2015-2016**

## Overview

### Plan Name

Plan for ACIP Martha Gaskins 2015-2016

### Plan Description

ACIP Plan 2015-2016

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will increase daily writing across all content areas.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$800
2	Transform the climate and culture at Martha Gaskins Elementary School	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
4	Students will read more complex texts which will increase rigor and relevance; hence, reading comprehension proficiency will increase.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

## Goal 1: All students will increase daily writing across all content areas.

### Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 05/20/2016 as measured by formative and summative assessments of writing.

### Strategy 1:

Implement effective research-based writing strategies across grade levels and content areas. - The students will be given writing prompts, open-ended questions, quick-writes, brainstorming ideas, mini writing assignments, and graphic organizers in order to make a connection to the content or skill that is being introduced and/or taught.

Category:

Research Cited: Alabama Reading Initiative

Activity - Implement Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purposes: (1) to assist students with techniques to integrate new information with prior knowledge (2) to use those techniques to respond in writing to various forms of texts through grade-appropriate learning strategies such as RAFT, writing process instruction, interactive journals, graphic organizers and writing across content areas.	Direct Instruction	10/19/2015	05/20/2016	\$800	Title I Schoolwide	Those responsible will include but not be limited to: regular classroom teachers, special education teachers, instructional assistants, paraprofessionals, and instructional coach.

**Strategy 2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0	No Funding Required	Leadership Team.

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0	No Funding Required	Entire instructional faculty and administration

## Goal 2: Transform the climate and culture at Martha Gaskins Elementary School

**Measurable Objective 1:**

collaborate to build consensus among the staff by 05/20/2016 as measured by increased participation and relationships.

**Strategy 1:**

Professional Learning Communities - The staff will collaborate on

-School wide professional development

- Grade level professional development
- Student achievement

Category:

Research Cited: Professional Learning Communities at Work by the DuFours (2008)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff at Martha Gaskins will collaborate on areas such as increasing students' achievement, school-wide initiatives, and parental involvement.	Professional Learning	10/01/2015	05/20/2016	\$0	No Funding Required	All staff members and stakeholders

### **Goal 3: All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.**

#### **Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with applied computational skills in Mathematics by 05/20/2016 as measured by program assessments, teacher made tests, district benchmark assessments (Chalkable), STRIDE Academy Progress Monitoring Assessments and ACT Aspire.

#### **Strategy 1:**

Increase proficiency in computational skill - Implement a variety of activities that will support mathematical fluency in grade-level computational skills

Category:

Research Cited: NCTM

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Activity - Computation Drill	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0	No Funding Required	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

Activity - Applied Computational Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0	No Funding Required	All instructional faculty.

**Strategy 2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0	No Funding Required	Leadership Team.

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0	No Funding Required	Entire administrative and instructional faculty.

**Goal 4: Students will read more complex texts which will increase rigor and relevance;hence, reading comprehension proficiency will increase.**

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by district benchmarks, teacher-made tests, Stride Academy Progress Monitoring, program assessments and the ACT Aspire Assessment. .

**Strategy 1:**

Explicit and Direct Teacher Instruction - whole group and small group while checking for understanding through formative assessing and modifying instruction based on the students' weaknesses and strengths

Category:

Research Cited: Alabama Reading Initiative

Activity - Summarizing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0	No Funding Required	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach
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**Strategy 2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation

Category:

Research Cited: Learning-Focused Learning Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0	No Funding Required	Entire instructional and administrative faculty

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0	No Funding Required	Entire administrative and instructional faculty



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Embedded Professional Development	Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0	Entire instructional faculty and administration
Embedded Professional Development	Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0	Entire administrative and instructional faculty.
Summarizing Strategies	Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach
Computation Drill	Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

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Team Meetings	The staff at Martha Gaskins will collaborate on areas such as increasing students' achievement, school-wide initiatives, and parental involvement.	Professional Learning	10/01/2015	05/20/2016	\$0	All staff members and stakeholders
Teacher Training on Learning Focused Lessons	Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0	Entire instructional and administrative faculty
Embedded Professional Development	Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0	Entire administrative and instructional faculty
Teacher Training on Learning Focused Lessons	Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0	Leadership Team.
Applied Computational Skills	Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0	All instructional faculty.
Teacher Training on Learning Focused Lessons	Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0	Leadership Team.
<b>Total</b>					<b>\$0</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Writing Strategies	Purposes: (1) to assist students with techniques to integrate new information with prior knowledge (2) to use those techniques to respond in writing to various forms of texts through grade-appropriate learning strategies such as RAFT, writing process instruction, interactive journals, graphic organizers and writing across content areas.	Direct Instruction	10/19/2015	05/20/2016	\$800	Those responsible will include but not be limited to: regular classroom teachers, special education teachers, instructional assistants, paraprofessionals, and instructional coach.
<b>Total</b>					<b>\$800</b>	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	We used our Title I Parent Survey in place of the Stakeholder Feedback Data document.	

## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

One of the areas we received a positive response to was on the question; Do you feel that the teacher in the school are interested and cooperative when you discuss your child's academic progress and/other concerns. We received a positive response 91.4% of the time.

Another area that we received a high positive feedback was on the question; Do you feel welcome in your child's school? 88.1% responded yes.

One other area where we received a high positive response was on the question; Do you understand your child's report cards and test scores? 98% responded yes.

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

There is a definite trend toward increasing stakeholder satisfaction or approval in the area of feeling welcome a their child's school. The positive response has grown from about 65% to 88%.

There is also a positive increase to the question: Can you reach your child's classroom teacher to discuss your child? This has increase from about 87% to about 95%.

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

While our survey highlights this area as a notable achievement survey results did not include 100% of all stakeholders. Even though this was an area of achievement we would like to have a higher number of parental involvement in academic activities that are presented to the parents.

## Areas in Need of Improvement

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

According to the spring 2015 Title I Survey the area of lowest satisfaction or approval was in stakeholders' perception on how they could be involved in school improvement planning and decision-making at my child's school. We received 43.4% strongly agreed in this area.

Another area noted for improved was in the stakeholders perception/belief that their child is challenged by the school's academic curriculum. We received 55.2% strongly agreed in this area.

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

There is a slight trend decrease in the area of if the stakeholders know about volunteer work you can do at the school. It has decreased 72.8% to 71%.

### What are the implications for these stakeholder perceptions?

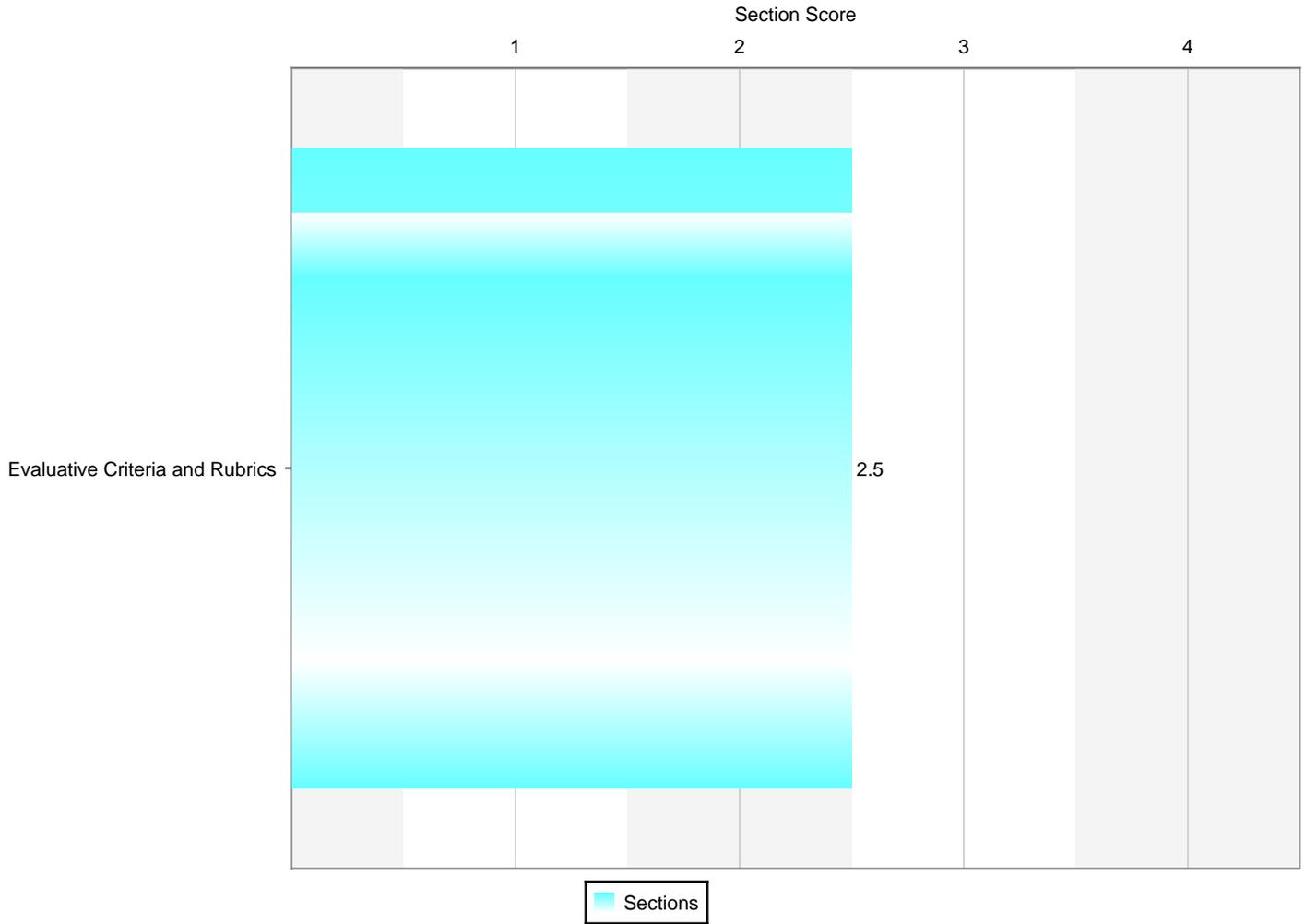
While most survey results were in an acceptable range, there are still areas to target for improvement. As previously stated, multiple stakeholders responded negatively on several questions. The school engages families in many meaningful ways in their child's education and keeps them informed of their child's progress. Parental involvement must be an area of continuous focus. Communications with stakeholders and opportunities for parental involvement will need to be reconsidered each year. Technological advancements, economic standings, and other factors will determine which communications and involvement strategies will be the most effective.

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

Communications and involvement were areas of need of improvement in multiple surveys given to stakeholders.

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

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

The comprehensive assessment was taken from a holistic approach. Student learning, curriculum and instruction, school organizations, family and community involvement, as well as the climate and the culture of our school have all been taken into consideration when determining the the needs for continuing improvement.

The entire school's staff, principal, teachers, paraprofessionals, custodial staff, Child Nutrition staff, the school's office administrative staff, parents and the community have become an active part in determining the school's comprehensive needs. We have quarterly Title I Parent Meetings where parents are in a non-threatening environment. The meetings are geared intentionally to the needs of the parents. School student achievement data, school programs/process data, perceptions data, and demographic data is shared, discussed, and explained to all parents. Parents are encouraged to ask questions, offer suggestions, and to make changes to any thing that is of any question or concern to them. Parent conferences with teachers and the principal are scheduled at the convenience of the parents. Martha Gaskins knows that the most important customer, next to the students, are the parents.

The Data analysis for instructional planning is a crucial component of Martha Gaskins' improvement plans. We follow the Professional Learning Community Model by the DuFours when conducting meetings. At Martha Gaskins Elementary School, certified staff assembles after-school and during embedded professional development to analyze data taken from many sources, including demographic, attendance, and behavior reports to determine the most effective plans for improving individual and overall students performance. Student achievement data comes from ACT Aspire, SchoolNet interim test (Chalkable interim assessments will replace SchoolNet for the 2015-2016 school year), DIBELS, WIDA ACCESS for ELLs, and program assessments, as well as teacher-made tests, journals and portfolios. Strengths and weakness were identified and used to assist in developing the school's goals.

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

#### Student Achievement

We looked at ACT Aspire data, SchoolNet data, and program assessment data and have concluded that there is a need for overall improvement for reading and math in all grades.

#### Program/Process Data

The Principal's Walk-through is the process that was used often along with Educate Alabama. This data was used to determine the areas in which teachers need professional development.

#### Perception Data

Martha Gaskins' staff believes that we need more classrooms in order to maintain order and to increase academic achievement among all students. The classroom sizes are getting too large. The average fourth and fifth grade class holds 32 students. The average class size for students in Kindergarten classes- through third grades are 24-27 students.

#### Demographics

2015-2016 (Pre-K - 5th Grade)

SY 2015-2016

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Total: 590

291-M/299-F

Latino 89;White 5;Black 488; Multi-race 4; American Indian 1; Asian 1; Native Hawaiian 2

We have concluded that our areas of priority are overall reading/writing and mathematics.

## CONCLUSIONS

We have, therefore, concluded that our areas of priority are overall reading, mathematics and writing.

### Demographic Trends

Since 2005, there has been a 300% increase enrollment of linguistically and culturally diverse students. The student enrollment has increased causing class sizes to exceed the recommended class size.

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

Our goals at Martha Gaskins:

\*to generate an authentic plan whereby there will be a potential to obtain and maintain a significant increase of the number of students who have strong early literacy skills by second grade.

\* to ensure that students are writing across all content areas in all grade levels.

\* to teach comprehension strategies and skills are taught with rigor and relevance in all grade levels.

\* to increase the number of students who are proficient in basic math computations and fractions

\* to increase the daily amount of reading time in instructional day

Another priority for professional development is the use of higher order thinking strategies, summarizing, vocabulary in context and advanced organizers. These strategies will assist in boosting academic rigor and consequently the achievement of students.

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

We have concluded that we have some PRIORITY AREAS and we need to align our goals with our areas of strengths and weaknesses. The priority areas are to obtain strong early literacy skills by second grade, ensure writing across grade levels, to increase the amount of daily reading time and establish rigor and relevancy throughout all reading comprehension instruction throughout all content areas.

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

The school's goals are connected to the priority and needs assessment in that they all center around academic rigor. The goals of Martha Gaskins Elementary School are to ensure that every child is reaching their highest potential.

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

As we observed the last two years of data, we have seen a decrease in reading according to ACT Aspire. Accelerated Reader STAR Reports also indicate a steady decline in grade equivalent reading levels among the students in second through fifth grades.

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

All teacher-directed lessons, intervention (pull-out and push-in), and small group instruction will include all children. We teach all children regardless of race, culture, religion, exceptional, disability or socioeconomic status.

## Component 2: Schoolwide Reform Strategies

### 1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

#### Goal 1:

All students will increase daily writing across all content areas.

#### Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 05/20/2016 as measured by formative and summative assessments of writing.

#### Strategy1:

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire instructional faculty and administration.

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

#### Strategy2:

Implement effective research-based writing strategies across grade levels and content areas. - The students will be given writing prompts, open-ended questions, quick-writes, brainstorming ideas, mini writing assignments, and graphic organizers in order to make a connection to the content or skill that is being introduced and/or taught.

Category:

Research Cited: Alabama Reading Initiative

**ACIP**

Martha Gaskins Elementary School

Activity - Implement Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purposes: (1) to assist students with techniques to integrate new information with prior knowledge (2) to use those techniques to respond in writing to various forms of texts through grade-appropriate learning strategies such as RAFT, writing process instruction, interactive journals, graphic organizers and writing across content areas.	Direct Instruction	10/19/2015	05/20/2016	\$800 - Title I Schoolwide	Those responsible will include but not be limited to: regular classroom teachers, special education teachers, instructional assistants, paraprofessionals, and instructional coach.

**Goal 2:**

Transform the climate and culture at Martha Gaskins Elementary School

**Measurable Objective 1:**

collaborate to build consensus among the staff by 05/20/2016 as measured by increased participation and relationships.

**Strategy1:**

Professional Learning Communities - The staff will collaborate on

- School wide professional development
- Grade level professional development
- Student achievement

Category:

Research Cited: Professional Learning Communities at Work by the DuFours (2008)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Martha Gaskins will collaborate on areas such as increasing students' achievement, school-wide initiatives, and parental involvement.	Professional Learning	10/01/2015	05/20/2016	\$0 - No Funding Required	All staff members and stakeholders

**Goal 3:**

All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with applied computational skills in Mathematics by 05/20/2016 as measured by program assessments, teacher made tests, district benchmark assessments (Chalkable), STRIDE Academy Progress Monitoring Assessments and ACT Aspire.

**Strategy1:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty.

**Strategy2:**

Increase proficiency in computational skill - Implement a variety of activities that will support mathematical fluency in grade-level computational skills

Category:

Research Cited: NCTM

Activity - Computation Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0 - No Funding Required	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

Activity - Applied Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	All instructional faculty.

**Goal 4:**

Students will read more complex texts which will increase rigor and relevance; hence, reading comprehension proficiency will increase.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by district benchmarks, teacher-made tests, Stride Academy Progress Monitoring, program assessments and the ACT Aspire Assessment. .

**Strategy1:**

Explicit and Direct Teacher Instruction - whole group and small group while checking for understanding through formative assessing and modifying instruction based on the students' weaknesses and strengths

Category:

Research Cited: Alabama Reading Initiative

Activity - Summarizing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach

**Strategy2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation

Category:

Research Cited: Learning-Focused Learning Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire instructional and administrative faculty

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty

**2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**

**Goal 1:**

All students will increase daily writing across all content areas.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 05/20/2016 as measured by formative and summative assessments of writing.

**Strategy1:**

Implement effective research-based writing strategies across grade levels and content areas. - The students will be given writing prompts, open-ended questions, quick-writes, brainstorming ideas, mini writing assignments, and graphic organizers in order to make a connection to the content or skill that is being introduced and/or taught.

Category:

Research Cited: Alabama Reading Initiative

Activity - Implement Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purposes: (1) to assist students with techniques to integrate new information with prior knowledge (2) to use those techniques to respond in writing to various forms of texts through grade-appropriate learning strategies such as RAFT, writing process instruction, interactive journals, graphic organizers and writing across content areas.	Direct Instruction	10/19/2015	05/20/2016	\$800 - Title I Schoolwide	Those responsible will include but not be limited to: regular classroom teachers, special education teachers, instructional assistants, paraprofessionals, and instructional coach.

**Strategy2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire instructional faculty and administration.

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

**Goal 2:**

Transform the climate and culture at Martha Gaskins Elementary School

**Measurable Objective 1:**

collaborate to build consensus among the staff by 05/20/2016 as measured by increased participation and relationships.

**Strategy1:**

Professional Learning Communities - The staff will collaborate on

- School wide professional development
- Grade level professional development
- Student achievement

**Category:**

Research Cited: Professional Learning Communities at Work by the DuFours (2008)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Martha Gaskins will collaborate on areas such as increasing students' achievement, school-wide initiatives, and parental involvement.	Professional Learning	10/01/2015	05/20/2016	\$0 - No Funding Required	All staff members and stakeholders

**Goal 3:**

All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with applied computational skills in

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Martha Gaskins Elementary School

Mathematics by 05/20/2016 as measured by program assessments, teacher made tests, district benchmark assessments (Chalkable), STRIDE Academy Progress Monitoring Assessments and ACT Aspire.

**Strategy1:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty.

**Strategy2:**

Increase proficiency in computational skill - Implement a variety of activities that will support mathematical fluency in grade-level computational skills

Category:

Research Cited: NCTM

Activity - Applied Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	All instructional faculty.

Activity - Computation Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0 - No Funding Required	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

**Goal 4:**

Students will read more complex texts which will increase rigor and relevance; hence, reading comprehension proficiency will increase.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by district benchmarks, teacher-made tests, Stride Academy Progress Monitoring, program assessments and the ACT Aspire Assessment. .

**Strategy1:**

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Category:

Research Cited: Learning-Focused Learning Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty

**Strategy2:**

Explicit and Direct Teacher Instruction - whole group and small group while checking for understanding through formative assessing and modifying instruction based on the students' weaknesses and strengths

Category:

Research Cited: Alabama Reading Initiative

Activity - Summarizing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach

### 3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

#### Goal 1:

All students will increase daily writing across all content areas.

#### Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 05/20/2016 as measured by formative and summative assessments of writing.

#### Strategy1:

Implement effective research-based writing strategies across grade levels and content areas. - The students will be given writing prompts, open-ended questions, quick-writes, brainstorming ideas, mini writing assignments, and graphic organizers in order to make a connection to the content or skill that is being introduced and/or taught.

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Research Cited: Alabama Reading Initiative

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#### Strategy2:

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

**Goal 2:**

Transform the climate and culture at Martha Gaskins Elementary School

**Measurable Objective 1:**

collaborate to build consensus among the staff by 05/20/2016 as measured by increased participation and relationships.

**Strategy1:**

Professional Learning Communities - The staff will collaborate on

- School wide professional development
- Grade level professional development
- Student achievement

## Category:

Research Cited: Professional Learning Communities at Work by the DuFours (2008)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Martha Gaskins will collaborate on areas such as increasing students' achievement, school-wide initiatives, and parental involvement.	Professional Learning	10/01/2015	05/20/2016	\$0 - No Funding Required	All staff members and stakeholders

**Goal 3:**

All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with applied computational skills in Mathematics by 05/20/2016 as measured by program assessments, teacher made tests, district benchmark assessments (Chalkable), STRIDE Academy Progress Monitoring Assessments and ACT Aspire.

**Strategy1:**

**ACIP**

Martha Gaskins Elementary School

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty.

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

**Strategy2:**

Increase proficiency in computational skill - Implement a variety of activities that will support mathematical fluency in grade-level computational skills

Category:

Research Cited: NCTM

Activity - Applied Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	All instructional faculty.

Activity - Computation Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0 - No Funding Required	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

**Goal 4:**

Students will read more complex texts which will increase rigor and relevance;hence, reading comprehension proficiency will increase.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by district benchmarks, teacher-made tests, Stride Academy Progress Monitoring, program assessments and the ACT Aspire Assessment. .

**Strategy1:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation

Category:

Research Cited: Learning-Focused Learning Resources (2015)

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire instructional and administrative faculty

**Strategy2:**

Explicit and Direct Teacher Instruction - whole group and small group while checking for understanding through formative assessing and modifying instruction based on the students' weaknesses and strengths

Category:

Research Cited: Alabama Reading Initiative

Activity - Summarizing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach

#### 4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

##### Goal 1:

All students will increase daily writing across all content areas.

##### Measurable Objective 1:

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 05/20/2016 as measured by formative and summative assessments of writing.

##### Strategy1:

Implement effective research-based writing strategies across grade levels and content areas. - The students will be given writing prompts, open-ended questions, quick-writes, brainstorming ideas, mini writing assignments, and graphic organizers in order to make a connection to the content or skill that is being introduced and/or taught.

Category:

Research Cited: Alabama Reading Initiative

Activity - Implement Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purposes: (1) to assist students with techniques to integrate new information with prior knowledge (2) to use those techniques to respond in writing to various forms of texts through grade-appropriate learning strategies such as RAFT, writing process instruction, interactive journals, graphic organizers and writing across content areas.	Direct Instruction	10/19/2015	05/20/2016	\$800 - Title I Schoolwide	Those responsible will include but not be limited to: regular classroom teachers, special education teachers, instructional assistants, paraprofessionals, and instructional coach.

##### Strategy2:

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

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Martha Gaskins Elementary School

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire instructional faculty and administration.

**Goal 2:**

Transform the climate and culture at Martha Gaskins Elementary School

**Measurable Objective 1:**

collaborate to build consensus among the staff by 05/20/2016 as measured by increased participation and relationships.

**Strategy1:**

Professional Learning Communities - The staff will collaborate on

- School wide professional development
- Grade level professional development
- Student achievement

Category:

Research Cited: Professional Learning Communities at Work by the DuFours (2008)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Martha Gaskins will collaborate on areas such as increasing students' achievement, school-wide initiatives, and parental involvement.	Professional Learning	10/01/2015	05/20/2016	\$0 - No Funding Required	All staff members and stakeholders

**Goal 3:**

All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with applied computational skills in Mathematics by 05/20/2016 as measured by program assessments, teacher made tests, district benchmark assessments (Chalkable), STRIDE Academy Progress Monitoring Assessments and ACT Aspire.

**Strategy1:**Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical

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Martha Gaskins Elementary School

research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty.

**Strategy2:**

Increase proficiency in computational skill - Implement a variety of activities that will support mathematical fluency in grade-level computational skills

Category:

Research Cited: NCTM

Activity - Computation Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0 - No Funding Required	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

Activity - Applied Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	All instructional faculty.

**Goal 4:**

Students will read more complex texts which will increase rigor and relevance; hence, reading comprehension proficiency will increase.

**Measurable Objective 1:**

**ACIP**

Martha Gaskins Elementary School

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by district benchmarks, teacher-made tests, Stride Academy Progress Monitoring, program assessments and the ACT Aspire Assessment. .

**Strategy1:**

Explicit and Direct Teacher Instruction - whole group and small group while checking for understanding through formative assessing and modifying instruction based on the students' weaknesses and strengths

Category:

Research Cited: Alabama Reading Initiative

Activity - Summarizing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach

**Strategy2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation

Category:

Research Cited: Learning-Focused Learning Resources (2015)

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire instructional and administrative faculty

**5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.**

**Goal 1:**

All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with applied computational skills in Mathematics by 05/20/2016 as measured by program assessments, teacher made tests, district benchmark assessments (Chalkable), STRIDE Academy Progress Monitoring Assessments and ACT Aspire.

**Strategy1:**

Increase proficiency in computational skill - Implement a variety of activities that will support mathematical fluency in grade-level computational skills

Category:

Research Cited: NCTM

Activity - Applied Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	All instructional faculty.

Activity - Computation Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0 - No Funding Required	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

**Strategy2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

**ACIP**

Martha Gaskins Elementary School

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty.

**Goal 2:**

Students will read more complex texts which will increase rigor and relevance; hence, reading comprehension proficiency will increase.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by district benchmarks, teacher-made tests, Stride Academy Progress Monitoring, program assessments and the ACT Aspire Assessment. .

**Strategy1:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation

Category:

Research Cited: Learning-Focused Learning Resources (2015)

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire instructional and administrative faculty

**Strategy2:**

Explicit and Direct Teacher Instruction - whole group and small group while checking for understanding through formative assessing and modifying instruction based on the students' weaknesses and strengths

Category:

Research Cited: Alabama Reading Initiative

Activity - Summarizing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach

**6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**

**Goal 1:**

All students will increase daily writing across all content areas.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 05/20/2016 as measured by formative and summative assessments of writing.

**Strategy1:**

Implement effective research-based writing strategies across grade levels and content areas. - The students will be given writing prompts, open-ended questions, quick-writes, brainstorming ideas, mini writing assignments, and graphic organizers in order to make a connection to the content or skill that is being introduced and/or taught.

Category:

Research Cited: Alabama Reading Initiative

**ACIP**

Martha Gaskins Elementary School

Activity - Implement Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purposes: (1) to assist students with techniques to integrate new information with prior knowledge (2) to use those techniques to respond in writing to various forms of texts through grade-appropriate learning strategies such as RAFT, writing process instruction, interactive journals, graphic organizers and writing across content areas.	Direct Instruction	10/19/2015	05/20/2016	\$800 - Title I Schoolwide	Those responsible will include but not be limited to: regular classroom teachers, special education teachers, instructional assistants, paraprofessionals, and instructional coach.

**Strategy2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire instructional faculty and administration.

**Goal 2:**

All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with applied computational skills in Mathematics by 05/20/2016 as measured by program assessments, teacher made tests, district benchmark assessments (Chalkable), STRIDE Academy Progress Monitoring Assessments and ACT Aspire.

**Strategy1:**

Increase proficiency in computational skill - Implement a variety of activities that will support mathematical fluency in grade-level computational skills

**ACIP**

Martha Gaskins Elementary School

Category:

Research Cited: NCTM

Activity - Computation Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0 - No Funding Required	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

Activity - Applied Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	All instructional faculty.

**Strategy2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty.

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

**Goal 3:**

Students will read more complex texts which will increase rigor and relevance;hence, reading comprehension proficiency will increase.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%,

White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by district benchmarks, teacher-made tests, Stride Academy Progress Monitoring, program assessments and the ACT Aspire Assessment. .

**Strategy1:**

Explicit and Direct Teacher Instruction - whole group and small group while checking for understanding through formative assessing and modifying instruction based on the students' weaknesses and strengths

Category:

Research Cited: Alabama Reading Initiative

Activity - Summarizing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach

**Strategy2:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation

Category:

Research Cited: Learning-Focused Learning Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire instructional and administrative faculty

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**

**Goal 1:**

All students will increase daily writing across all content areas.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in Writing by 05/20/2016 as measured by formative and summative assessments of writing.

**Strategy1:**

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Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Leadership Team.

**Strategy2:**

Implement effective research-based writing strategies across grade levels and content areas. - The students will be given writing prompts, open-ended questions, quick-writes, brainstorming ideas, mini writing assignments, and graphic organizers in order to make a connection to the content or skill that is being introduced and/or taught.

Category:

Research Cited: Alabama Reading Initiative

**ACIP**

Martha Gaskins Elementary School

Activity - Implement Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purposes: (1) to assist students with techniques to integrate new information with prior knowledge (2) to use those techniques to respond in writing to various forms of texts through grade-appropriate learning strategies such as RAFT, writing process instruction, interactive journals, graphic organizers and writing across content areas.	Direct Instruction	10/19/2015	05/20/2016	\$800 - Title I Schoolwide	Those responsible will include but not be limited to: regular classroom teachers, special education teachers, instructional assistants, paraprofessionals, and instructional coach.

**Goal 2:**

All students at Martha Gaskins Elementary School will become proficient mathematical problem solvers.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency with applied computational skills in Mathematics by 05/20/2016 as measured by program assessments, teacher made tests, district benchmark assessments (Chalkable), STRIDE Academy Progress Monitoring Assessments and ACT Aspire.

**Strategy1:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation.

Category:

Research Cited: Learning Focused Lesson Resources (2015)

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty.

**Strategy2:**

Increase proficiency in computational skill - Implement a variety of activities that will support mathematical fluency in grade-level computational skills

**ACIP**

Martha Gaskins Elementary School

Category:

Research Cited: NCTM

Activity - Computation Drill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily timed computation practice designed to increase speed and fluency in grade level computational skills.	Direct Instruction	09/21/2015	05/20/2016	\$0 - No Funding Required	Including but not limited to regular classroom teachers, Special Education teachers, instructional assistants, paraprofessional and instructional coach.

Activity - Applied Computational Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement teaching strategies that require application of computational skills to real world problems. These strategies may include problem of the day, interactive math journals, paired and small group activities requiring justification of processes.	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	All instructional faculty.

**Goal 3:**

Students will read more complex texts which will increase rigor and relevance; hence, reading comprehension proficiency will increase.

**Measurable Objective 1:**

A 15% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in comprehension in Reading by 05/20/2016 as measured by district benchmarks, teacher-made tests, Stride Academy Progress Monitoring, program assessments and the ACT Aspire Assessment. .

**Strategy1:**

Implement Learning Focused Professional Development - Learning focused professional development has at its foundation five critical research-based strategies that have proven to increase student achievement. They are: higher-order thinking, summarizing, vocabulary in context, advanced organizers and non-verbal representation

Category:

Research Cited: Learning-Focused Learning Resources (2015)

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow through support provided to teachers through grade level meetings, team planning, vertical planning, administrative and peer observations and conversations. Demonstration lessons will be provided as needed to support teacher growth.	Professional Learning	10/14/2015	05/20/2016	\$0 - No Funding Required	Entire administrative and instructional faculty

Activity - Teacher Training on Learning Focused Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership Team will introduce the five learning-focused lesson strategies on a monthly basis during faculty meetings.	Professional Learning	09/15/2015	05/20/2016	\$0 - No Funding Required	Entire instructional and administrative faculty

**Strategy2:**

Explicit and Direct Teacher Instruction - whole group and small group while checking for understanding through formative assessing and modifying instruction based on the students' weaknesses and strengths

Category:

Research Cited: Alabama Reading Initiative

Activity - Summarizing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level appropriate strategies that are used to help students to able summarize text effectively	Direct Instruction	10/14/2015	05/20/2016	\$0 - No Funding Required	Includes, but not limited to, regular classroom teacher, special education teachers, instructional assistants, and instructional coach

**Component 3: Instruction by Highly Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		

**3. Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

Staffing decisions are made based on Alabama's Department of Education hiring laws, rules, and regulations.

## Component 4: Strategies to Attract Highly Qualified Teachers

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

Two of twenty-six academic (7%) teachers did not return this school year.

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

23 of 26 teachers at Martha Gaskins Elementary School have 10 or more years of teaching experience. And of the 25 teachers, 10 have 20+ years of teaching experience.

### 3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

In an effort to attract and retain highly qualified teachers, Martha Gaskins Elementary School continues the District's initiative whereby, the novice teacher is paired with a veteran teacher to help with the knowledge and skills needed to become an effective teacher.

### 4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

In an effort to attract and retain highly qualified teachers, the Birmingham City Schools actively attends career fairs at states colleges and universities to recruit highly qualified teachers. In addition, Birmingham City Schools offers sign on bonuses to teachers that are certified in critical needs in subjects as Math, Science and Special Education. Birmingham City Schools provides professional development to new teachers with support strategies that will assist in increasing teacher retention. Also, professional development is offered to experienced teachers to assist them when they are pursuing advanced certification.

### 5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Martha Gaskins does not have a high turnover rate.

## Component 5: High Quality and Ongoing Professional Development

### 1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

1. College and Career Ready Standards (CCRS) Implementation (English/Language Arts/Mathematics)-to provide systematic and explicit instruction to target the students needs
2. Strategic Teaching Strategies-provides instructional strategies that will support reading, writing, listening, talking, and questioning throughout the entire lesson.
3. District level Professional Development opportunities
4. Alabama Reading Initiative (ARI)-latest researched-based instructions strategies, practices, activities, and research in reading
5. Alabama Math, Science, and Technology Initiative (AMSTI)-latest researched-based instructions strategies, practices, activities, and research in math, science, and technology
6. Response to Instruction (Rti)-provides systematic and explicit differentiated intervention strategies to target student's learning needs.
7. Peer Coaching- ARI Curriculum Coach will provided in-classroom demonstration lessons, side-by-side- teaching
8. Learning-Focused Lessons-research-based learning model, an instructional planning framework

### 2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

1. College and Career Ready Standards (CCRS) Implementation (English/Language Arts/Mathematics)-to provide systematic and explicit instruction to target the students needs
2. Strategic Teaching Strategies-provides instructional strategies that will support reading, writing, listening, talking, and questioning throughout the entire lesson.
3. District level Professional Development opportunities
4. Alabama Reading Initiative (ARI)-latest researched-based instructions strategies, practices, activities, and research in reading
5. Alabama Math, Science, and Technology Initiative (AMSTI)-latest researched-based instructions strategies, practices, activities, and research in math, science, and technology
6. Response to Instruction (Rti)-provides systematic and explicit differentiated intervention strategies to target student's learning needs.
7. Learning-Focused Lessons

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

Martha Gaskins Elementary School is in compliance with mandates from our LEA (Birmingham City Schools). The Teacher Mentor Program provided by Birmingham City Schools is designed to assist beginning teachers in instructional practices, classroom management, and support with the transition from college into the classroom. Martha Gaskins Elementary also provides supportive professional learning community for the novice teacher. The novice teacher is also given a mentor to work side-by-side with her throughout the school year.

**4. Describe how this professional development is "sustained and ongoing."**

Teachers at Martha Gaskins Elementary School meet weekly in small groups, by grade level, to provide feedback, data, questions, concerns, and address any questions and concerns about all professional development. Professional development (PD) is sustained and ongoing because committees are formed that meet and plan for next steps based on teacher input. All PDs are revisited, discussed and evaluated.

## Component 6: Transition Strategies

**1. 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.**

Martha Gaskins provides a pre-registration and Open House for incoming Kindergarten students in April through May so that parents can visit Kindergarten classes and gather all information needed for the Fall. Parents are encouraged to ask questions and are given support to make it a smooth transition from home or pre-kindergarten to Kindergarten.

In addition, Smith and Huffman Middle School, provide a transitional program for the Martha Gaskins 5th graders. During this session , middle school counselors communicate ways to make a smooth transition from elementary school to middle school.

## Component 7: Teacher Participation in Making Assessment Decisions

### 1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

The principal conducts weekly faculty meetings that give the teachers and staff the opportunity to voice their issues, opinions, and concerns regarding statewide academic assessments. Individual student data is then used to inform the teachers of the strength and weaknesses.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Martha Gaskins Elementary School follows the plan given by the Alabama State Department of Education when identifying students who experience difficulty mastering the State's academic achievement assessment standards. Students who are not proficient are identified by the classroom teacher. These students are brought before the Problem Solving Team (PST). The PST is a committee made up of the school's counselor, teachers, curriculum coach and a interventionist who analyze the data and come up with effective researched-based strategies to use in the classroom and during intervention time. The committee will determine if the students require Tier III intervention.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

After students have been identified as needing additional assistance, instructional support teachers will immediately include these children in pull-out intervention sessions. The students' progress will be monitored bi-weekly and their progress documented.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

The classroom teachers provide differentiated instruction in small groups. The small groups are based on the academic levels and the specific needs of the students. When appropriate, the individual workstations in the classrooms may also be differentiated, according to the students' needs. The classrooms have leveled libraries that allow students to chose books based on their level.

### **4. 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.**

After-school tutoring is offered for ALL students beyond the regular day. Students who are the most academically needy are given the opportunity to receive after-school tutoring. Before-school tutoring is also offered.

### **5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

EVERY students' individual needs at Martha Gaskins Elementary School is being addressed through differentiated instruction in the classroom and out-side the classroom as specified by their IEP goals, Rtl Intervention Plans, ELL diagnostic reports (I-ELPs) and any other

documentation that addresses the need for extra support.

-Migrant= Martha Gaskins Elementary does not have have a Migrant Education Program (MEP), but we will provide support and meet their needs

-English Language Learners=These students receive services from and ESL Teacher and and ESL paraprofessional. They also receive differentiated instruction in the classroom as needed.

-Economically Disadvantaged=We make sure that these students eat breakfast and lunch (provided free by the Birmingham City Schools). Martha Gaskins also request uniform vouchers and give free school supplies to those student who cannot afford them.

-Neglected and/or Delinquent and Homeless Students=These students receive the same instruction as all other students

**6. 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

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

All programs that are used at Martha Gaskins Elementary School are research-based and focus on using best practices and strategies. All College and Career Readiness Standards are integrated into our schoolwide goals.

1. Accelerated Reader/STAR/Renaissance-provides ample opportunities for reading practice;monitored reading growth
2. Alabama Reading Initiative-provides researched-based practices and strategies;in-class coaching; demonstration lessons; instructional materials
3. Instructional Interventionist-intervention for academically challenged students
4. Science Kits and Supplies- when used consistently, provides hands on practice that can be used across all content areas.
5. STRIDE Academy- computer-based program that provides ample practice in math and reading

### **2. 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.**

Martha Gaskins Elementary's schoolwide programs and resources are coordinated and integrated toward the achievement of the schoolwide goals. The reading, science, and social studies are integrated because the College and Career Ready standards were written to connect all content areas. The mathematical practice standards are used daily to integrate math into all content areas to assist in achieving overall achievement.

1. Accelerated Reader/STAR/Renaissance-provides ample opportunities for reading practice;monitored reading growth
- 2 STRIDE Academy
3. Alabama Reading Initiative-provides researched-based practices and strategies;in-class coaching; demonstration lessons; instructional materials
5. Instructional Interventionist-intervention for academically challenged students
6. Science Kits and Supplies- when used consistently, provides hands on practice that can be used across all content areas.

### **3. 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, vocational and technical education, and job training.**

Martha Gaskins Elementary School operates under the auspices of Birmingham City Schools, therefore, the Federal, State and local services are oftentimes regulated by the school district.

## Component 10: Evaluation

### **1. How does the school evaluate the implementation of the schoolwide program?**

Martha Gaskins Elementary School determines the effectiveness of the implementation of the schoolwide program by the end of the year summative assessments. The final evaluation of the program is based on the student performance data.

### **2. 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?**

Martha Gaskins Elementary School's effectiveness is determined by the Alabama State Department of Education and the ACT Aspire student proficiency guidelines. Martha Gaskins Elementary School's principal, assistant principal, teachers, counselor, and Instructional Coaches analyze data during grade level meetings to determine the areas of strengths and weaknesses. The results support our goals for the upcoming year and determine the effectiveness of our schoolwide plan, goals and strategies.

### **3. 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?**

Martha Gaskins educators will look at the summative assessment and progress monitoring data from the students that were selected as targeted students (students that experienced challenges in any subject area) to determine the effectiveness of our schoolwide program.

### **4. 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?**

Martha Gaskins Elementary School has been practicing the principles of a Professional Learning Community (PLC) for four years. From the school's PLC, we have formed a Building Leadership Team (BLT) that meets regularly to discuss academic growth and effectiveness at grade level data meetings. The BLT performs walk-throughs and analyze school data to make revisions to the schoolwide plan as needed.

### **5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.**

The goals from the previous year have not all been met. Therefore, are continuously working toward meeting these goals.

### **6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?**

N/A

# **Title I Targeted Assistance Diagnostic**

## Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

n/a

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

n/a

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

n/a

## Component 2: Services to Eligible Students

1. What Title I, Part A program services are provided to ensure eligible children receive supplemental assistance?

n/a

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

n/a

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores.

n/a

4. How are students with the greatest needs receiving services?

n/a

5. What are the multiple criteria by which students may exit the program?

n/a

6. What program's resources are used to help participating children meet State's challenging student academic achievement standards?

n/a

### Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

n/a

## Component 4: Instructional Strategies

1. Describe effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school.

n/a

2. Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

**Goal 1:**

Transform the climate and culture at Martha Gaskins Elementary School

**Measurable Objective 1:**

collaborate to build consensus among the staff by 05/20/2016 as measured by increased participation and relationships.

**Strategy1:**

Professional Learning Communities - The staff will collaborate on

- School wide professional development
- Grade level professional development
- Student achievement

Category:

Research Cited: Professional Learning Communities at Work by the DuFours (2008)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Martha Gaskins will collaborate on areas such as increasing students' achievement, school-wide initiatives, and parental involvement.	Professional Learning	10/01/2015	05/20/2016	\$0 - No Funding Required	All staff members and stakeholders

**Narrative:**

n/a

3. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

n/a

**4. What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?**

n/a

**5. English Language Proficiency Goal (Should address identified weaknesses and gaps):**

**Goal 1:**

Transform the climate and culture at Martha Gaskins Elementary School

**Measurable Objective 1:**

collaborate to build consensus among the staff by 05/20/2016 as measured by increased participation and relationships.

**Strategy1:**

Professional Learning Communities - The staff will collaborate on

- School wide professional development
- Grade level professional development
- Student achievement

Category:

Research Cited: Professional Learning Communities at Work by the DuFours (2008)

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff at Martha Gaskins will collaborate on areas such as increasing students' achievement, school-wide initiatives, and parental involvement.	Professional Learning	10/01/2015	05/20/2016	\$0 - No Funding Required	All staff members and stakeholders

## Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs?

n/a

### Component 6: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?	Yes		

## **Component 7: High Quality and Ongoing Professional Development**

**1. Describe opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.**

n/a

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

**1. 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.**

n/a

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

n/a

**3. 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)**

n/a

**4. What is the process to identify students who experience difficulty mastering the State's academic assessment standards at an advanced or proficient level?**

n/a

**5. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

n/a

**6. How are students' individual needs being addressed through differentiated instruction in the classroom?**

n/a

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

**1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?**

n/a

**2. In what ways are the programs are coordinated and integrated toward the achievement of the Targeted Assistance goals?**

n/a

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

n/a

**4. 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 Targeted Assistance goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

n/a

## Component 10: Evaluation

**1. How does the school evaluate the implementation of the Targeted Assistance program?**

n/a

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

n/a

**3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

n/a

**4. 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 Targeted Assistance program?**

n/a

**5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.**

n/a

**6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?**

n/a

# Coordination of Resources - Comprehensive Budget

## **Introduction**

List all federal, state, and local monies that the school uses to run its program.

### I. State Foundation Funds:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	31.41	22	2,050,817.01
Administrator Units	1.00	1	122,840.33
Assistant Principal	0.50	1	48,623.47
Counselor	1.00	1	80,841.51
Librarian	1.00	1	75,669.63
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	0.00
Professional Development	0.00	0	0.00
State ELL Funds	1.00	1	60,376.67
Instructional Supplies	0.00	0.0	13,049.01
Library Enhancement	0.00	0	0.00
<b>Totals</b>			<b>2,452,217.63</b>

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	163549.5

**Provide a brief explanation and breakdown of expenses.**

This year our emphasis is directed to our data driven academic needs. The funding will address our need for reading and math enhancement. It also provides financial support for professionals, supplies, extended school day, summer enrichment, professional development, and programs needed for us to reach our school culture and academic goals. Computer based data managed programs that allow for effective student data management and enrichment will be accessed.

Instructional Interventionist-\$50,000

Professional Development-\$17,000

Technology-\$10,000

Extended Day and Summer Enrichment-\$25,000

Assistant Principal-\$48,626

Instructional Supplies - \$13,049.01

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	ARRA Funds Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

na

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	17000.0

**Provide a brief explanation and a breakdown of expenses.**

Professional development is essential to the continued and the advance success of our program. We seek enlightenment and enrichment from a variety of researched based sources. Professional organization from the national, state, and local levels will be used to enrich to our instructors. We will also use consultants to provide embedded professional development. Researched based best practice will be used to strengthen our instructional staff. Substitute teachers will be apart of that plan. They will be used to continue the educational process during these occasions.

**Title III**

Label	Question	Value
1.	For English Language Learners Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title IV**

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title VI**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Career and Technical Education-Perkins IV**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Basic Grant (Title I) Provide total.	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Tech Prep (Title II) Provide the total.	0.0

**Provide a brief explanation and breakdown of expenses.**

N/A

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

### Local Funds

Label	Question	Value
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses**

N/A

# Strategies to Increase Parental Involvement

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

## Strategies to Increase Parental Involvement

**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.**

Parents will be informed of the annual Title I meeting by flyers, school messenger, marquee, student planner and newsletter.

**2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) 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.); and 3) How funds allocated for parent involvement are being used in the school.**

In order to be flexible there will be 2 meetings held; one in the a.m. and one in the p.m. During this annual Title I meeting parents will be informed on how to be involved in the planning and improvement of the Title I program. They have opportunities to be involved by attending parent involvement workshops such as the annual Title I meeting, revising the Home-School Compact, Parent Leaders for the school, and sharing suggestions or questions with the parent leaders, Title I or Parent Involvement coordinator. They will also be informed on how decisions are made on how funds are allocated for parent involvement. Parent Involvement funds have been used for Tuesday Folders used to send home newsletter and academic information, resources for parent workshops and sending Parent Leaders to other workshops outside of our school.

**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.**

Parents receive a weekly folder (Tuesday Folders) that are sent home each Tuesday by teachers in grades kindergarten through fifth grade. Any pertinent information from teachers, school district or local stakeholders is sent home in this folder. If translation is needed we engage our ESL aide to translate information into a language understandable by the family. The folders are returned to the teacher with any forms requested to be returned to the teacher or school. Students are also given planners (weekly agenda books) used to inform student and parents of any homework assignment and messages for the parents. This may also be used by the parents to send messages or requests to the student's teacher.

**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).**

Parents, staff and students share in the responsibility of jointly reviewing and revising the Home-School Compact every spring as required. Parents have the opportunity for input on student academics by participating in teacher-parent conference, workshops in academic areas, and participating in any focus groups or committees, and the annual Title I meeting.

**5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

Any comments are welcome by the school when it relates to the Continuous Improvement Plan. These comments may be done in writing and placed in a comment box in the office or given directly to any of the office personnel. The comments will be shared with the school principal and any other pertinent personnel. Comments may also be given to any Parent Leader, Title I or Parent Involvement coordinator. If a contact name and number were given then the person will be contacted with any developments.

**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 NCLB Section 1118, requirements for building capacity in 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Capacity for parental involvement will be encouraged through newsletters sent home frequently, marquee, and room parent contacting classroom parents. The school will provide a family-friendly atmosphere conducive to developing strong partnerships and encourages school staff to make parents and families feel they are welcome part of the school environment. Translators will be provided to assist parents with limited English proficiency among the non-English speaking population.

To ensure effective involvement of parents to support academic achievement our school will provide parent workshops to increase academic areas such as language arts and math which will transfer over to all other areas. The school will provide workshops on how to increase reading comprehension and math skills throughout the school year. Parents will be contacted by phone or face to face conference to share their student's progress. Parent and teacher will collaborate on next steps to continue the student's academic achievement.

**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 NCLB Section 1118, requirements for building capacity in 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. (Describe)**

Training will be provided throughout the school year to help parents work with their children's achievement. Some of the training will be, but not limited to; reading comprehension, math, safe technology, transitioning to middle school, and test taking strategies. Where applicable parents will be provided with literature, strategies and material to support their student's achievement.

The community stakeholders is reached out to in order to support student learning in a variety of way. This support may be financially and

used for field trips for enrichment or materials for the classroom. The community support may also be in the order of rewards for academic success.

**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 NCLB Section 1118, requirements for building capacity in 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 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. (Describe)**

To enhance and ensure parental involvement, a parent coordinator is on staff to assist with the general education, special needs, and ELL population. The primary responsibility is to serve as the liaison between home and school. This individual implements and coordinates activities needed to support and strengthen communication between parents and teachers.

**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 NCLB Section 1118, requirements for building capacity in 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 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.(Describe)**

The parents of Martha Gaskins Elementary are encouraged to be actively involved in their children educational experience. Before, during, and after school involvement is encouraged. Parents serve as safety patrols before and after school. Parental volunteers are solicited to assist in the day to day activities of the school including but not limited to field trips, programs, presentations, and classroom aids. The Parent-Teacher Association (PTA) is an active and intricate entity and will continue to be involved in the decisions making process of the day to day academic, social and behavioral aspects.

**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 NCLB Section 1118, requirements for building capacity in 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 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. (Describe)**

Information related to school and parents programs, meeting, and other activities is sent to parents of participating children in a format and language parents can understand. The ESL aid is utilized to translate into a language for non-English speaking parents. Many necessary

forms are already translated and accessible on the website. Martha Gaskins Elementary School communicates and sends reports, messages, and information home to the parent through a two-way interactive source called, the Tuesday Folder.

**6f. 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 NCLB Section 1118, requirements for building capacity in 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 such other reasonable support for parental involvement activities as parents may request. (Describe)**

Parents have the opportunity to suggest parent involvement activities in several ways. They may offer suggestions on the Title I parent survey conducted twice a year, leaving a suggestion in the comment box in the office, contacting the office by phone, contacting the Title I or Parent Involvement coordinator or utilizing the Tuesday Folders or the student planner.

**7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

Parents with limited English proficiency will be notified that a translator will be available during any parent involvement activities as well as any newsletters sent to the parents, to the extent practicable.