ACIP

Emma Sansom Middle School

Gadsden City Board of Education

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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?

Emma Sansom Middle School is located in Gadsden Alabama, population 37,000, in the northeast corner of the state, on the Coosa River. We are a part of the Gadsden City Schools (GCS)which has a strong reputation for providing excellence in education since 1889. The school promotes diversity and academic achievement, athletics, and co-curricular activities throughout our various programs.Students are provided opportunities to reach their potential with varied instructional programs.

At ESMS, we are committed to equipping our students to meet and exceed expectations in the classroom and beyond. Over 61% of ESMS teachers have advanced degrees. Our students are finding success in high school classroom, on the stage, in the concert hall, on the athletic field, in the computer lab, and in their career training. ESMS primarily faces unusual situations due to the diverse and large free and reduced population. The school enrollment is 398 students, 36 percent black, 50 percent white, and 14 percent other. Over 75 percent of ESMS students qualify for free or reduced lunch, 66 percent free lunch and 9 percent reduced lunch. Emma Sansom has continued to provide outstanding educational opportunities for students despite a decrease in overall funding from budget revenues and lack of growth in the city over the past five years. The loss of federal, state, and local funding has been primarily attributed to the economic recession.

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.

Emma Sansom Middle School believes that:

-Every student should reach his/her full academic potential in order to graduate from high school ready for college and careers.

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

-Every child deserves educational opportunities that prepare him/her to compete at national and international levels

-All children have the right to equitable and adequate educational opportunities.

The ESMS elements of educational priorities include:

- A safe and disciplined school

-Quality teachers and effective school leaders

-Challenging learning opportunities

Vision: Empowering All Through Educational Opportunities

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

Beliefs to accomplish our purpose:

-Trust among all stakeholders is vital

-Expectations influence accomplishments because everyone has the capacity to learn

-A school-community partnership is essential

-Change creates opportunity.

-High-performing leadership makes visions reality.

GOAL 1

To ensure that every student in Emma Sansom Middle is able to reach his/her fullest potential in order to be prepared for high school.

----Objective 1 - Improve student growth and achievement.

----Objective 2 - Close the achievement gap for at-risk students.

----Objective 3 - Design opportunities for success by offering an individualized approach to planning for student instruction based on academic indicators.

----Objective 4 - Use current technology and resources to engage, educate, and inform stakeholders.

GOAL 2

Recruit, develop, and retain a highly qualified, diverse workforce.

----Objective 1 - Create and maintain an atmosphere of respect among stakeholders.

----Objective 2 - Foster a culture of opportunity

----Objective 3 - Build system staffing to support schools

----Objective 4 - Provide progressive and relevant professional development

----Objective 5 - Encourage and support leaders

GOAL 3

Involve stakeholders

----Objective 1 - Foster a high level of support for our system through community interaction

----Objective 2 - Develop a public relations team for our school

----Objective 3 - Increase parental support

GOAL 4

Ensure safe and effective educational environments for multiple learning opportunities.

----Objective 1 - Collaborate with local law enforcement agencies to improve safety within our school building and grounds

----Objective 2 - Improve supervision of students through human resources and technology.

----Objective 3 - Reduce school safety and discipline issues tied directly to technology and/or social media.

GOAL 5

Pursue and secure multiple resources while maximizing operational efficiency.

----Objective 1 - Pursue additional funding from all applicable sources

----Objective 2 - Increase resources through private partnerships with the business community and other stakeholders.

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.

Academics

A great education starts in the classroom, and at Emma Sansom Middle, our classroom education is unparalleled. Our former students have been identified as National Merit Semi-finalists, awarded over $50 million in scholarship offers, and college acceptance for more than 50 percent of seniors, we feel that ESMS is an academic beacon. Many annual year progress goals have been met. ESMS strives to provide opportunities and remove barriers for education, continue to be developed through our various programs. "Making Middle Grades Work" establishes middle grade priorities for expanding pre-AP academics as well as intervention academics for struggling students. Expansion of science and math education with AMSTI provides continuing professional training for math, science, and technology education and instructors provide daily modeling and training of effective strategies for CCRS implementation
based on ARI system of supports.

Emma Sansom Middle's commitment to the arts, support the concept of educating the whole child. ESMS offers classes in visual arts, strings, and choral programs. The chorale sings at various community venues. Many of our choral students qualify for regional and state competitions. The award winning ESMS Band has consistently rated superior performances in state and local competitions. Individual students in both choral and band consistently win annual all-state honors. Visual arts students have won state and governors art awards.

Athletics

Our middle schools support athletic teams and junior varsity programs for students including football, basketball, tennis, softball, volleyball, track and field, wrestling and swimming. We are proud of our strong female sports program

Extra-curricular

Emma Sansom offers opportunities for participation in many programs. The Rebel Ambassadors serve as official hosts and hostesses at school events, give student tours, represent the school at various city functions, and much more. Our clubs, Quiz Bowl, Beta Club, Builders Club, Chess, FBLA and FCCLA boasts of many accomplishments through service and excellence in our community and in our state.

Technology

ESMS is turning classrooms into a technology-driven work environment. From iPad programs in the sixth grade to chrome books carts in seventh and eighth grades, our school incorporates technology at every level. Our students always compete and win in our system's annual Tech Blitz competition. Not only are we utilizing technology as a teaching tool, our students are
also preparing to take their places in the technology workforce, thanks to courses like digital design, computer maintenance, and introductionto networking.

Stakeholder Support

Emma Sansom Middle enjoys immense community support through various partnerships. United Way, Family Success Center, YMCA,Cultural Arts Center, Head Start, and various churches have participated in efforts relating to anti-bullying, anti-drugs/tobacco/alcohol,community gardening, technology improvement, and mentoring. The Quality of Life Health Center provides school based health services (basic health, vision and dentistry) at our school site.

Areas for Improvement:

Emma Sansom strives to improve learning outcomes for students every day. Although we offer a full array of services and supports for our students we continue to seek out new strategies and improve on existing strategies for improvement. With the state adoption of the ACT Suite of Assessments for state-mandated testing, ESMS has modified instructional strategies and supports in many areas in order to improve high stakes test score results of our students. To continue these efforts, Emma Sansom Middle has two main areas of focus:

1. Focused and content specific professional development training for all teachers and staff.

2. Comprehensive and intensive intervention strategies for struggling students.

Additional Information

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

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

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

Arts - From marching band to choral, from dance line to strings, the arts are an important component here at ESMS.

Athletics - While baseball, basketball, and football are popular, 7th and 8th graders are also eligible to participate in softball, soccer, tennis, golf, cheerleading, and more. Math and Reading Intervention - For those challenged to meet the growing demands of higher math and reading coursework, ESMS offer small-group instruction, re-teaching, and inclusion classes.

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.

Parents, community leaders, staff and students were surveyed formally and informally to compile needs of the academics, technology and communications at ESMS. During surveys, some needs were ranked by how each impacted our school performance. Parents and community leaders will be queried during open house, PTO meetings and Title One Meetings. Staff and students will be surveyed during school hours.

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

Parents consisted of those of equal proportions from each grade level. Community leaders were selected by their interest and involvement in our school, functions and perspectives of the local community. All staff were encouraged to participate in decision making with feedback given to the leadership committee already in place. Student were chosen or elected by their leadership roles and representations of grade populations in the school.

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

Our final plan will be communicated via publications which were handed out during Title One meetings, PTO meetings, Open House, and were available in the office. Community leaders will be given publications through visitation by administrators.

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

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2017 Student Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Tests results indicate that Sixth Grade Mathematics Readiness increased from 52% to 60%;

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

Mathematics show a positive trend in performance in sixth grade with increased readiness by 8%.

Which area(s) indicate the overall highest performance?

Mathematics in Sixth Grade increased its readiness percentage from 52% to 60%

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

Average in math grade 6 indicates 60% scored at or above the national average; within that number, 57% of females obtained this compared to 43% were males. In reading grade 6, 35% scored at or above the national percentile, while 71% females and 29% of males scored at or above national average. In grade 6 math, race/ethnicity -74% white, 50% Hispanic, and 52% black, 40% not categorized scored at or above the national average. Average in grade 8 reading 36% scored at or above the national average; within that number, 47% of females obtained this compared to 53% males.

Between which subgroups is the achievement gap closing?

ESMS students demonstrated improvement over the last 2 years in math and reading for all encompassing subgroups based on Classworks assessments.

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

 Classworks math data both indicate low percentages toward the benchmarks assigned in all grade levels.

Areas in Need of Improvement

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

Using the Classworks reading and math Fall 2017 results, students have been individually analyzed to obtain a plan for their remediation and skills practice. Most assessment reports reveal reading to be below national average benchmarks in all grades.

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

Eighth grade math and reading seems to show a negative trend in performance based on Classworks Fall 2017 assessment.

Which area(s) indicate the overall lowest performance?

Assessments for Classworks math and reading indicate that eighth grade performance is the lowest.

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

Our special education populations decrease performance in math overall, but weekly assessments in Classworks for 6th and 7th grades show some slight increases.

Between which subgroups is the achievement gap becoming greater?

There are genuine correlations of greater gaps of achievement based on populations of socioeconomic disadvantaged. Also, females are showing a slight lower achievement in math in 8th grade levels.

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

Classworks math data both indicate low percentages toward the benchmarks assigned in all grade levels as well as the socioeconomic population data

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75
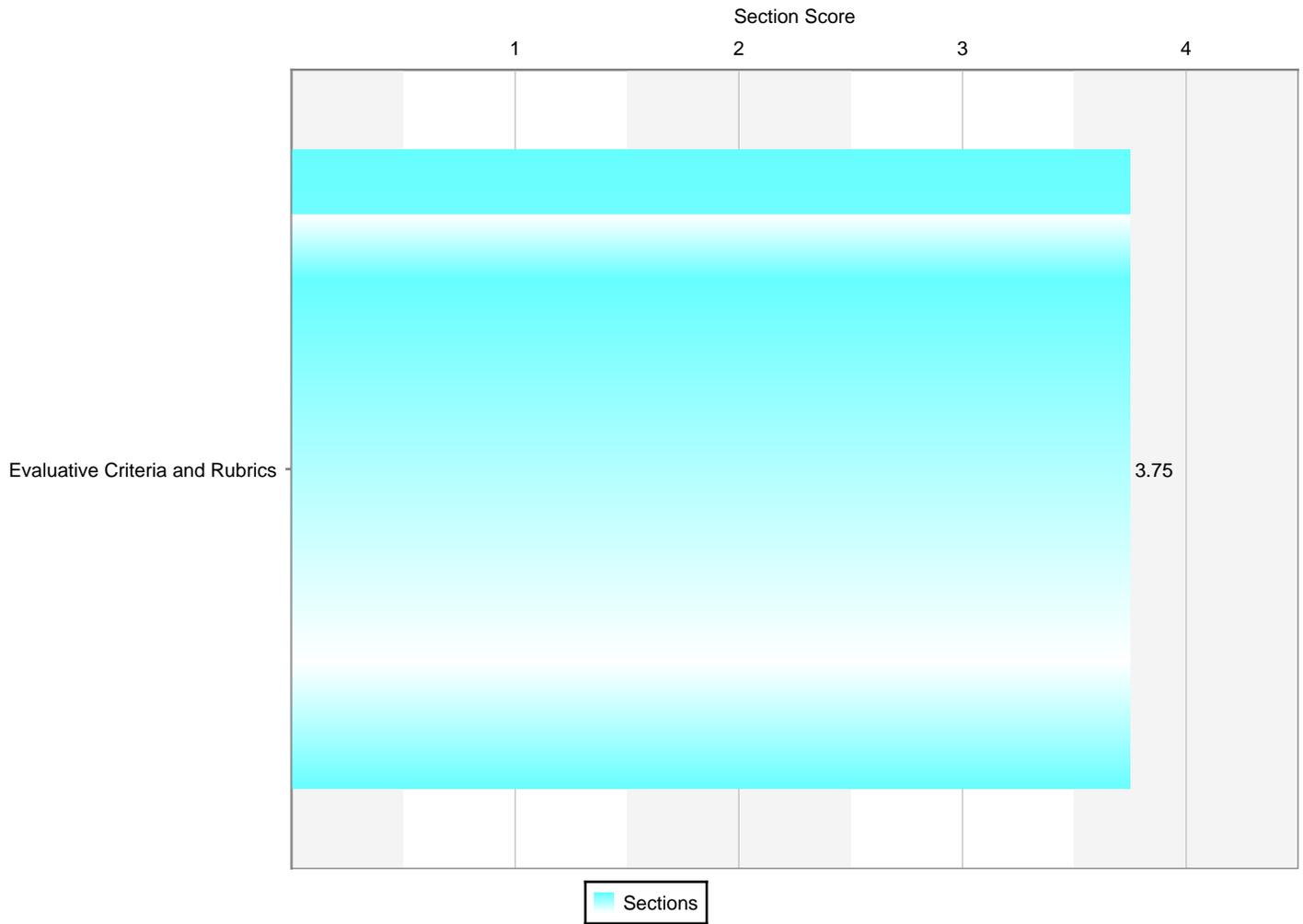
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ESMS Leadership 2017-18

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.	No	NA	

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	NA	

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

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

Goals/Plans 2017/2018

Overview

Plan Name

Goals/Plans 2017/2018

Plan Description

Goals for 2017-2018

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 educators and students will have tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
2	All students at Emma Sansom Middle School will demonstrate better proficiency of reading	Objectives: 1 Strategies: 3 Activities: 4	Academic	$7000
3	All students at Emma Sansom Middle School will improve proficiency of mathematics	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
4	Student enrollment in after-school learning activities will be increased	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
5	Improve student behavior with positive behavior interventions and alternatives to exclusionary discipline practices by 05/2017 as measured by a 5% decrease in level one referrals from a baseline of 208 referrals for 15/16 to 198 referrals for 16/17.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$6000

Goal 1: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to notes at end of document by 07/29/2016 as measured by   .

Strategy 1:

Expansion - The amount of bandwidth and number of Wireless Access Points will be increased

Category:

Research Cited: ASSIST Teacher Survey

Activity - Bandwidth Increase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The amount of internet bandwidth coming in to the district/school will be increased annually as demand increases and finances allow	Technology	11/01/2013	07/28/2017	$0	USAC Technology	District Technology Coordinator and Superintendent

Strategy 2:

Technical Support - The technology tools and services for the district help when teachers have hardware/software issues

Category:

Research Cited: ASSIST Teacher survey, Trouble Trakker Documentation/logs

Activity - Trouble Trakker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The use of ticketing system for all technology, beginning at the school level with reporting problems to school technology coordinator, who is resonsible for entering tickets to district level trouble shooter	Technology	08/12/2013	07/28/2017	$0	No Funding Required	District Technology Coordinator District Technology Technicians School Technology Primary Contacts

Goal 2: All students at Emma Sansom Middle School will demonstrate better proficiency of reading

Measurable Objective 1:

36% of All Students will demonstrate a proficiency textual/ informational literacy in Reading by 05/26/2017 as measured by Mastery or non-mastery of isolated skills..

Strategy 1:

Provide Print Rich Environment - During instruction teachers will incorporate a print-rich environment across the curriculum in order to provide activities which foster the use of contextual and word structure to analyze word and text.

Category: Develop/Implement Learning Supports

Research Cited: a print-rich environment across the curriculum fosters the use of contextual and

word structure to analyze word and text.

Activity - Take apart Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide the use of context clues, word walls, graphic organizers, note taking, sticky note discussion, think-pair-share, seed discussions, KWL and two column notes.	Direct Instruction	08/08/2016	05/26/2017	$500	State Funds	ESMS Administrators, Teachers, Staff and Instructional aides

Strategy 2:

Interpreting Literary elements - Students will be provided with an array of cross curriculum informational/expository text to identify elements of the text

Category: Develop/Implement Learning Supports

Research Cited: additional class time in reading, one on one reading instruction during short periods improves literary skills

Activity - Lets Highlight	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use note taking and concept mapping to determine the main ideal in grade level texts through paraphrasing, summarizing, inferring and identifying relevant details and author's purpose to understand meaning.	Academic Support Program	08/08/2016	05/26/2017	$500	Title I Schoolwide	Administrator, Teachers, Staff and instructional aides

Activity - Got a Minute? Get a book!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extra time will be provided through after school tutoring, after school 21 Century Program, Two aides will also be able to provide assistance and mentoring for reading	Extra Curricular	08/08/2016	05/26/2017	$5000	Title I Schoolwide	Administrators, Teachers 21 Century Staff, Title One aides,

Strategy 3:

Progress Monitoring - Students will be monitored by monthly classworks and star test for increase of performance proficiency and discuss avenues of remediation including additional class time in reading, one on one reading instruction during short periods

Category:

Research Cited: Diagnoses and direct monitoring ensures a greater amount of proficiency of skills

Activity - Informational Superhighway	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide online communications, extra practice, enrichment and homework help for students after school hours and opportunities for after school tutoring, remediation and enrichment activities	Technology	08/08/2016	05/26/2017	$1000	Title I Part A	Administrators, Local Agency Technology Support Staff, Teachers, Instructional aides

Goal 3: All students at Emma Sansom Middle School will improve proficiency of mathematics

Measurable Objective 1:

39% of All Students will demonstrate a proficiency creating, interpreting, evaluating and improving mathematical models in Mathematics by 05/26/2017 as measured by questions and tasks in mathematical models creations, interpretations, evaluations on formative and summative assessments.

Strategy 1:

Identify/Remediate/Practice - Students who scored below benchmarks on ASPIRE and Star Math testing will be placed in an extra time of intense remediation and practice based on individual needs. Students will be place twice weekly with additional teacher/leaders to focus on skills that were not benchmarked on previous assessment. 1. Provide small group or individual instruction in identified deficient standards. Provide teacher/students with use of manipulatives, software and other components Provide small group after school tutoring

Category: Develop/Implement Learning Supports

Research Cited: Students receiving one on one teaching retain skills at a higher rate than in a group setting.

Activity - Practice Math Skills Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with teachers/aides one on one or small groups to obtain needed strategies to solve problems and model math	Class Size Reduction	08/08/2016	05/26/2017	$0	Title I Part A	Teachers, Instructional Aides

Strategy 2:

Variety of Instructional strategies - All math teachers will incorporate various instructional strategies such as AMSTI strategies, manipulatives and cooperative learning into their daily lessons.100% of math teachers using instructional strategies should result in an increased number of students mastering standards.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI provides students the equivalent to 28 extra days of math instruction, Use of real world problems in their everyday life help develop their creative, critical and problem solving abilities (Chapman,2006)

Activity - Geo presence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to time and materials that provide a rich environment in geometric concepts and practice	Academic Support Program	08/08/2016	05/26/2017	$0	State Funds	Administrators, Teachers, Instructional aides

Goal 4: Student enrollment in after-school learning activities will be increased

Measurable Objective 1:

collaborate to increase student enrollment in our school's after-school program by 07/29/2016 as measured by a 2% increase in student enrollment in the 21st Century After-School Programs from a baseline of 49 students to increase to 50 students.

Strategy 1:

Family Nights at 21st Century - The after-school program at ESMS will plan family nights that include guest speakers. anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parental and student excitement about learning. Our after school program as been successful in the past years. Our students who attend have shown to be more likely to improve math and reading skills as well as gaining socialization and satisfaction and pride in their school and community. Attendance will be tracked using sign in sheets.

After school tutoring will occur each day to help students with skill retention and remediation.

Web based Intervention programs will be used to incorporate technology and to provide additional practices on reading and math skills.

Homework Help will be provided each day to ensure completion of homework assignments and improvement of students' grades.

Category:

Research Cited: According to Spielberger and Halpern (2002) the role of after-school programs can create a community of support that encourages reading and writing

in school, at home, and in social settings, offering children the opportunity to strengthen themselves as readers, writers, and communicators.

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day Monday-Thursday all twelve schools in Gadsden city will offer tutoring to reinforce learned skills and remediate in areas of reading and math skill deficits.	Academic Support Program	08/17/2015	05/20/2016	$0	Other	21st Century after school staff

Activity - Field Trips/Enrichment activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by the 21st Century After School staff.	Field Trip	09/11/2015	07/29/2016	$0	Other	21st Century After School staff.

Activity - Web Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program	08/17/2015	05/20/2016	$0	Other	21st Century After School Staff

Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/17/2015	05/20/2016	$0	Other	21st Century After School Staff

Goal 5: Improve student behavior with positive behavior interventions and alternatives to exclusionary discipline practices by 05/2017 as measured by a 5% decrease in level one referrals from a baseline of 208 referrals for 15/16 to 198 referrals for 16/17.

Measurable Objective 1:

demonstrate a behavior of following school rules and complying with teacher requests by 05/26/2017 as measured by a 5% reduction in office referrals.

Strategy 1:

Saturday School - Saturday School - Students will be given the option to attend Saturday School on the first Saturday of each month as an alternative to exclusionary discipline practices and an opportunity to complete missing assignments

Category: Develop/Implement Learning Supports

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Rebel Rehab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On the first Saturday of each month students will be given the opportunity to attend . This opportunity will provide students with an alternative to exclusionary discipline such as out of school suspension or in school suspension. Rebel Rehab will be well staffed with teachers, administrators and an SRO. Each student has the opportunity to complete make-up work assigned by teachers or complete extra credit work to improve academic outcomes.	Behavioral Support Program, Academic Support Program	10/01/2016	05/06/2017	$6000	District Funding	four teachers, 1 admin, and one SRO will lead the Saturday School

Strategy 2:

Communicate high expectations - 3 step discipline plan - Teachers will follow the following four steps before an office referral is written:

Step 1. Student conference: teacher will conference with the student concerning their behavior.

Step 2. Parent call: teacher will call the parent and document on the discipline sheet.

Step 3 . Write an office referral

Category: Develop/Implement Student and School Culture Program

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Proactive discipline plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four step discipline plan followed by the classroom teachers.	Behavioral Support Program	08/08/2016	05/26/2017	$0	No Funding Required	All teachers and admin staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rebel Rehab	On the first Saturday of each month students will be given the opportunity to attend . This opportunity will provide students with an alternative to exclusionary discipline such as out of school suspension or in school suspension. Rebel Rehab will be well staffed with teachers, administrators and an SRO. Each student has the opportunity to complete make-up work assigned by teachers or complete extra credit work to improve academic outcomes.	Behavioral Support Program, Academic Support Program	10/01/2016	05/06/2017	$6000	four teachers, 1 admin, and one SRO will lead the Saturday School
				Total	$6000	

USAC Technology

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bandwidth Increase	The amount of internet bandwidth coming in to the district/school will be increased annually as demand increases and finances allow	Technology	11/01/2013	07/28/2017	$0	District Technology Coordinator and Superintendent
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Practice Math Skills Class	Students will work with teachers/aides one on one or small groups to obtain needed strategies to solve problems and model math	Class Size Reduction	08/08/2016	05/26/2017	$0	Teachers, Instructional Aides

Informational Superhighway	Provide online communications, extra practice, enrichment and homework help for students after school hours and opportunities for after school tutoring, remediation and enrichment activities	Technology	08/08/2016	05/26/2017	$1000	Administrators, Local Agency Technology Support Staff, Teachers, Instructional aides
				Total	$1000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Take apart Reading	Teachers will guide the use of context clues, word walls, graphic organizers, note taking, sticky note discussion, think-pair-share, seed discussions, KWL and two column notes.	Direct Instruction	08/08/2016	05/26/2017	$500	ESMS Administrators, Teachers, Staff and Instructional aides
Geo presence	Students will have access to time and materials that provide a rich environment in geometric concepts and practice	Academic Support Program	08/08/2016	05/26/2017	$0	Administrators, Teachers, Instructional aides
				Total	$500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Got a Minute? Get a book!	Extra time will be provided through after school tutoring, after school 21 Century Program, Two aides will also be able to provide assistance and mentoring for reading	Extra Curricular	08/08/2016	05/26/2017	$5000	Administrators, Teachers 21 Century Staff, Title One aides,
Lets Highlight	Students will use note taking and concept mapping to determine the main ideal in grade level texts through paraphrasing, summarizing, inferring and identifying relevant details and author's purpose to understand meaning.	Academic Support Program	08/08/2016	05/26/2017	$500	Administrator, Teachers, Staff and instructional aides
				Total	$5500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Proactive discipline plan	Four step discipline plan followed by the classroom teachers.	Behavioral Support Program	08/08/2016	05/26/2017	$0	All teachers and admin staff
Trouble Trakker	The use of ticketing system for all technology, beginning at the school level with reporting problems to school technology coordinator, who is resonsible for entering tickets to district level trouble shooter	Technology	08/12/2013	07/28/2017	$0	District Technology Coordinator District Technology Technicians School Technology Primary Contacts
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring	Each day Monday-Thursday all twelve schools in Gadsden city will offer tutoring to reinforce learned skills and remediate in areas of reading and math skill deficits.	Academic Support Program	08/17/2015	05/20/2016	$0	21st Century after school staff
Web Based Intervention Programs	Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program	08/17/2015	05/20/2016	$0	21st Century After School Staff
Homework Help	Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/17/2015	05/20/2016	$0	21st Century After School Staff
Field Trips/Enrichment activities	Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by the 21st Century After School staff.	Field Trip	09/11/2015	07/29/2016	$0	21st Century After School staff.
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?			

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	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?

Survey reports indicate that Emma Sansom's purpose statement is clearly focused on student learning, with continuous improvement based on data, goals, actions and measures. The school's governing body operates responsibly and functions effectively. Parental survey indicates students have up-to-date computers and other technology to learn. Our facilities support learning and parents indicated that our staff is qualified.

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

Our school provides opportunities for students to participate in activities that interest them, and ensures that instructional time is protected and interruptions are minimized. Also, our school provides students with access to a variety of information resources to support their learning.

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

Our school's purpose statement is clearly focused on student success. Children are given multiple assessments to measure his/her understanding of what was taught. Parents observed and noted that we have up-to-date computers and other technology to learn, while teachers indicated that all used a variety of technologies as instructional resources.

Areas in Need of Improvement

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

Staff survey indicated all items average score above four. However, the parental survey indicated scores in the threes, with the following:

Our school communicates effectively about the school goals and activities (3.4)

Our school's teachers meet his/her learning needs by individualizing instruction. (3.19)

Our school's teachers keep me informed regularly of how my child is being graded.(3.13)

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

Parents indicated their children aren't seeing a relationship between what is being taught and his/her everyday life and our teachers aren't helping parents to understand children's progress.

What are the implications for these stakeholder perceptions?

Our school needs to improve with communicating with parents crucial information that relate to their children's progress, as well as what diagnostic tools they may use to help their children.

Students should be better versed in how teaching of concepts are valuable to their everyday lives, as well as their future.

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

Staff indicated that challenging curriculum and learning experiences need to be equitable for all students, and that teachers need to have students participate in collaborative learning communities that that meet both informally and formally across grade levels and content areas. This might prove to ensure that students have ownership of their learning.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
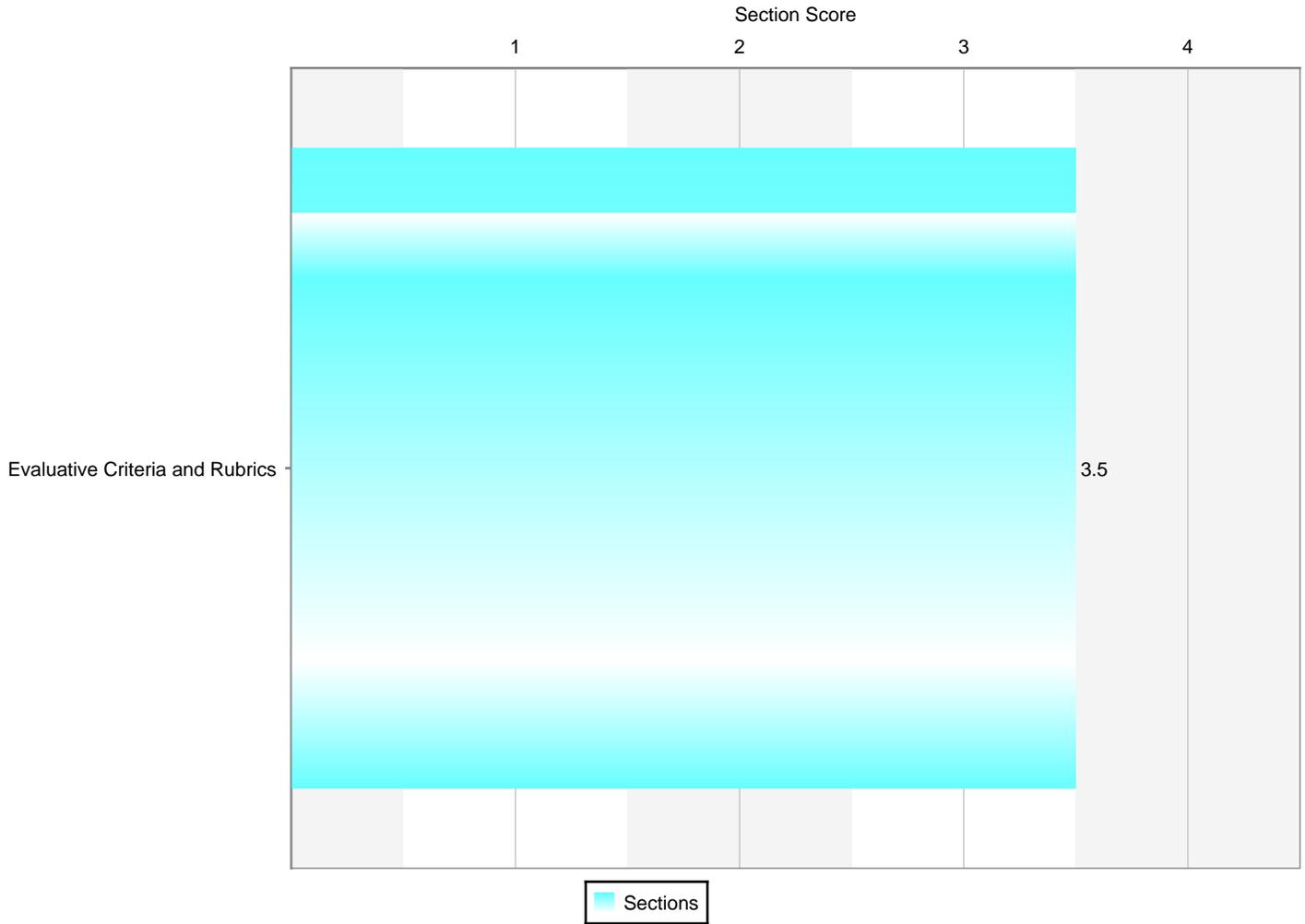
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

In May 2017, the school leadership team reviewed the 2016-2017 Continuous Improvement Plan to assess the degree to which implemented strategies were met. This information was coupled with in house summative test results which were available at the end of the school year, and was shared with all staff and interested parents. The staff and parents provided input on the following: which elements have been successfully mastered and need not be included in the next year's plan; new testing components which will provide additional needs and the elements that have been mastered but still require continued monitoring during the 2015-2016 school year; the elements that have not been mastered and must be included in the 2016-2017 CIP. In August 2017, the school leadership team and school staff, along with interested parents convened to disaggregate standardized assessment data, Pride survey data, School Incident Report data, PEPE data, Career and Technical Education Improvement Plan data, STAR Reading and Math, Classworks and other local data.

What were the results of the comprehensive needs assessment?

ACT- Aspire Math results of spring 2017 revealed that in 6th grade 40% scored below the benchmark of 420. The average score, however was 421, only 1 point higher than ACT benchmark and at the national average. In 7th grade, 63% scored below the benchmark of 422, with our average of 420 only 2 points below the national average. For 8th grade, 80% scored below the benchmark of 425, with our average of 420 falling only 3 points below the national average.
ACT- Aspire Reading results of spring 2017 revealed that in 6th grade 70% scored below the benchmark of 421. The average score, however was 417, only 4 points lower than ACT benchmark and 3 points below the national average. In 7th grade, 65% scored below the benchmark of 423, with our average of 419 only 4 points below the benchmark and 1 point from the national average. For 8th grade, 64% scored below the benchmark of 424, with our average of 420 falling only 4 points below the benchmark, and 3 points below the national average.

What conclusions were drawn from the results?

The data obtained revealed validated our decisions to continue focusing on math and reading skills by creating smaller class size, extra classes if necessary, and various other strategies which will be addressed in the plan. Including using pullout strategies to work with students who were deemed urgent to create ILP's to help foster growth in reading and math.

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

There is a need to enhance reading and math instruction in all core curricula. There is a also a need for staff to meet and discuss improvements as well as diagnostic recommendations on a monthly basis within departments, and meet daily by grade level informally during lunch periods. There is also a need to improve all areas of school communication with parents, community and students alike.

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

School goals were created based on test results from the end of 2016-2107 year, as well as fall testing of STAR and Classworks. We also incorporated student's ACT Aspire and Scantron Performance Series reading and math scores into the goals. ESMS also investigated, evaluated and assessed in-house programs, strategies used by teachers and staff.

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

All data indicate a need in which all students proficiency level should be increase. Data was aggregated and analyze to indicate those as a priority

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

The goal pertain to all students, and the strategies and actions carried out will address special populations such as the at-risk, disadvantaged, and students in area of non-proficiency.

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

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

50% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather, ortanize, evaluate and share and present information in Career & Technical by 09/30/2018 as measured by ASSIST Teacher Survey (currently 48%).

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: ASSIST Teacher Survey, Speak Up Survey

Activity - Student Developed Online Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop their personal portfolios online through various online programs in order to organize, share and develop their learning	Academic Support Program	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinator Principal Teachers

Activity - Online Student Learning through Teacher directed programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize online programs such as Edmodo for students to explore/solve problems using digital tools and resources	Academic Support Program	10/02/2017	05/01/2018	$0 - District Funding	Core subject teachers will use online student engagement/posting programs to improve student participation and motivation

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sixth grade students will utilize ipads/chromebooks during the academic school day	Technology	10/02/2017	05/25/2018	$210000 - Capital Improvement Fund	Principals Teachers Media Specialist Classroom Aides

Strategy2:

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

Category: Implement Community Based Support and Intervention System

Research Cited: ASSIST Teacher Survey, Speak Up Survey, Pride Survey

Activity - INow Parent/Home Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents ability to view student grades and assignments, Teachers use the gradebook portion of iNow and make that information available for parents and students to view	Parent Involvement	10/02/2017	05/25/2018	$13048 - General Fund	District Technology Coordinators Principals Teachers

Activity - Websites & Wikis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district, individual schools and many teachers maintain websites and/or wikis and/or Social media sites for the purpose of keeping students and parents informed and involved.	Parent Involvement	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinators Superintendents Principals Teachers

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

A 50% increase of All Students will demonstrate a behavior teachers throughout the school use technology and digital resources to provide standards based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning in Career & Technical by 05/25/2018 as measured by Frquency Index Scores on the ASSIST Teacher Technology Survey.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: ASSIST Teacher Survey

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches provided by the local district will visit school once weekly to provide training for teachers during planning, or to assist with classroom digital activities	Professional Learning	10/02/2017	05/25/2018	$75000 - General Fund	Technology Coach

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training specifically geared for one to one initiatives (ipads/chromebooks) for sixth graders.	Professional Learning	08/12/2013	07/02/2018	$5000 - General Fund	District Technology Coordinator Technology Coach Principals Teachers

Activity - EduTech/ edcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In depth Professional development opportunities in district, two days weekly one hour classes	Professional Learning	11/01/2013	07/02/2018	$3000 - Other	District Technology Coordinator Technology Coaches

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Assist Teacher Survey

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local pacing guides for college and Career ready Standards (CCRS) will be available for teachers, accessed through the district website. Teacher with stipends will collaborate and work to updated each summer	Professional Learning Direct Instruction Academic Support Program Career Preparation/ Orientation	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technicians Principals School Technology Primary Contacts

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to notes at end of document by 07/01/2018 as measured by   .

Strategy1:

Technical Support - The technology tools and services for the district help when teachers have hardware/software issues

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher survey, Trouble Trakker Documentation/logs

Activity - Trouble Trakker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of ticketing system for all technology, beginning at the school level with reporting problems to school technology coordinator, who is resonible for entering tickets to district level trouble shooter	Technology	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technology Technicians School Technology Primary Contacts

Strategy2:

Expansion - The amount of bandwidth and number of Wireless Access Points will be increased

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher Survey

Activity - Bandwidth Increase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The amount of internet bandwidth coming in to the district/school will be increased annually as demand increases and finances allow	Technology	11/01/2013	07/02/2018	$0 - USAC Technology	District Technology Coordinator and Superintendent

Goal 4:

All students at Emma Sansom Middle School will improve proficiency of mathematics

Measurable Objective 1:

39% of All Students will demonstrate a proficiency creating, interpreting, evaluating and improving mathematical models in Mathematics by 05/25/2018 as measured by questions and tasks in mathematical models creations, interpretations, evaluations on formative and summative assessments.

Strategy1:

Variety of Instructional strategies - All math teachers will incorporate various instructional strategies such as AMSTI strategies, manipulatives and cooperative learning into their daily lessons.100% of math teachers using instructional strategies should result in an increased number of students mastering standards.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI provides students the equivalent to 28 extra days of math instruction, Use of real world problems in their everyday life help develop their creative, critical and problem solving abilities (Chapman,2006)

Activity - Geo presence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to time and materials that provide a rich environment in geometric concepts and practice	Academic Support Program	08/14/2017	05/25/2018	$0 - State Funds	Administrators, Teachers, Instructional aides

Strategy2:

Identify/Remediate/Practice - Students who scored below benchmarks on ASPIRE and Star Math testing will be placed in an extra time of intense remediation and practice based on individual needs. Students will be place twice weekly with additional teacher/leaders to focus on

skills that were not benchmarked on previous assessment. 1. Provide small group or individual instruction in identified deficient standards.

Provide teacher/students with use of manipulatives, software and other components Provide small group after school tutoring

Category: Develop/Implement Learning Supports

Research Cited: Students receiving one on one teaching retain skills at a higher rate than in a group setting.

Activity - Practice Math Skills Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with teachers/aides one on one or small groups to obtain needed strategies to solve problems and model math	Class Size Reduction	08/14/2017	05/25/2018	$0 - Title I Part A	Teachers, Instructional Aides

Goal 5:

All students at Emma Sansom Middle School will demonstrate better proficiency of reading

Measurable Objective 1:

36% of All Students will demonstrate a proficiency textual/ informational literacy in Reading by 05/25/2018 as measured by Mastery or non-mastery of isolated skills..

Strategy1:

Provide Print Rich Environment - During instruction teachers will incorporate a print-rich environment across the curriculum in order to provide activities which foster the use of contextual and word structure to analyze word and text.

Category: Develop/Implement Learning Supports

Research Cited: a print-rich environment across the curriculum fosters the use of contextual and

word structure to analyze word and text.

Activity - Take apart Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide the use of context clues, word walls, graphic organizers, note taking, sticky note discussion, think-pair-share, seed discussions, KWL and two column notes.	Direct Instruction	08/14/2017	05/25/2018	$500 - State Funds	ESMS Administrators, Teachers, Staff and Instructional aides

Strategy2:

Interpreting Literary elements - Students will be provided with an array of cross curriculum informational/expository text to identify elements of the text

Category: Develop/Implement Learning Supports

Research Cited: additional class time in reading, one on one reading instruction during short periods improves literary skills

Activity - Got a Minute? Get a book!	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extra time will be provided through after school tutoring, after school 21 Century Program, Two aides will also be able to provide assistance and mentoring for reading	Extra Curricular	08/14/2017	05/25/2018	$5000 - Title I Schoolwide	Administrators, Teachers 21 Century Staff, Title One aides,

Activity - Lets Highlight	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use note taking and concept mapping to determine the main ideal in grade level texts through paraphrasing, summarizing, inferring and identifying relevant details and author's purpose to understand meaning.	Academic Support Program	08/14/2017	05/25/2018	$500 - Title I Schoolwide	Administrator, Teachers, Staff and instructional aides

Strategy3:

Progress Monitoring - Students will be monitored by monthly classworks and star test for increase of performance proficiency and discuss

avenues of remediation including additional class time in reading, one on one reading instruction during short periods

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

Research Cited: Diagnoses and direct monitoring ensures a greater amount of proficiency of skills

Activity - Informational Superhighway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide online communications, extra practice, enrichment and homework help for students after school hours and opportunities for after school tutoring, remediation and enrichment activities	Technology	08/14/2017	05/25/2018	$1000 - Title I Part A	Administrators, Local Agency Technology Support Staff, Teachers, Instructional aides

Goal 6:

Student enrollment in after-school learning activities will be increased

Measurable Objective 1:

collaborate to increase student enrollment in our school's after-school program by 07/02/2018 as measured by a 2% increase in student

enrollment in the 21st Century After-School Programs from a baseline of 49 students to increase to 50 students.

Strategy1:

Family Nights at 21st Century - The after-school program at ESMS will plan family nights that include guest speakers. anti-bullying rally, field

trips, competitions, and enrichment opportunities to encourage parental and student excitement about learning. Our after school program as

been successful in the past years. Our students who attend have shown to be more likely to improve math and reading skills as well as

gaining socialization and satisfaction and pride in their school and community. Attendance will be tracked using sign in sheets.

After school tutoring will occur each day to help students with skill retention and remediation.

Web based Intervention programs will be used to incorporate technology and to provide additional practices on reading and math skills.

Homework Help will be provided each day to ensure completion of homework assignments and improvement of students' grades.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Spielberger and Halpern (2002) the role of after-school programs can create a community of support that

encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as

readers, writers, and communicators.

Activity - Web Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Activity - Field Trips/Enrichment activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by ESMS faculty and staff and 21st Century After School staff.	Field Trip	09/01/2017	07/01/2018	$0 - Other	21st Century After School staff and Emma Sansom Middle School administration and staff

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day Monday-Thursday all twelve schools in Gadsden city will offer tutoring to reinforce learned skills and remediate in areas of reading and math skill deficits.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century after school staff

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Goal 7:

Improve student behavior with positive behavior interventions and alternatives to exclusionary discipline practices by 05/2018 as measured by a 5% decrease in level one referrals from a baseline of 198 referrals for 16/17 to 188 for 17/18 .

Measurable Objective 1:

demonstrate a behavior of following school rules and complying with teacher requests by 05/25/2018 as measured by a 4 % reduction in office referrals.

Strategy1:

Communicate high expectations - 3 step discipline plan - Teachers will follow the following four steps before an office referral is written:

Step 1. Student conference: teacher will conference with the student concerning their behavior.

Step 2. Parent call: teacher will call the parent and document on the discipline sheet.

Step 3 . Write an office referral

Category: Develop/Implement Student and School Culture Program

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Proactive discipline plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four step discipline plan followed by the classroom teachers.	Behavioral Support Program	10/02/2017	05/25/2018	$0 - No Funding Required	All teachers and admin staff

Strategy2:

Saturday School - Saturday School - Students will be given the option to attend Saturday School on the first Saturday of each month as an

alternative to exclusionary discipline practices and an opportunity to complete missing assignments

Category: Implement Community Based Support and Intervention System

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Rebel Rehab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the first Saturday of each month students will be given the opportunity to attend . This opportunity will provide students with an alternative to exclusionary discipline such as out of school suspension or in school suspension. Rebel Rehab will be well staffed with teachers, administrators and an SRO. Each student has the opportunity to complete make-up work assigned by teachers or complete extra credit work to improve academic outcomes.	Academic Support Program Behavioral Support Program	10/02/2017	05/25/2018	$6000 - District Funding	four teachers, 1 admin, and one SRO will lead the Saturday School

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

50% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather,

ortanize, evaluate and share and present information in Career & Technical by 09/30/2018 as measured by ASSIST Teacher Survey

(currently 48%).

Strategy1:

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

Category: Implement Community Based Support and Intervention System

Research Cited: ASSIST Teacher Survey, Speak Up Survey, Pride Survey

Activity - INow Parent/Home Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents ability to view student grades and assignments, Teachers use the gradebook portion of iNow and make that information available for parents and students to view	Parent Involvement	10/02/2017	05/25/2018	$13048 - General Fund	District Technology Coordinators Principals Teachers

Activity - Websites & Wikis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district, individual schools and many teachers maintain websites and/or wikis and/or Social media sites for the purpose of keeping students and parents informed and involved.	Parent Involvement	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinators Superintendents Principals Teachers

Strategy2:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: ASSIST Teacher Survey, Speak Up Survey

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sixth grade students will utilize ipads/chromebooks during the academic school day	Technology	10/02/2017	05/25/2018	$210000 - Capital Improvement Fund	Principals Teachers Media Specialist Classroom Aides

Activity - Online Student Learning through Teacher directed programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize online programs such as Edmodo for students to explore/solve problems using digital tools and resources	Academic Support Program	10/02/2017	05/01/2018	$0 - District Funding	Core subject teachers will use online student engagement/posting programs to improve student participation and motivation

Activity - Student Developed Online Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develope their personal portfolios online through various online programs in order to organize, share and develop their learning	Academic Support Program	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinator Principal Teachers

Goal 2:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to notes at end of document by 07/01/2018 as measured by   .

Strategy1:

Expansion - The amount of bandwidth and number of Wireless Access Points will be increased

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher Survey

Activity - Bandwidth Increase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The amount of internet bandwidth coming in to the district/school will be increased annually as demand increases and finances allow	Technology	11/01/2013	07/02/2018	$0 - USAC Technology	District Technology Coordinator and Superintendent

Strategy2:

Technical Support - The technology tools and services for the district help when teachers have hardware/software issues

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher survey, Trouble Trakker Documentation/logs

Activity - Trouble Trakker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of ticketing system for all technology, beginning at the school level with reporting problems to school technology coordinator, who is resonsible for entering tickets to district level trouble shooter	Technology	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technology Technicians School Technology Primary Contacts

Goal 3:

All students at Emma Sansom Middle School will demonstrate better proficiency of reading

Measurable Objective 1:

36% of All Students will demonstrate a proficiency textual/ informational literacy in Reading by 05/25/2018 as measured by Mastery or non-mastery of isolated skills..

Strategy1:

Progress Monitoring - Students will be monitored by monthly classworks and star test for increase of performance proficiency and discuss avenues of remediation including additional class time in reading, one on one reading instruction during short periods

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

Research Cited: Diagnoses and direct monitoring ensures a greater amount of proficiency of skills

Activity - Informational Superhighway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide online communications, extra practice, enrichment and homework help for students after school hours and opportunities for after school tutoring, remediation and enrichment activities	Technology	08/14/2017	05/25/2018	$1000 - Title I Part A	Administrators, Local Agency Technology Support Staff, Teachers, Instructional aides

Strategy2:

Provide Print Rich Environment - During instruction teachers will incorporate a print-rich environment across the curriculum in order to

provide activities which foster the use of contextual and word structure to analyze word and text.

Category: Develop/Implement Learning Supports

Research Cited: a print-rich environment across the curriculum fosters the use of contextual and

word structure to analyze word and text.

Activity - Take apart Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide the use of context clues, word walls, graphic organizers, note taking, sticky note discussion, think-pair-share, seed discussions, KWL and two column notes.	Direct Instruction	08/14/2017	05/25/2018	$500 - State Funds	ESMS Administrators, Teachers, Staff and Instructional aides

Strategy3:

Interpreting Literary elements - Students will be provided with an array of cross curriculum informational/expository text to identify elements

of the text

Category: Develop/Implement Learning Supports

Research Cited: additional class time in reading, one on one reading instruction during short periods improves literary skills

Activity - Lets Highlight	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use note taking and concept mapping to determine the main ideal in grade level texts through paraphrasing, summarizing, inferring and identifying relevant details and author's purpose to understand meaning.	Academic Support Program	08/14/2017	05/25/2018	$500 - Title I Schoolwide	Administrator, Teachers, Staff and instructional aides

Activity - Got a Minute? Get a book!	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extra time will be provided through after school tutoring, after school 21 Century Program, Two aides will also be able to provide assistance and mentoring for reading	Extra Curricular	08/14/2017	05/25/2018	$5000 - Title I Schoolwide	Administrators, Teachers 21 Century Staff, Title One aides,

Goal 4:

All students at Emma Sansom Middle School will improve proficiency of mathematics

Measurable Objective 1:

39% of All Students will demonstrate a proficiency creating, interpreting, evaluating and improving mathematical models in Mathematics by 05/25/2018 as measured by questions and tasks in mathematical models creations, interpretations, evaluations on formative and summative assessments.

Strategy1:

Identify/Remediate/Practice - Students who scored below benchmarks on ASPIRE and Star Math testing will be placed in an extra time of intense remediation and practice based on individual needs. Students will be place twice weekly with additional teacher/leaders to focus on skills that were not benchmarked on previous assessment. 1. Provide small group or individual instruction in identified deficient standards. Provide teacher/students with use of manipulatives, software and other components Provide small group after school tutoring

Category: Develop/Implement Learning Supports

Research Cited: Students receiving one on one teaching retain skills at a higher rate than in a group setting.

Activity - Practice Math Skills Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with teachers/aides one on one or small groups to obtain needed strategies to solve problems and model math	Class Size Reduction	08/14/2017	05/25/2018	$0 - Title I Part A	Teachers, Instructional Aides

Strategy2:

 Variety of Instructional strategies - All math teachers will incorporate various instructional strategies such as AMSTI strategies, manipulatives and cooperative learning into their daily lessons.100% of math teachers using instructional strategies should result in an increased number of students mastering standards.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI provides students the equivalent to 28 extra days of math instruction, Use of real world problems in their everyday life help develop their creative, critical and problem solving abilities (Chapman,2006)

Activity - Geo presence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to time and materials that provide a rich environment in geometric concepts and practice	Academic Support Program	08/14/2017	05/25/2018	$0 - State Funds	Administrators, Teachers, Instructional aides

Goal 5:

Student enrollment in after-school learning activities will be increased

Measurable Objective 1:

collaborate to increase student enrollment in our school's after-school program by 07/02/2018 as measured by a 2% increase in student enrollment in the 21st Century After-School Programs from a baseline of 49 students to increase to 50 students.

Strategy1:

Family Nights at 21st Century - The after-school program at ESMS will plan family nights that include guest speakers. anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parental and student excitement about learning. Our after school program as been successful in the past years. Our students who attend have shown to be more likely to improve math and reading skills as well as gaining socialization and satisfaction and pride in their school and community. Attendance will be tracked using sign in sheets.

After school tutoring will occur each day to help students with skill retention and remediation.

Web based Intervention programs will be used to incorporate technology and to provide additional practices on reading and math skills.

Homework Help will be provided each day to ensure completion of homework assignments and improvement of students' grades.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Spielberger and Halpern (2002) the role of after-school programs can create a community of support that encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as readers, writers, and communicators.

Activity - Web Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Activity - Field Trips/Enrichment activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by ESMS faculty and staff and 21st Century After School staff.	Field Trip	09/01/2017	07/01/2018	$0 - Other	21st Century After School staff and Emma Sansom Middle School administration and staff

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day Monday-Thursday all twelve schools in Gadsden city will offer tutoring to reinforce learned skills and remediate in areas of reading and math skill deficits.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century after school staff

Goal 6:

Improve student behavior with positive behavior interventions and alternatives to exclusionary discipline practices by 05/2018 as measured by a 5% decrease in level one referrals from a baseline of 198 referrals for 16/17 to 188 for 17/18 .

Measurable Objective 1:

demonstrate a behavior of following school rules and complying with teacher requests by 05/25/2018 as measured by a 4 % reduction in office referrals.

Strategy1:

Saturday School - Saturday School - Students will be given the option to attend Saturday School on the first Saturday of each month as an alternative to exclusionary discipline practices and an opportunity to complete missing assignments

Category: Implement Community Based Support and Intervention System

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Rebel Rehab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the first Saturday of each month students will be given the opportunity to attend . This opportunity will provide students with an alternative to exclusionary discipline such as out of school suspension or in school suspension. Rebel Rehab will be well staffed with teachers, administrators and an SRO. Each student has the opportunity to complete make-up work assigned by teachers or complete extra credit work to improve academic outcomes.	Academic Support Program Behavioral Support Program	10/02/2017	05/25/2018	$6000 - District Funding	four teachers, 1 admin, and one SRO will lead the Saturday School

Strategy2:

Communicate high expectations - 3 step discipline plan - Teachers will follow the following four steps before an office referral is written:

Step 1. Student conference: teacher will conference with the student concerning their behavior.

Step 2. Parent call: teacher will call the parent and document on the discipline sheet.

Step 3 . Write an office referral

Category: Develop/Implement Student and School Culture Program

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Proactive discipline plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four step discipline plan followed by the classroom teachers.	Behavioral Support Program	10/02/2017	05/25/2018	$0 - No Funding Required	All teachers and admin staff

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

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

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

Goal 1:
Engage and Empower the Learner Through Technology

Measurable Objective 1:
50% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather, ortanize, evaluate and share and present information in Career & Technical by 09/30/2018 as measured by ASSIST Teacher Survey (currently 48%).

Strategy1:
Parent/Student Communication - Provide and improve technology methods for parent/student communications
Category: Implement Community Based Support and Intervention System
Research Cited: ASSIST Teacher Survey, Speak Up Survey, Pride Survey

Activity - INow Parent/Home Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents ability to view student grades and assignments, Teachers use the gradebook portion of iNow and make that information available for parents and students to view	Parent Involvement	10/02/2017	05/25/2018	$13048 - General Fund	District Technology Coordinators Principals Teachers

Activity - Websites & Wikis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district, individual schools and many teachers maintain websites and/or wikis and/or Social media sites for the purpose of keeping students and parents informed and involved.	Parent Involvement	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinators Superintendents Principals Teachers

Strategy2:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: ASSIST Teacher Survey, Speak Up Survey

Activity - Online Student Learning through Teacher directed programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize online programs such as Edmodo for students to explore/solve problems using digital tools and resources	Academic Support Program	10/02/2017	05/01/2018	$0 - District Funding	Core subject teachers will use online student engagement/posting programs to improve student participation and motivation

Activity - Student Developed Online Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develope their personal portfolios online through various online programs in order to organize, share and develop their learning	Academic Support Program	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinator Principal Teachers

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sixth grade students will utilize ipads/chromebooks during the academic school day	Technology	10/02/2017	05/25/2018	$210000 - Capital Improvement Fund	Principals Teachers Media Specialist Classroom Aides

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

A 50% increase of All Students will demonstrate a behavior teachers throughout the school use technology and digital resources to provide standards based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning in Career & Technical by 05/25/2018 as measured by Frquency Index Scores on the ASSIST Teacher Technology Survey.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Assist Teacher Survey

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local pacing guides for college and Career ready Standards (CCRS) will be available for teachers, accessed through the district website. Teacher with stipends will collaborate and work to updated each summer	Career Preparation/ Orientation Professional Learning Academic Support Program Direct Instruction	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technicians Principals School Technology Primary Contacts

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: ASSIST Teacher Survey

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches provided by the local district will visit school once weekly to provide training for teachers during planning, or to assist with classroom digital activities	Professional Learning	10/02/2017	05/25/2018	$75000 - General Fund	Technology Coach

Activity - EduTech/ edcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In depth Professional development opportunities in district, two days weekly one hour classes	Professional Learning	11/01/2013	07/02/2018	$3000 - Other	District Technology Coordinator Technology Coaches

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training specifically geared for one to one initiatives (ipads/chromebooks) for sixth graders.	Professional Learning	08/12/2013	07/02/2018	$5000 - General Fund	District Technology Coordinator Technology Coach Principals Teachers

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to notes at end of document by 07/01/2018 as measured by   .

Strategy1:

Expansion - The amount of bandwidth and number of Wireless Access Points will be increased

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher Survey

Activity - Bandwidth Increase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The amount of internet bandwidth coming in to the district/school will be increased annually as demand increases and finances allow	Technology	11/01/2013	07/02/2018	$0 - USAC Technology	District Technology Coordinator and Superintendent

Strategy2:

Technical Support - The technology tools and services for the district help when teachers have hardware/software issues

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher survey, Trouble Trakker Documentation/logs

Activity - Trouble Trakker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of ticketing system for all technology, beginning at the school level with reporting problems to school technology coordinator, who is resonsible for entering tickets to district level trouble shooter	Technology	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technology Technicians School Technology Primary Contacts

Goal 4:

All students at Emma Sansom Middle School will demonstrate better proficiency of reading

Measurable Objective 1:

36% of All Students will demonstrate a proficiency textual/ informational literacy in Reading by 05/25/2018 as measured by Mastery or non-mastery of isolated skills..

Strategy1:

Provide Print Rich Environment - During instruction teachers will incorporate a print-rich environment across the curriculum in order to provide activities which foster the use of contextual and word structure to analyze word and text.

Category: Develop/Implement Learning Supports

Research Cited: a print-rich environment across the curriculum fosters the use of contextual and word structure to analyze word and text.

Activity - Take apart Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide the use of context clues, word walls, graphic organizers, note taking, sticky note discussion, think-pair-share, seed discussions, KWL and two column notes.	Direct Instruction	08/14/2017	05/25/2018	$500 - State Funds	ESMS Administrators, Teachers, Staff and Instructional aides

Strategy2:

Interpreting Literary elements - Students will be provided with an array of cross curriculum informational/expository text to identify elements

of the text

Category: Develop/Implement Learning Supports

Research Cited: additional class time in reading, one on one reading instruction during short periods improves literary skills

Activity - Got a Minute? Get a book!	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extra time will be provided through after school tutoring, after school 21 Century Program, Two aides will also be able to provide assistance and mentoring for reading	Extra Curricular	08/14/2017	05/25/2018	$5000 - Title I Schoolwide	Administrators, Teachers 21 Century Staff, Title One aides,

Activity - Lets Highlight	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use note taking and concept mapping to determine the main ideal in grade level texts through paraphrasing, summarizing, inferring and identifying relevant details and author's purpose to understand meaning.	Academic Support Program	08/14/2017	05/25/2018	$500 - Title I Schoolwide	Administrator, Teachers, Staff and instructional aides

Strategy3:

Progress Monitoring - Students will be monitored by monthly classworks and star test for increase of performance proficiency and discuss

avenues of remediation including additional class time in reading, one on one reading instruction during short periods

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

Research Cited: Diagnoses and direct monitoring ensures a greater amount of proficiency of skills

Activity - Informational Superhighway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide online communications, extra practice, enrichment and homework help for students after school hours and opportunities for after school tutoring, remediation and enrichment activities	Technology	08/14/2017	05/25/2018	$1000 - Title I Part A	Administrators, Local Agency Technology Support Staff, Teachers, Instructional aides

Goal 5:

All students at Emma Sansom Middle School will improve proficiency of mathematics

Measurable Objective 1:

39% of All Students will demonstrate a proficiency creating, interpreting, evaluating and improving mathematical models in Mathematics by

05/25/2018 as measured by questions and tasks in mathematical models creations, interpretations, evaluations on formative and summative

assessments.

Strategy1:

 Variety of Instructional strategies - All math teachers will incorporate various instructional strategies such as AMSTI strategies,

manipulatives and cooperative learning into their daily lessons.100% of math teachers using instructional strategies should result in an

increased number of students mastering standards.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI provides students the equivalent to 28 extra days of math instruction, Use of real world problems in their everyday life help develop their creative, critical and problem solving abilities (Chapman,2006)

Activity - Geo presence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to time and materials that provide a rich environment in geometric concepts and practice	Academic Support Program	08/14/2017	05/25/2018	$0 - State Funds	Administrators, Teachers, Instructional aides

Strategy2:

Identify/Remediate/Practice - Students who scored below benchmarks on ASPIRE and Star Math testing will be placed in an extra time of intense remediation and practice based on individual needs. Students will be place twice weekly with additional teacher/leaders to focus on skills that were not benchmarked on previous assessment. 1. Provide small group or individual instruction in identified deficient standards. Provide teacher/students with use of manipulatives, software and other components Provide small group after school tutoring

Category: Develop/Implement Learning Supports

Research Cited: Students receiving one on one teaching retain skills at a higher rate than in a group setting.

Activity - Practice Math Skills Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with teachers/aides one on one or small groups to obtain needed strategies to solve problems and model math	Class Size Reduction	08/14/2017	05/25/2018	$0 - Title I Part A	Teachers, Instructional Aides

Goal 6:

Student enrollment in after-school learning activities will be increased

Measurable Objective 1:

collaborate to increase student enrollment in our school's after-school program by 07/02/2018 as measured by a 2% increase in student enrollment in the 21st Century After-School Programs from a baseline of 49 students to increase to 50 students.

Strategy1:

Family Nights at 21st Century - The after-school program at ESMS will plan family nights that include guest speakers. anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parental and student excitement about learning. Our after school program as been successful in the past years. Our students who attend have shown to be more likely to improve math and reading skills as well as gaining socialization and satisfaction and pride in their school and community. Attendance will be tracked using sign in sheets.

After school tutoring will occur each day to help students with skill retention and remediation.

Web based Intervention programs will be used to incorporate technology and to provide additional practices on reading and math skills.

Homework Help will be provided each day to ensure completion of homework assignments and improvement of students' grades.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Spielberger and Halpern (2002) the role of after-school programs can create a community of support that encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as

readers, writers, and communicators.

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day Monday-Thursday all twelve schools in Gadsden city will offer tutoring to reinforce learned skills and remediate in areas of reading and math skill deficits.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century after school staff

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Activity - Field Trips/Enrichment activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by ESMS faculty and staff and 21st Century After School staff.	Field Trip	09/01/2017	07/01/2018	$0 - Other	21st Century After School staff and Emma Sansom Middle School administration and staff

Activity - Web Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Goal 7:

Improve student behavior with positive behavior interventions and alternatives to exclusionary discipline practices by 05/2018 as measured by a 5% decrease in level one referrals from a baseline of 198 referrals for 16/17 to 188 for 17/18 .

Measurable Objective 1:

demonstrate a behavior of following school rules and complying with teacher requests by 05/25/2018 as measured by a 4 % reduction in office referrals.

Strategy1:

Saturday School - Saturday School - Students will be given the option to attend Saturday School on the first Saturday of each month as an alternative to exclusionary discipline practices and an opportunity to complete missing assignments

Category: Implement Community Based Support and Intervention System

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Rebel Rehab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the first Saturday of each month students will be given the opportunity to attend . This opportunity will provide students with an alternative to exclusionary discipline such as out of school suspension or in school suspension. Rebel Rehab will be well staffed with teachers, administrators and an SRO. Each student has the opportunity to complete make-up work assigned by teachers or complete extra credit work to improve academic outcomes.	Behavioral Support Program Academic Support Program	10/02/2017	05/25/2018	$6000 - District Funding	four teachers, 1 admin, and one SRO will lead the Saturday School

Strategy2:

Communicate high expectations - 3 step discipline plan - Teachers will follow the following four steps before an office referral is written:

Step 1. Student conference: teacher will conference with the student concerning their behavior.

Step 2. Parent call: teacher will call the parent and document on the discipline sheet.

Step 3 . Write an office referral

Category: Develop/Implement Student and School Culture Program

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Proactive discipline plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four step discipline plan followed by the classroom teachers.	Behavioral Support Program	10/02/2017	05/25/2018	$0 - No Funding Required	All teachers and admin staff

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

50% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather,

ortanize, evaluate and share and present information in Career & Technical by 09/30/2018 as measured by ASSIST Teacher Survey

(currently 48%).

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: ASSIST Teacher Survey, Speak Up Survey

Activity - Online Student Learning through Teacher directed programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize online programs such as Edmodo for students to explore/solve problems using digital tools and resources	Academic Support Program	10/02/2017	05/01/2018	$0 - District Funding	Core subject teachers will use online student engagement/posting programs to improve student participation and motivation

Activity - Student Developed Online Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develope their personal portfolios online through various online programs in order to organize, share and develop their learning	Academic Support Program	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinator Principal Teachers

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sixth grade students will utilize ipads/chromebooks during the academic school day	Technology	10/02/2017	05/25/2018	$210000 - Capital Improvement Fund	Principals Teachers Media Specialist Classroom Aides

Strategy2:

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

Category: Implement Community Based Support and Intervention System

Research Cited: ASSIST Teacher Survey, Speak Up Survey, Pride Survey

Activity - Websites & Wikis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district, individual schools and many teachers maintain websites and/or wikis and/or Social media sites for the purpose of keeping students and parents informed and involved.	Parent Involvement	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinators Superintendents Principals Teachers

Activity - INow Parent/Home Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents ability to view student grades and assignments, Teachers use the gradebook portion of iNow and make that information available for parents and students to view	Parent Involvement	10/02/2017	05/25/2018	$13048 - General Fund	District Technology Coordinators Principals Teachers

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

A 50% increase of All Students will demonstrate a behavior teachers throughout the school use technology and digital resources to provide standards based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning in Career & Technical by 05/25/2018 as measured by Frquency Index Scores on the ASSIST Teacher Technology Survey.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Assist Teacher Survey

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local pacing guides for college and Career ready Standards (CCRS) will be available for teachers, accessed through the district website. Teacher with stipends will collaborate and work to updated each summer	Professional Learning Direct Instruction Academic Support Program Career Preparation/ Orientation	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technicians Principals School Technology Primary Contacts

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: ASSIST Teacher Survey

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches provided by the local district will visit school once weekly to provide training for teachers during planning, or to assist with classroom digital activities	Professional Learning	10/02/2017	05/25/2018	$75000 - General Fund	Technology Coach

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training specifically geared for one to one initiatives (ipads/chromebooks) for sixth graders.	Professional Learning	08/12/2013	07/02/2018	$5000 - General Fund	District Technology Coordinator Technology Coach Principals Teachers

Activity - EduTech/ edcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In depth Professional development opportunities in district, two days weekly one hour classes	Professional Learning	11/01/2013	07/02/2018	$3000 - Other	District Technology Coordinator Technology Coaches

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to notes at end of document by 07/01/2018 as measured by   .

Strategy1:

Technical Support - The technology tools and services for the district help when teachers have hardware/software issues

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher survey, Trouble Trakker Documentation/logs

Activity - Trouble Trakker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of ticketing system for all technology, beginning at the school level with reporting problems to school technology coordinator, who is resonsible for entering tickets to district level trouble shooter	Technology	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technology Technicians School Technology Primary Contacts

Strategy2:

Expansion - The amount of bandwidth and number of Wireless Access Points will be increased

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher Survey

Activity - Bandwidth Increase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The amount of internet bandwidth coming in to the district/school will be increased annually as demand increases and finances allow	Technology	11/01/2013	07/02/2018	$0 - USAC Technology	District Technology Coordinator and Superintendent

Goal 4:

All students at Emma Sansom Middle School will demonstrate better proficiency of reading

Measurable Objective 1:

36% of All Students will demonstrate a proficiency textual/ informational literacy in Reading by 05/25/2018 as measured by Mastery or non-

mastery of isolated skills..

Strategy1:

Progress Monitoring - Students will be monitored by monthly classworks and star test for increase of performance proficiency and discuss

avenues of remediation including additional class time in reading, one on one reading instruction during short periods

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

Research Cited: Diagnoses and direct monitoring ensures a greater amount of proficiency of skills

Activity - Informational Superhighway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide online communications, extra practice, enrichment and homework help for students after school hours and opportunities for after school tutoring, remediation and enrichment activities	Technology	08/14/2017	05/25/2018	$1000 - Title I Part A	Administrators, Local Agency Technology Support Staff, Teachers, Instructional aides

Strategy2:

Provide Print Rich Environment - During instruction teachers will incorporate a print-rich environment across the curriculum in order to

provide activities which foster the use of contextual and word structure to analyze word and text.

Category: Develop/Implement Learning Supports

Research Cited: a print-rich environment across the curriculum fosters the use of contextual and

word structure to analyze word and text.

Activity - Take apart Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide the use of context clues, word walls, graphic organizers, note taking, sticky note discussion, think-pair-share, seed discussions, KWL and two column notes.	Direct Instruction	08/14/2017	05/25/2018	$500 - State Funds	ESMS Administrators, Teachers, Staff and Instructional aides

Strategy3:

Interpreting Literary elements - Students will be provided with an array of cross curriculum informational/expository text to identify elements

of the text

Category: Develop/Implement Learning Supports

Research Cited: additional class time in reading, one on one reading instruction during short periods improves literary skills

Activity - Got a Minute? Get a book!	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extra time will be provided through after school tutoring, after school 21 Century Program, Two aides will also be able to provide assistance and mentoring for reading	Extra Curricular	08/14/2017	05/25/2018	$5000 - Title I Schoolwide	Administrators, Teachers 21 Century Staff, Title One aides,

Activity - Lets Highlight	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use note taking and concept mapping to determine the main ideal in grade level texts through paraphrasing, summarizing, inferring and identifying relevant details and author's purpose to understand meaning.	Academic Support Program	08/14/2017	05/25/2018	$500 - Title I Schoolwide	Administrator, Teachers, Staff and instructional aides

Goal 5:

Student enrollment in after-school learning activities will be increased

Measurable Objective 1:

collaborate to increase student enrollment in our school's after-school program by 07/02/2018 as measured by a 2% increase in student enrollment in the 21st Century After-School Programs from a baseline of 49 students to increase to 50 students.

Strategy1:

Family Nights at 21st Century - The after-school program at ESMS will plan family nights that include guest speakers. anti-bullying rally, field trips, competitions, and enrichment opportunities to encourage parental and student excitement about learning. Our after school program as been successful in the past years. Our students who attend have shown to be more likely to improve math and reading skills as well as gaining socialization and satisfaction and pride in their school and community. Attendance will be tracked using sign in sheets.

After school tutoring will occur each day to help students with skill retention and remediation.

Web based Intervention programs will be used to incorporate technology and to provide additional practices on reading and math skills.

Homework Help will be provided each day to ensure completion of homework assignments and improvement of students' grades.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Spielberger and Halpern (2002) the role of after-school programs can create a community of support that encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as readers, writers, and communicators.

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day Monday-Thursday all twelve schools in Gadsden city will offer tutoring to reinforce learned skills and remediate in areas of reading and math skill deficits.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century after school staff

Activity - Web Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Activity - Field Trips/Enrichment activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by ESMS faculty and staff and 21st Century After School staff.	Field Trip	09/01/2017	07/01/2018	$0 - Other	21st Century After School staff and Emma Sansom Middle School administration and staff

Goal 6:

Improve student behavior with positive behavior interventions and alternatives to exclusionary discipline practices by 05/2018 as measured by a 5% decrease in level one referrals from a baseline of 198 referrals for 16/17 to 188 for 17/18 .

Measurable Objective 1:

demonstrate a behavior of following school rules and complying with teacher requests by 05/25/2018 as measured by a 4 % reduction in office referrals.

Strategy1:

Communicate high expectations - 3 step discipline plan - Teachers will follow the following four steps before an office referral is written:

Step 1. Student conference: teacher will conference with the student concerning their behavior.

Step 2. Parent call: teacher will call the parent and document on the discipline sheet.

Step 3 . Write an office referral

Category: Develop/Implement Student and School Culture Program

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Proactive discipline plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four step discipline plan followed by the classroom teachers.	Behavioral Support Program	10/02/2017	05/25/2018	$0 - No Funding Required	All teachers and admin staff

Strategy2:

Saturday School - Saturday School - Students will be given the option to attend Saturday School on the first Saturday of each month as an alternative to exclusionary discipline practices and an opportunity to complete missing assignments

Category: Implement Community Based Support and Intervention System

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Rebel Rehab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the first Saturday of each month students will be given the opportunity to attend . This opportunity will provide students with an alternative to exclusionary discipline such as out of school suspension or in school suspension. Rebel Rehab will be well staffed with teachers, administrators and an SRO. Each student has the opportunity to complete make-up work assigned by teachers or complete extra credit work to improve academic outcomes.	Behavioral Support Program Academic Support Program	10/02/2017	05/25/2018	$6000 - District Funding	four teachers, 1 admin, and one SRO will lead the Saturday School

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

ESMS will provide whenever possible written communication that the parents can understand, or provide a person who can speak the parent's native language to facilitate understanding. School information is provided to parents in a language that they can understand through interpreters or in forms/letters in the home language. Participation of all parents, including those with disabilities is alwaysencouraged. ESMS offers appropriate handicap parking spaces, and most areas of the school are wheelchair accessible. When staff/teachers are knowledgeable of special circumstances, all staff are informed and encouraged to help the student cope with those circumstances.Students are monitored in instruction and assessment and are provided accommodations in all assistance by district personnel to assist core teachers and ELL students in the classroom. Pull-out sessions with the resource staff to teach language acquisition and writing skills as well as providing examples of accommodations to the core education teacher and train staff on the ACCESS data and WIDA standards. In addition the school district has been assigned a Regional ELL Coach to assist with Professional Development, Instructional Strategies, Students who do not make progress will be provided supplemental one-on-one or small group tutoring with the ELL teacher to work on specific areas in which the student is experiencing difficultly.After each interim assessment (benchmark) has been administered (end of 4 week grading period and 9 weeks grading period), the ESL teacher will collaborate with classroom teachers during grade level meetings to adjust/amend goals based on students' progress.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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 and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

ESMS teachers receive professional development to ensure that the best innovative instructional tools are provided to the students. Technology training is provided to teachers so that students will be given skills to use an assortment of media to learn, assess and communicate their knowledge.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

For the 2017-18 school year we had a high teacher turnover rate. We have had a change in leadership with a new principal. We also lost a unit from declining enrollment. As for teachers we had two retirements at the end of the 2016-17 school year. We then had 3 teachers resign to take other jobs. For a staff of 23 this represents a turnover rate of 26%. We replaced a 7th grade reading teacher, an 8th grade Language and Social Studies teachers and a 6th grade Social Studies teachers. We also had a retirement in the counseling department. Of those positions all but two were filled with veteran teachers.

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

Their are two teachers that are new to education and in their first year. Well over half the faculty has been teaching for over ten years.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

School initiatives include providing teachers with the latest innovative technology tools necessary to provide a conducive learning environment. Teachers take part in after school activities and clubs, providing a community spirit to our school. Professional development is key to providing teachers with opportunities to learn from others and implement new strategies to keep their teaching methods fresh. New teachers are provided with mentor teachers who are veteran teachers they can learn from.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

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

Surveys are used to determine faculty needs for Professional Development. We use test data to find PD that is suited to the needs of our students by matching achievement gaps to PD needs. PD is picked to line up with teaching strategies to help our students with areas of concern from student assessments.

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

School staff and parents are given vast opportunities to help ESMS students' achievement. Parents are given an array of information regarding their childrens' skill levels, plans for remediation, and tips for support at home through our monthly parental partners meetings. Teachers and school staff are provided with training for software and dealing with social issues such as bullying, etc. They also are provide training through our regional professional development site (JSU) for college and career ready standards as well as ASPIRE testing tips.Teacher meet on a weekly basis to share and collaborate new research findings through in-school share sessions every month

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

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

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

Professional development is sustained through observations, both peer and administrative, evaluative feedback from our teachers is encourage to maintain ongoing communications. Professional development for new teachers involves facets such as curriculum, legality issues, as well as student behavioral management. Checks and balances are maintained by the leadership team to ensure that our teachersare involved in every facet of student learning.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:
Engage and Empower the Learner Through Technology

Measurable Objective 1:
50% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather, ortanize, evaluate and share and present information in Career & Technical by 09/30/2018 as measured by ASSIST Teacher Survey (currently 48%).

Strategy1:
Parent/Student Communication - Provide and improve technology methods for parent/student communications
Category: Implement Community Based Support and Intervention System
Research Cited: ASSIST Teacher Survey, Speak Up Survey, Pride Survey

Activity - INow Parent/Home Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents ability to view student grades and assignments, Teachers use the gradebook portion of iNow and make that information available for parents and students to view	Parent Involvement	10/02/2017	05/25/2018	$13048 - General Fund	District Technology Coordinators Principals Teachers

Activity - Websites & Wikis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district, individual schools and many teachers maintain websites and/or wikis and/or Social media sites for the purpose of keeping students and parents informed and involved.	Parent Involvement	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinators Superintendents Principals Teachers

Strategy2:
Technology Tools - Technology tools and time will increasingly be made available for student use
Category: Develop/Implement College and Career Ready Standards
Research Cited: ASSIST Teacher Survey, Speak Up Survey

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All sixth grade students will utilize ipads/chromebooks during the academic school day	Technology	10/02/2017	05/25/2018	$210000 - Capital Improvement Fund	Principals Teachers Media Specialist Classroom Aides

Activity - Online Student Learning through Teacher directed programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize online programs such as Edmodo for students to explore/solve problems using digital tools and resources	Academic Support Program	10/02/2017	05/01/2018	$0 - District Funding	Core subject teachers will use online student engagement/posting programs to improve student participation and motivation

Activity - Student Developed Online Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop their personal portfolios online through various online programs in order to organize, share and develop their learning	Academic Support Program	10/02/2017	05/25/2018	$0 - Other	District Technology Coordinator Principal Teachers

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

A 50% increase of All Students will demonstrate a behavior teachers throughout the school use technology and digital resources to provide standards based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning in Career & Technical by 05/25/2018 as measured by Frquency Index Scores on the ASSIST Teacher Technology Survey.

Strategy1:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: ASSIST Teacher Survey

Activity - One to One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training specifically geared for one to one initiatives (ipads/chromebooks) for sixth graders.	Professional Learning	08/12/2013	07/02/2018	$5000 - General Fund	District Technology Coordinator Technology Coach Principals Teachers

Activity - EduTech/ edcamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In depth Professional development opportunities in district, two days weekly one hour classes	Professional Learning	11/01/2013	07/02/2018	$3000 - Other	District Technology Coordinator Technology Coaches

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches provided by the local district will visit school once weekly to provide training for teachers during planning, or to assist with classroom digital activities	Professional Learning	10/02/2017	05/25/2018	$75000 - General Fund	Technology Coach

Strategy2:

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

Category: Develop/Implement Professional Learning and Support

Research Cited: Assist Teacher Survey

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Local pacing guides for college and Career ready Standards (CCRS) will be available for teachers, accessed through the district website. Teacher with stipends will collaborate and work to updated each summer	Professional Learning Career Preparation/ Orientation Academic Support Program Direct Instruction	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technicians Principals School Technology Primary Contacts

Goal 3:

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to notes at end of document by 07/01/2018 as measured by   .

Strategy1:

Expansion - The amount of bandwidth and number of Wireless Access Points will be increased

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher Survey

Activity - Bandwidth Increase	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The amount of internet bandwidth coming in to the district/school will be increased annually as demand increases and finances allow	Technology	11/01/2013	07/02/2018	$0 - USAC Technology	District Technology Coordinator and Superintendent

Strategy2:

Technical Support - The technology tools and services for the district help when teachers have hardware/software issues

Category: Develop/Implement Learning Supports

Research Cited: ASSIST Teacher survey, Trouble Trakker Documentation/logs

Activity - Trouble Trakker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The use of ticketing system for all technology, beginning at the school level with reporting problems to school technology coordinator, who is resonsible for entering tickets to district level trouble shooter	Technology	08/12/2013	07/02/2018	$0 - No Funding Required	District Technology Coordinator District Technology Technicians School Technology Primary Contacts

Goal 4:

All students at Emma Sansom Middle School will demonstrate better proficiency of reading

Measurable Objective 1:

37% of All Students will demonstrate a proficiency textual/ informational literacy in Reading by 05/25/2018 as measured by Mastery or non-mastery of isolated skills..

Strategy1:

Interpreting Literary elements - Students will be provided with an array of cross curriculum informational/expository text to identify elements of the text

Category: Develop/Implement Learning Supports

Research Cited: additional class time in reading, one on one reading instruction during short periods improves literary skills

Activity - Lets Highlight	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use note taking and concept mapping to determine the main ideal in grade level texts through paraphrasing, summarizing, inferring and identifying relevant details and author's purpose to understand meaning.	Academic Support Program	08/14/2017	05/25/2018	$500 - Title I Schoolwide	Administrator, Teachers, Staff and instructional aides

Activity - Got a Minute? Get a book!	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extra time will be provided through after school tutoring, after school 21 Century Program, Two aides will also be able to provide assistance and mentoring for reading	Extra Curricular	08/14/2017	05/25/2018	$5000 - Title I Schoolwide	Administrators, Teachers 21 Century Staff, Title One aides,

Strategy2:

Progress Monitoring - Students will be monitored by monthly classworks and star test for increase of performance proficiency and discuss avenues of remediation including additional class time in reading, one on one reading instruction during short periods

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

Research Cited: Diagnoses and direct monitoring ensures a greater amount of proficiency of skills

Activity - Informational Superhighway	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide online communications, extra practice, enrichment and homework help for students after school hours and opportunities for after school tutoring, remediation and enrichment activities	Technology	08/14/2017	05/25/2018	$1000 - Title I Part A	Administrators, Local Agency Technology Support Staff, Teachers, Instructional aides

Strategy3:

Provide Print Rich Environment - During instruction teachers will incorporate a print-rich environment across the curriculum in order to

provide activities which foster the use of contextual and word structure to analyze word and text.

Category: Develop/Implement Learning Supports

Research Cited: a print-rich environment across the curriculum fosters the use of contextual and

word structure to analyze word and text.

Activity - Take apart Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will guide the use of context clues, word walls, graphic organizers, note taking, sticky note discussion, think-pair-share, seed discussions, KWL and two column notes.	Direct Instruction	08/14/2017	05/25/2018	$500 - State Funds	ESMS Administrators, Teachers, Staff and Instructional aides

Goal 5:

All students at Emma Sansom Middle School will improve proficiency of mathematics

Measurable Objective 1:

40% of All Students will demonstrate a proficiency creating, interpreting, evaluating and improving mathematical models in Mathematics by

05/25/2018 as measured by questions and tasks in mathematical models creations, interpretations, evaluations on formative and summative

assessments.

Strategy1:

Identify/Remediate/Practice - Students who scored below benchmarks on ASPIRE and Star Math testing will be placed in an extra time of

intense remediation and practice based on individual needs. Students will be place twice weekly with additional teacher/leaders to focus on

skills that were not benchmarked on previous assessment. 1. Provide small group or individual instruction in identified deficient standards.

Provide teacher/students with use of manipulatives, software and other components Provide small group after school tutoring

Category: Develop/Implement Learning Supports

Research Cited: Students receiving one on one teaching retain skills at a higher rate than in a group setting.

Activity - Practice Math Skills Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with teachers/aides one on one or small groups to obtain needed strategies to solve problems and model math	Class Size Reduction	08/14/2017	05/25/2018	$0 - Title I Part A	Teachers, Instructional Aides

Strategy2:

Variety of Instructional strategies - All math teachers will incorporate various instructional strategies such as AMSTI strategies,

manipulatives and cooperative learning into their daily lessons.100% of math teachers using instructional strategies should result in an

increased number of students mastering standards.

Category: Develop/Implement Learning Supports

Research Cited: AMSTI provides students the equivalent to 28 extra days of math instruction, Use of real world problems in their everyday

life help develop their creative, critical and problem solving abilities (Chapman,2006)

Activity - Geo presence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to time and materials that provide a rich environment in geometric concepts and practice	Academic Support Program	08/14/2017	05/25/2018	$0 - State Funds	Administrators, Teachers, Instructional aides

Goal 6:

Student enrollment in after-school learning activities will be increased

Measurable Objective 1:

collaborate to increase student enrollment in our school's after-school program by 07/02/2018 as measured by a 2% increase in student

enrollment in the 21st Century After-School Programs from a baseline of 49 students to increase to 50 students.

Strategy1:

Family Nights at 21st Century - The after-school program at ESMS will plan family nights that include guest speakers. anti-bullying rally, field

trips, competitions, and enrichment opportunities to encourage parental and student excitement about learning. Our after school program as

been successful in the past years. Our students who attend have shown to be more likely to improve math and reading skills as well as

gaining socialization and satisfaction and pride in their school and community. Attendance will be tracked using sign in sheets.

After school tutoring will occur each day to help students with skill retention and remediation.

Web based Intervention programs will be used to incorporate technology and to provide additional practices on reading and math skills.

Homework Help will be provided each day to ensure completion of homework assignments and improvement of students' grades.

Category: Develop/Implement Student and School Culture Program

Research Cited: According to Spielberger and Halpern (2002) the role of after-school programs can create a community of support that

encourages reading and writing in school, at home, and in social settings, offering children the opportunity to strengthen themselves as

readers, writers, and communicators.

Activity - Field Trips/Enrichment activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year and in the summer students will have opportunities to participate in real life learning opportunities through field trips sponsored and planned by ESMS faculty and staff and 21st Century After School staff.	Field Trip	09/01/2017	07/01/2018	$0 - Other	21st Century After School staff and Emma Sansom Middle School administration and staff

Activity - Web Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classworks will be used during the after-school program to help students practice academic skills taught during the school day for reinforcement and remediation.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homework Help will be provided each day to ensure completion of homework assignments and improve students' grades.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century After School Staff

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day Monday-Thursday all twelve schools in Gadsden city will offer tutoring to reinforce learned skills and remediate in areas of reading and math skill deficits.	Academic Support Program	08/14/2017	05/25/2018	$0 - Other	21st Century after school staff

Goal 7:

Improve student behavior with positive behavior interventions and alternatives to exclusionary discipline practices by 05/2018 as measured by a 5% decrease in level one referrals from a baseline of 198 referrals for 16/17 to 188 for 17/18 .

Measurable Objective 1:

demonstrate a behavior of following school rules and complying with teacher requests by 05/25/2018 as measured by a 5 % reduction in office referrals.

Strategy1:

Communicate high expectations - 3 step discipline plan - Teachers will follow the following four steps before an office referral is written:

Step 1. Student conference: teacher will conference with the student concerning their behavior.

Step 2. Parent call: teacher will call the parent and document on the discipline sheet.

Step 3 . Write an office referral

Category: Develop/Implement Student and School Culture Program

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Proactive discipline plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four step discipline plan followed by the classroom teachers.	Behavioral Support Program	10/02/2017	05/25/2018	$0 - No Funding Required	All teachers and admin staff

Strategy2:

Saturday School - Saturday School - Students will be given the option to attend Saturday School on the first Saturday of each month as an alternative to exclusionary discipline practices and an opportunity to complete missing assignments

Category: Implement Community Based Support and Intervention System

Research Cited: Alternatives to Suspension

Joel Rosch and Anne-Marie Iselin

Activity - Rebel Rehab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
On the first Saturday of each month students will be given the opportunity to attend . This opportunity will provide students with an alternative to exclusionary discipline such as out of school suspension or in school suspension. Rebel Rehab will be well staffed with teachers, administrators and an SRO. Each student has the opportunity to complete make-up work assigned by teachers or complete extra credit work to improve academic outcomes.	Behavioral Support Program Academic Support Program	10/02/2017	05/25/2018	$6000 - District Funding	four teachers, 1 admin, and one SRO will lead the Saturday School

Narrative:

Sixth grade classes are kept within the same groups throughout their core classes, giving teachers better knowledge of the students' needs and better ways to help individual students. Sixth graders gain better skills to adapt to middle school.

Eighth graders are given personal advisement from high school counselors in the spring before they enter high school in regard to high school curricula, career paths as well as other crucial information needed for entering freshman.

At risk fifth grade students will receive additional services during summer in a system wide program in order to better adapt to sixth grade curriculum.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers meet and discuss improvements as well as diagnostic recommendations on a monthly basis within departments, and meet daily by grade level informally during lunch periods. Teachers will use a variety of software to insure real time student assessment in reading and math. Teachers will be diagnosing ongoing to provide skills needed for each child.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Weekly Star Tests (math), 9 week tests, Star reading and math assessment software, Classworks software, direct teacher observation,notes, benchmarks by Aspire, are aggregated and analyzed by the staff to identify students who are not achieving state standards of proficiency. The new Scantron Perfromance Series is also being utilized to identify students who are considered in need of extra help.

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?

Assistance is provided for immediately following Star weekly assessment, monthly for reading assessment. Students were identified by ASPIRE as not reaching benchmark, and received extra help following test results and analysis. Scantron Performance Series is also being utilized as another data point.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

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

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.

ESMS will provide whenever possible written communication that the parents can understand, or provide a person who can speak the parent's native language to facilitate understanding. School information is provided to parents in a language that they can understand through interpreters or in forms/letters in the home language. Participation of all parents, including those with disabilities is always encouraged. ESMS offers appropriate handicap parking spaces, and most areas of the school are wheelchair accessible. When staff/teachers are knowledgeable of special circumstances, all staff are informed and encouraged to help the student cope with those circumstances.Students are monitored in instruction and assessment and are provided accommodations in all assistance by district personnel to assist core teachers and ELL students in the classroom. Pull-out sessions with the resource staff to teach language acquisition and writing skills as well as providing examples of accommodations to the core education teacher and train staff on the ACCESS data and WIDA standards. In addition the school district has been assigned a Regional ELL Coach to assist with Professional Development,

Instructional Strategies, Students who do not make progress will be provided supplemental one-on-one or small group tutoring with the ELL teacher to work on specific areas in which the student is experiencing difficultly.After each interim assessment (benchmark) has been administered (end of 4 week grading period and 9 weeks grading period), the ESL teacher will collaborate with classroom teachers during grade level meetings to adjust/amend goals based on students' progress.

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.

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

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

Title I funding for system resource teacher, State funding for ELL Coordinator Title II Funding: Professional Development for content teacher in ELL Literacy and Coaching by ELL resource teachers Title I funding for Library materials, 21st Century after school program, instructional aides, computer lab and software.Title II for CCRS, Classworks, STAR training, Teacher release time/substitutes. State Funds provide resources for Teachers, Counselors, Administration, Nurses, Textbooks and classroom allocations. Local funds provide funds for enrichment, extra teacher units, community programs coordination.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

ESMS uses the resources from state and federal support programs to provide assistance to students who need resources such as bullying prevention. Title I funding for system resource teacher, State funding for ELL Coordinator Title II Funding: Professional Development for content teacher in ELL Literacy and Coaching by ELL resource teachers, Title I funding for Library materials, 21st Century after school program, instructional aides, computer lab and software.Title II for CCRS, Classworks, STAR training, Teacher release time/substitutes State Funds provide resources for Teachers, Counselors, Administration, Nurses, Textbooks and classroom allocations. Local funds provide funds for enrichment, extra teacher units, community programs coordination.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

The program is evaluated by many parameters within our school. During a nine week period, students are assessed by STAR and Classworks reading and math software. They are also observed and tested for mastery of skill by teachers on a weekly basis. Teachers are able to observe along with our instructional aides for understanding of specific concepts that are taught within the classroom. The leadership team and title one teams meet to assess data from STAR and Classworks with the local system wide reading and math coaches.

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

The State's testing data has been used in the past, and now the ASPIRE has been evaluated and anlyzed to obtain information on the proficiency and benchmarks met. Based on these results, students are given extra time during the week for skills remediation and practice, focusing on those students who are close or not proficient in reading and math.. The STAR and Classworks identify which objectives are mastered on a weekly and monthly basis.

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

The school will use software to monitor STAR and Classworks results on a monthly basis, as well as monthly pacing guide oriented assessments. Grades obtained from daily work as well as tests will also determine the effectiveness. The team will evaluate all available data to determine further needs.

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

The leadership team, along with teachers and administrators will meet monthly to monitor improvements and use additional strategies, ifnecessary. Factors such as budget, donations, parental support may determine additional changes in the plan as well.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	19.53

Provide the number of classroom teachers.

19.53

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1210659.0

Total   1,210,659.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	81337.0

Total   81,337.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	67875.0

Total   67,875.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	51302.0

Total   51,302.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54113.0

Total   54,113.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4871.0

Total   4,871.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1786.0

Total   1,786.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	9707.0

Total 9,707.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	701.0

Total   701.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	177470.0

Provide a brief explanation and breakdown of expenses.

The district receives $2,683,388.90.The district Set Aside includes: Administrative, Indirect Cost, Nonpublic Professional Development, Regular Professional Development, Limited English Proficiency, Total Parent Involvement (1% minimum), Homeless, Focus and Priority Schools, and Other (nurses, system-wide intervention teacher, media/inventory, tech support etc.): Total Set Aside: $1,125,783.00. The remaining $1,195,340 is allocated to the (8) Title I Schools based on Free/Reduced.

Emma Sansom Middle School FY15 Allocation:

Total Allocation: $177,470.00

Parent Involvement: $2683.00 (Required)

Total to Budget: $177,440.00

Title I Certified Intervention Aide (Baker): $17,581.00

Title I Certified Intervention Teacher (Evans);$39,367.00 Computer Technicians: $1226.96

Private School (4):$1,520.00

Parent Involvement: $12,879.00

Rental: $15,000.00

Remaining Balance of $15,000.00 to be used for: Instructional supplies and professional development.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	322360.0

Provide a brief explanation and a breakdown of expenses.

District Receives: $322,360.00

Administration Allowances $1,676.27

Professional Development Training $37,995.89

Non-Public $23,386.50

Class Size Reduction Teachers- Lowers Student Ratio; $124,004.99

Teacher ratio: 2 @ Walnut Park

District Staff for Professional Development @135,296.35

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	57189.0

Provide a brief explanation and a breakdown of expenses.

The district provides an EL coordinator who oversees the entire EL Program including the core. (1) Certified EL teacher at (.10FTE's); (1) Paraprofessional at (.25 FTE's) rotating among schools to ensure supplemental services for teachers and students. Required Professional Development for school staff, district EL staff will be provided through SDE SAMUEL trainings as well as local training.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	75000.0

Provide a brief explanation and a breakdown of expenses.

The Gadsden City Board of Education recommends this grant proposal to obtain a Community Learning and Life Skills Center (CL&LSC) which will serve 100 students in 6th-8th grades at (YOUR School's Name). The CLC will operate an after school program 4 days a week, 180 days per year, 36 weeks a year, during the school year from 3:00- 5:30 pm. The afterschool program will operate 2.5 hours each day; 10.0 hours each week. It will also offer a 6 week summer program. Certified teachers will begin at 8:00 a.m. and will work until 5:30 p.m. The Summer Program will operate 9.5 hours each day; 38 hours each week for 30 days.

Needs to be addressed:

1.) Academic tutoring and enrichment activities in reading, math and science that are aligned with CCRS. 2.) Motivational activities to show students how to make productive use of their leisure time. 3.) A secure place and time for homework completion with assistance. 4.) Enrichment activities that promote recreation, nutrition, cultural arts, and the environment. 5.) Service learning projects to demonstrate the benefits these provide to the students as well as the community and other people. 6.) Support for families, parenting, enrichment, high school equivalency and post high school training and education. 7.) Training for our teachers and parents.

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	63935.9

Provide a brief explanation and breakdown of expenses.

Program specific equipment needed to upgrade programs in the district. Equipment purchases will focus on program quality improvement. Most of the items are required for continued BIC program certification. Needed classroom technology upgrades are included here. $5,454.50 for VEX Robotic Kits for our Electronic Program, $21,945 for 30 Chromebooks and a Cart for each of our 3 middle school Family and Consumer Science Program, $710 for a Network Laser Printer for the Information Technology Program, $12,500 for a 10-needle electronic embroidery device for the middle schools to share, $1,086 for 3 needed dishwasher upgrades in our High School FACS program, $750 for a time clock for our High School Teacher Training Program, $1,200 for a Laminator Kit, also for the Teacher Training Program, and $22,290 for a computer-based patient simulator (included in Capital Equipment).

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	75000.0

Provide a brief explanation and a breakdown of expenses.

The Gadsden City Board of Education recommends this grant proposal to obtain a Community Learning and Life Skills Center (CL&LSC) which will serve 100 students in 6th-8th grades at (YOUR School's Name). The CLC will operate an after school program 4 days a week, 180 days per year, 36 weeks a year, during the school year from 3:00- 5:30 pm. The afterschool program will operate 2.5 hours each day; 10.0 hours each week. It will also offer a 6 week summer program. Certified teachers will begin at 8:00 a.m. and will work until 5:30 p.m. The Summer Program will operate 9.5 hours each day; 38 hours each week for 30 days.

Needs to be addressed:

1.) Academic tutoring and enrichment activities in reading, math and science that are aligned with CCRS. 2.) Motivational activities to show students how to make productive use of their leisure time. 3.) A secure place and time for homework completion with assistance. 4.) Enrichment activities that promote recreation, nutrition, cultural arts, and the environment. 5.) Service learning projects to demonstrate the benefits these provide to the students as well as the community and other people. 6.) Support for families, parenting, enrichment, high school equivalency and post high school training and education. 7.) Training for our teachers and parents.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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

Every year the school will host a meeting for the parents to explain what it means to be a Title I school. During the meeting the parents will be informed of the 1% set aside money and how the parents can be involved. The LEA's Title I allocation is shown and the amount for each school is shown and explained. Examples are given and we presented the amount to our parents that we received for Parental Involvement (my school's portion of the 95% of the 1%). We discuss how the parents can be involved in the process and how they can be part of the decision making team regarding the 1% set-aside both for system-wide initiatives and school level activities. An overview of the Continuous Improvement Plan is presented at the Annual Title I Parent Meeting. Parents are informed of academic status, areas of improvement, expenditures, and an explanation of why the school is funded by Title I. Parents are asked for input and areas of concern. Parents are invited to participate in the annual budget planning meeting. Parents are informed of the plan and a committee of parents is asked to review the plan and make comments or corrections. The meeting took place at Emma Sansom Middle School on September 28, 2017.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

1. Flexible times and places are offered to reach our parents for our Annual meetings, we are going to do a Family Night at our Local Boys and Girls Club.
2. Notices are sent out to all parents in a language they can understand to be invited to join and serve on the committee. Parent names are turned into the Central Office who would like to serve on the School Advisory Committee and the LEA Advisory Committee. Parents sign up at the end of the Annual meetings at each of the schools and then the principal/district notifies those individuals when a work session will take place so they may give timely input.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Flexible times and places are offered to reach our parents for our Annual meetings and notices are sent out to all parents in a language they can understand to be invited to join and serve on the committee. Parent names are turned into the Central Office who would like to serve on the School Advisory Committee and the LEA Advisory Committee. Parents sign up at the end of the Annual meetings at each of the schools and then the principal/district notifies those individuals when a work session will take place so they may give timely input. Each school has a set amount of money that can be spent for parental Involvement. Each school and their committee will determine how that money will be

used. Parents can send suggestions and then the review team will review and make decisions. Emma Sansom Middle School sends home communication on a regular basis. Every new child that registers for admittance receives a Gadsden City School System handbook, and code of student conduct. Parents are informed that all of our handbooks and Code of Conduct books are online and if they would like a hard copy we can provide one for them.. Emma Sansom provides every student with an informative packet that includes data about the school, procedures, policies, and activities. Pertinent information on how to reach the school is included. Standardized testing results are sent home with each student and parents are invited to conference if there is a concern or question. Materials are available for parents use through the Gadsden City and Parent Teacher Resource Centers. The counselor has pamphlets and is available for conferences with parents who have special needs. Newsletters are sent home periodically and at the end of each grading period highlighting student achievement. Notes are sent home to inform parents of all activities that are related to school. The marquee is used for posting announcements, dates, and times of activities. The Continuous Improvement Plan is placed in the principal's office, library, and main office for parents to review. Beginning in the 2017-18 school year the plan will be placed on the school website.

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

Each year the school invites the parents in the spring to review the parent compact and asks for revisions or changes that they would like to see. This is a great opportunity to continue to work as partners on addressing school's goals. Each year the school sends home the Compact and it is signed by the parent, student, teacher, and the school administrator stating that we all are going to work together. The compacts are sent home for signatures and are returned to school and are used for conferences throughout the school year and at the end of the year it is filed in the student's cumulative record.

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

If a specific component of the CIP is not satisfactory to a parent, the parent will submit their comments in writing to the LEA Parent Advisory Council. The council will review and submit in writing, their findings to the CIP committee in order to resolve any differences. If there are further resolutions the Title I coordinator will meet with the committee.

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

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

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

On September 28, 2017 Emma Sansom Middle School held the annual Title One Meeting to discuss the school's CIP plan and how they can

contribute to that process. Parents were given access to join the CIP team and give input into the direction of the school improvement.

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

Parents are referred to our systems Parent/Teacher Learning Center. The center provides materials and information to enhance student learning.

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

Emma Sansom has employed a Title I Aide to implement and coordinate parent programs, and build ties between the parents and the school.

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

Parents are invited and encourage to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality of the school. All parents have this opportunity every spring or as requested if

needed. Parent surveys are sent every spring to all parents in a language they can understand.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity 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 are invited and encourage to participate in the Annual Evaluation of the LEA Parent and Family Engagement Plan. The purpose of the evaluation is to ultimately improve the academic quality of the school. All parents have this opportunity every spring or as requested if needed. Parent surveys are sent every spring to all parents in a language they can understand.

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

All schools will send home information in a language that they can understand. The school has translators who can assist the schools so that all parents can have input at their child's school and be involved in this process. No person shall be discriminated against.