



# Gadsden City High School Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

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## Instructions

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

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

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

## 2024-2025 Title I Schoolwide Diagnostic for ACIP

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

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

The school leadership team met in September to develop and implement the Continuous Improvement Plan for the 2024-2025 school year. The team consisted of administrators, students, parents and school staff. The ACIP will be evaluated in September of the following school year to determine whether the implemented strategies have been met. This information will be shared with staff and interested parents. The staff and parents will provide input on the following: which elements have been successfully mastered and need not to be included in the next year's plan; the elements that have been mastered but still require continued monitoring during the 2024-2025 school year; the elements that have not been mastered and must be included in the 2025-2026 ACIP. In September 2024, the school leadership team and anyone interested will look at disaggregated standardized assessment data, School Incident Report data, ATOT data, and the School Technology Plan. Parents, students, and faculty will be surveyed to determine the effectiveness of the ACIP plan. Results will be shared with the school, faculty, staff, and parents. The school leadership team will meet to develop the plan for the following year and on an ongoing basis based on the data and survey results. When the draft is completed, faculty and staff will review it and suggest modifications if needed. The ACIP for the 2024-2025 school year will then be published and shared with the district coordinator and superintendent. Requested modifications will be examined and decisions made by the school leadership team and faculty/staff.

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

The results of the comprehensive needs assessment revealed that high-quality professional development has been requested for: 1) achieving high levels of success with EL students; 2) improving on the Tier 2 instruction for all students.; and 3) using data and assessments to improve and drive instruction. Incorporating these professional developments will help us strengthen the weakness found in the Teaching and Assessing for Learning portion of the teacher surveys. Finally, our school has a new teacher program in place, in which we provide our new teachers with technology training and a time to meet with their new departments to discuss policies and rules. However, according to the survey data, continual training is needed throughout the year to support new teachers. Both the instructional coach and the technology specialist will be used to assist with ongoing training. Because peer coaching was indicated as a weak area in our surveys, more effort will be made to have teachers participate in the peer coaching cycle as well as veteran teachers serving as mentors for newer teachers. For the 2024-2025 school year, Title I monies are being used to fund a curriculum specialist, a parent involvement specialist, and to purchase various materials/instructional supplies.

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

According to our staff surveys, one of our strengths as a school lies in that we hire staff members that are qualified to support student learning. We do a great job in maintaining our facilities to support their learning, as well as, keeping it up-to-date with equipment to enhance learning. We also create an environment that is safe for our students. The purpose statement of our school is clearly focused on student success and the administrators and school board members follow all rules, regulations, and policies. However, according to staff, we need to improve on providing peer coaching to our teachers, and updating our process to support new staff members. We also need to improve the professional learning program for staff members. Teachers noticed that instructional strategies need to incorporate more collaboration, self-reflection, and developing student critical thinking skills, as well as, incorporating multiple types of assessments into lesson plans. Staff members need to use student data regularly to address learning needs of students, as well as, work on regularly engaging families in the student learning process. However, it is notable that the items that were flagged as weaknesses, were actually items that teachers gave a 4 out of 5, rather than 5 out of 5. Therefore, the weaknesses can be remedied. According to the parents of GCHS, they feel welcomed at our school, are aware of their student's progress, and know how they can get involved with our school. They feel we encourage them to get involved with the school and understand how their child can have additional help in reading and/or mathematics through the Title I program. As a school, we can work on helping the parents understand their child's report card and test scores, as well as, educating them in what their child should know and be able to do in reading and/or mathematics for the respective grade levels. We can also help them know how to be more involved in the school planning/review committees. According to the student surveys for GCHS, it appears that the majority of our students are focused on being independent learners and doing what is right. When they make a mistake in class, 62% noted that they listen to their teachers and try to learn from it. When students are faced with a challenge in the classroom, 54% said that they try to solve difficult problems independently before asking for help. Plus, 58% stated they only miss school when they have a very good reason. From examining the results, our school can help our students by working on self-esteem issues. When asked about how they feel when a teacher calls on them to give an answer, 32% worry about embarrassing themselves. Also, we can help them by further investigating this answer: 20% said that when they get to the school door each day, they worry about making it through another day. This data reinforces the need to implement the Safe and Civil Schools policies and procedures to promote a positive learning environment for our faculty and students. Also, in addition to our Parent Involvement Specialist and our school Social Worker, the system is also in the process of hiring a Mental Health Service Coordinator to assist our students and their families.

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

The student programs GCHS is instituting are allowing for more student learning and growth. It allows them to hone their interests and determine a future career path. Students are seeing how these programs are beneficial to them and are

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becoming independent learners, which is what we want students to become: life long learners. IXL Overall Data Analysis tests are given in the fall to all GCHS students. Students test in math and reading. The results of IXL were not reliable due to the fact that students did not take it seriously. For example, one student who scored a 36 on the ACT showed that he was in need of intervention based upon IXL results. PRE-ACT and ACT data: Comparison of Pre-ACT and ACT tests shows that math and reading areas of concern, even though Math improved. The overall composite score from Pre-ACT to ACT by 1.1. English increased 15%. Math increased by 7%. Reading increased by 10%. The percent of African American students that were benchmarked on the Pre-ACT increased in Math (10%), Science (1%), English (15%), and Reading (10%). The percentage of Caucasian students that were benchmarked on the Pre-ACT increased in Math (3%), English (15%), and Reading (12%). The percentage of Hispanic students that were benchmarked on the Pre-ACT increased in Math (1%), English (18%), and Reading (7%). The overall composite of ACT where the percent of students that were benchmarked in all four subjects, Reading increases by 2%. The percent of Caucasian students that benchmarked on the ACT increased in Reading by 5%. The percent of African American students that benchmarked on the ACT increased in Reading by 2%. The percent of Hispanic students that were benchmarked on the ACT increased in Math (3%), Science (3%), English (1%), and Reading remained the same.

On the ACT Workkeys, CCR, and Graduation rate, GCHS has the goal of increasing each one by 2%. The goal of GCHS is that Chronic Absenteeism is to decrease the number by 2%.

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

Gadsden City High School's main purpose is to Increase learning, service, performance and leadership to prepare for the future. Ongoing assessment and evaluation drives Gadsden City High School's faculty and staff. Gadsden City High School utilizes a variety of evidence-based curriculum assessments to monitor, evaluate, and facilitate student learning. Data from state testing such as the College and Career Readiness and ACT along with Pre-ACT, diagnostics tests, Workkeys, and classroom grades/data are all used regularly by the faculty and staff to isolate areas of strengths and weaknesses in student achievement. The data received from these numerous assessments and Four-Year Cohort Graduation Rate is dissected by faculty and staff at varying intervals, depending on the type of results. New instructional strategies are then planned and implemented. Furthermore, care is taken to ensure that community stakeholders and parents receive reports of this data as it becomes available. This communication is in the form of progress reports, parent meetings and report cards. Formative assessments are used to determine mastery of subject matter every four and a half weeks. This formative assessment is used to determine pacing and re-teaching if necessary. There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Gadsden City High School. The following is a comprehensive list of fund sources, with an explanation of their usage: The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. The

grand total of state money is enclosed in this plan. Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2024-2025 school year, Title I monies are being used to fund a curriculum specialist, a parent involvement specialist, and to purchase various materials/instructional supplies. Title II - Part A (Federal): This money will be used for Professional Development activities and the Recruitment/Retention of Highly Qualified Teachers. The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Recruitment/Retention activities must be approved by the federal Programs department and meet all ESSA criteria

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

Data analyzed came from student, parent and teacher surveys as well as a variety of test data including the following: ACAP, ACT, Pre-Act, Workkeys, IXL, and diagnostic ACT practice testing. Classroom data such as grades and behavior were also considered. All of this information (as detailed in answers to previous questions) pointed us toward a focus for our goals of assisting English Language Learners more effectively, increasing the academic focus on ACT skills and strategies, and supporting social and emotional learning on campus.

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

Student Engagement/Involvement Plan: The 2024-2025 school year will see the end of the daily advisory period, but every student at Gadsden City High School will be assigned a homeroom teacher.. Most students are grouped alphabetically, but some students may be specially selected for special advisory groups based on needs (non-English speaking students, special education students, and at-risk students). Many students will also choose to participate in extracurricular activities, so those coaches and sponsors, in addition to regular classroom teachers, will also serve to advise the students. Many students will participate in multiple activities. Therefore, many students will have more than adults with whom they are in daily contact. These adults will be a parent's first point of contact. There will be multiple open house opportunities for parents to meet with their child's classroom teachers. Parents will meet with their child's course subject teachers for information pertaining to those particular classes. During these open houses, school employees will also be available to answer parents' questions about the school website, checking grades in PowerSchool, and accessing their child's assignments, grades, and attendance information, and about signing up for FinalSite announcements.

Some of the ways we assist disadvantaged students are by providing one-to-one

Chromebooks. All GCHS students will continue to receive free meals for the

2024-2025 school year. Intervention classes and ACT prep classes are available to students. All teachers received training from ACT Mastery Prep in August 2019 as well as access to online materials to use with students. Core teachers of

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sophomores were also given access to another mastery program to use with their students. Teachers also received EL training at the beginning of the 2024-2025 school year to incorporate more strategies into their classrooms to assist the EL student population in the classrooms. Gadsden City Schools now has their own Mental Health Coordinator as well as a school system social worker on staff who are available to meet with students and arrange other resources for them. We also have a partnership with Cherokee/Etowah/DeKalb Mental Health. For the 2024-2025 school year, GCHS will continue within a 5 block day. Planning / Data Meetings- Core subject teachers will have regular department meetings with the instructional coach. In these meetings, teachers will examine student data, share ideas, align lessons to areas of weakness, and collaborate on plans. Emphasis will be placed on aligning course materials placing emphasis on proven areas of student weakness. Teachers will turn in lesson plans each week to their hallway administrator. Close Data Analysis and Instruction to Address Identified Skills- The curriculum coach will lead the faculty in close analysis of ACAP, Pre-ACT, and diagnostic ACT data to make sure that all teachers are aware of and are addressing specific targeted objectives and overall areas of weakness at the level required by the state assessments. This will include more rigorous requirements for reading school-wide, of both texts and free-choice materials both in class and outside of class; increased teaching of specific reading skills, especially of non-fiction material, in classes other than English using resources like Scholastic magazines, and Newsela current events; and increased focus on the ACT prep websites both in and outside of class. Teachers will use ACT Mastery Prep Bell-Ringers for a warm-up and use them to build practice assignments and skills to improve weaknesses for their students in that area. Mastery Prep's new online program will be purchased for juniors to use while sophomores will use a different program. The English department will place more emphasis on direct instruction of grammar skills, and each English class will have a regularly scheduled library time. The school librarian will assist English teachers by teaching mini-lessons during each English class's regularly scheduled library time and helping to coordinate materials that teachers can use in their classrooms. The math department will continue their implementation of the MATH IXL program this year to provide students with immediate feedback and multiple attempts on classwork/homework practice problems. GCHS Reading Objectives for School-Wide Focus - A close analysis of ACT reports has led the faculty to identify the following reading skills as weak at this time. Teachers in all content areas will place more emphasis on the use of informational text both inside and outside of the classroom. Weakest Areas in Reading and Informational Reading Anchor Standards to Target, is Craft and Structure. GCHS English/Writing Objectives for Focus- To help build skills for the English portion of state assessments, this year we are adding focus objectives for English. An analysis of recent ACT data pointed to these three areas of weakness, in this order: Knowledge of Language and Conventions of Standard English Grammar, Usage, and Punctuation, Teachers will increase direct instruction of ACOS language standards 3 - Production of Writing, Anchor standard 1 (Write arguments to support claims), Anchor standard 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately), Anchor standard 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate), GCHS Math Objectives for Focus- Weakest Areas in Math - focus on below level skills, Teachers state that many students struggle with the course of study for their particular grade because of a lack of foundational skills, so they are incorporating lessons/activities to help



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bridge the gap for students who struggle in this area. Close analysis of ACT data from 2023-2024 indicates that many of the poorest scored objectives are for middle school and even upper elementary level content. The math department will continue the use of IXL to give students repeated practice and attempts on classwork/homework problems. Students had the most difficulty in the following areas, in this order: Geometry, Number and quantity, Algebra and functions, and preparing for high math.

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

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

GCHS employs a full-time intervention teacher to guide, train, and assist teachers in best practices as well as a newcomer teacher to assist those students who are first year students in our country. The intervention teacher leads teachers in the analysis of available data to guide classroom instruction. The classroom teachers incorporate classroom best practices like strategic teaching methods. Current technology (Digital tools) usage includes one-to-one student Chromebooks, Google Tools, and Kami, as well as online programs such as IXL, Nearpod, and Quizlet. We are adding Mastery Prep's online ACT program for juniors as well another program for sophomores. GCHS students have access to honors and advanced level courses, multiple AP and dual enrollment courses, Early College enrollment programs, online ACCESS courses, and many career and technical programs on the GCHS campus. Semester courses in the 5-block day allow for continuous instruction in all areas without a gap.

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)

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

Gadsden City Schools has employed a full-time mental health coordinator as well as a full-time social worker. They are available to meet with students on an as needed basis and connect them and their family with other professional resources. An onsite mental health social worker is available to meet with students who require their services. There is also a contracted parent liaison available to assist with parent-teacher-student relationships to promote positive partnerships. GCHS students have access to honors and advanced level courses, multiple AP and dual enrollment courses, Early College enrollment programs, online ACCESS courses, virtual classes through ACCESS, and many career and technical programs on the GCHS campus. Intervention classes are also offered to students who are struggling academically. All seniors are part of a Google Classroom group where scholarship and job opportunities as well as important senior dates and events are updated regularly. Other grades also have a Google Classroom group where important news and information is shared. GCHS uses the RTI/MTSS tiered model to assist struggling students. We conduct a universal screener yearly and screen candidates for dyslexic tendencies so services can be provided if needed. These intervention, RTI/MTSS, and dyslexia services are separate from services provided under IDEA/ 504.

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

During the school year, GCHS provides a Chromebook to every student that he or she takes home every night. The city provides free Wi-Fi in designated areas. All programs used in school can also be used outside of school, and many of those provide built-in tutorials and homework help to students. In the month of June, GCHS provides summer school credit recovery for qualifying students. Through the 21st Century program, after school tutoring is available daily for students for all core subject areas. Through at least the end of the 2024-2025 school year, all students at GCHS will receive a free breakfast (before class starts) and free lunch during school regardless of normal eligibility.

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

All teachers receive ongoing training in strategic teaching methods including differentiated instruction. Teachers are also kept up-to-date on which strategies are proven to be most effective with students. These strategies are meant to provide scaffolds and support for any student who needs them, not just one particular group of students. Also, teachers receive training in the Ellevation program to give

them strategies to improve teaching effectiveness of EL students. All students at GCHS are provided with a Chromebook to use both at school and at home throughout the school year. Teachers will be equipped to utilize Quizlet in the classroom to strengthen content vocabulary skills of EL students. GCHS employs 12 full-time special education teachers, eight special-education aides, one full time EL teacher, one full time EL aide, and one part time EL teacher. Some EL students receive sheltered instruction in a classroom with a regular teacher as well as an EL aide. Newcomer EL students receive some pull-out tutoring in basic language acquisition. Some EL students are scheduled for a reading class with the EL teacher in addition to their regular classes. Special education teachers teach classes alongside regular teachers as well as teaching intervention and transition classes for special education students. Students who are identified as having dyslexic tendencies after the universal screener and a series of dyslexia screeners receive intervention in that area.

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

All students and parents of GCHS students have access to the PowerSchool gradebook through a website or the app. Parents are also provided with information on how to check grades and assignments in PowerSchool as well as Schoology and ACCESS courses. Results of all testing (IXL, Pre ACT, ACT, etc.) are explained to students by teachers, often in one-on-one conferences. Test results are often sent home with report cards or are available to parents during open house events. Translators as well as teachers who are bilingual are available to translate for parents or students who require those services.

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

We lost 8 certified staff members at the end of the 2023-2024 school year.

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

The average level of teaching experience at Gadsden City High School is 12.79 years of service. Our overall level of education is as follows: Bachelor's Level of Education - 32 Master's Level of Education - 42 Educational Specialists - 13 Registered Nurse - 1 Sergeant First Class - 1 Lieutenant Colonel - 3 Ed.D's

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

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting certified teachers to Gadsden City. Prospective teachers are given

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information about the school system, city of Gadsden City, and neighboring communities. Contact information is collected from prospective teachers in high need areas and these teachers are encouraged to apply and consider relocation to the area. The federal programs advisory committee uses the needs assessment based on system-wide needs to determine personnel needs and which, if any, require the use of Title I funds. Applications are requested district-wide when openings are available in order to choose only those teachers who are certified. The decision of hiring certified staff is made by the local school. Principals are required to have the knowledge of each teacher's certification and the content area in which the teacher is certified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school for the first three years and are monitored all three years by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

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

The principal will lead the faculty in close analysis of IXL and ACT data to make sure that all teachers are aware of and are addressing specific targeted objectives and overall areas of weakness at the level required by the Alabama Course of Study. RTI/MTSS meetings are held monthly to discuss student data and develop professional development activities that relate to achievement gaps and student weaknesses. These gaps and areas of weakness are monitored through IXL testing, ACT practice testing, and classroom assessments.

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

Gadsden City School System Central office coordinates a yearly system wide professional development calendar. The Office of Curriculum development requires all staff to be properly trained in areas that will increase awareness in Tier II instruction, student engagement, Alabama Course of Study Standards, SEL, Career Explorations, teacher ethical practices, EL strategies, mentorship, etc. Collaboration among faculty also plays a role within this professional development outside of the classroom where teachers share their knowledge of learned activities. The administration provides ongoing teacher training and support in both the group and one-to-one settings. The staff continues to study general best practices for teaching and grading as well as strategic teaching to improve their effectiveness in the classroom.

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

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Gadsden City Schools employs a Mentor program coordinator. All novice teachers (2 years or less) are required to be given a mentor. The Mentor will review lesson plans and conduct observations on the novice teachers. They will meet with the teacher to discuss the observations.

12. Describe how all professional development is “sustained and ongoing.” The instructional staff have been trained with local Professional Development in regards to the standards and objectives that must be mastered for the Alabama Course of Study, ACT, and College and Career Readiness Standards. We began training on Tier 2 instruction during the 2022-2023 school year and it is ongoing to date. We also added a promotion coach and career coach. The promotional coach communicates with and meets with teachers and students regularly to help implement strategies to increase achievement. The staff continues to study general best practices and strategic teaching to improve their effectiveness in the classroom. Special days are built into the school calendar for professional development. An administrator observes tenured teachers and non-tenured teachers are observed yearly. In 20-21, the staff participated in a study and discussion of 20 articles about diversity. There was an increased emphasis on EL instruction in the 22-23 school year since this is an area where we are in need of school improvement, and this emphasis continued into the 23-24 school year. It will continue well into 24-25 school year. Federal money is being used for EL professional development.

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

The 2024-2025 school year will see the end of the daily advisory period due to our change to a 5-block day; but every student at Gadsden City High School will be assigned a homeroom teacher/advisor. There will be no exceptions to this. Most students are grouped alphabetically, but some students may be specially selected for special advisory groups based on needs (non-English speaking students, virtual students, special education students, certain at-risk). Many students will also choose to participate in extracurricular activities, so those coaches and sponsors, in addition to regular classroom teachers, will also serve to advise the students. Many students will participate in multiple activities. Therefore, many students will have more than four adults with whom they are in daily contact. These adults will be a parent's first point of contact. There will be multiple open house opportunities for parents to meet with their child's classroom teachers. The teachers will be able to answer questions for parents about upcoming school events, interpret standardized test scores, and general school events. Parents will meet with their child's course subject teachers for information pertaining to those particular classes. Parents and students will be given assistance and guidance with filling out the FASFA application.

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

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

The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance for delinquent students. If further intervention or assistance is needed, the school contacts the district office for possible funding or other needs. Neglected/delinquent students are eligible for all services and programs available to the rest of the students, including free lunch, Title I, EL, Special Education, At- Risk, and Reading Recovery. Through at least the end of the 2024-2025 all GCHS students will receive free meals regardless of eligibility. Gadsden City Schools will participate in the CEP program. ADMISSION POLICY FOR HOMELESS, MIGRATORY AND LEP STUDENTS Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 and the Stewart B. McKinney-Vento Homeless Assistance Act, all homeless, foster, immigrant, migratory and LEP children must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. This shall be the policy of the Gadsden City School System. Such children will be provided 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. The enrollment of homeless, foster, immigrant, migrant and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers: Lack of birth certificate, lack of school records or transcripts, lack of immunization or health records, lack of proof of residency, lack of transportation, or guardianship/custody requirements.

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

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

The school wide program is evaluated through stakeholder surveys and data analysis.

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

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IXL, Pre-ACT, and ACT Workkeys are given in the fall to all GCHS students. The ACT is given in the Spring to all 11th grade students. Students test in math and reading. Students scoring high or above average in a subject are not required to re-test in that subject that school year. Comparison of Pre-ACT and ACT tests shows that math and science are obvious weaknesses, but they are improving. The percentage of students reaching a benchmark score increased in every area from Pre-ACT to ACT. Current Pre-ACT and ACT data will be evaluated once it becomes available, and the plan will be adjusted accordingly. The ACCESS test is administered in the spring to students in the EL program to determine growth in English proficiency.

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

The school leadership team analyzes the ACT, Pre-ACT, diagnostic tests, and IXL data to determine strengths and weaknesses in the areas of ELA and Math over a four year span. Results from the ACCESS test are used to determine strengths and weaknesses in the EL program. An additional needs assessment was conducted that questioned all stakeholders concerning the needs of the school. The annual parent involvement will be addressed in 2024-2025. The parent's survey identified ACT Remediation as the primary concern of the parents. ATGP data is analyzed yearly to develop strengths and weaknesses from their Professional Learning Plan. The next year's professional development is determined from the analysis of the surveys and PLP's. In May of each year, Gadsden City High School will convene its ACIP committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home, FinalSite, social media and the information is put on the school marquis. The notices let parents know the plan is under review and that a copy of the plan for review is in the library and the GCHS main office. It also makes them aware that parents have the right to give input regarding the revision of the plan. If parents disagree with any aspect or component of the School Parent Involvement Plan or CIP, they may put their comments of dissatisfaction in writing to be submitted to the LEA with the plan.

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

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

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

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Gadsden City High School's main purpose is to provide every opportunity for our students to succeed in this fast paced job market in which we live today. Ongoing assessment and evaluation drives Gadsden City High School's faculty and staff. Gadsden City High School utilizes a variety of evidence-based curriculum assessments to monitor, evaluate, and facilitate student learning. Data from state testing such as the College and Career Readiness and ACT and Pre-ACT along with classroom data are all used regularly by the faculty and staff to isolate areas of strengths and weaknesses in student achievement. The data received from these numerous assessments and Four-Year Cohort Graduation Rate is dissected by faculty and staff at varying intervals, depending on the type of results. New instructional strategies are then planned and implemented. Furthermore, care is taken to ensure that community stakeholders and parents receive reports of this data as it becomes available. Communication is rendered in a language format that is suitable to parents. This communication is in the form of progress reports, parent meetings and Powerschool. Communication is provided in a language best understood by parents. Common assessments are used to determine mastery of subject matter every four and a half weeks. This formative assessment is used to determine pacing and re-teaching if necessary. There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Gadsden City High School. The following is a

comprehensive list of fund sources, with an explanation of their usage: The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2024-2025 school year, Title I monies are being used to fund an intervention teacher, a parent liaison, and to purchase various materials/instructional supplies. Title II - Part A (Federal): The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Title IV- Part B- 21st Century- Gadsden City High School will provide an afterschool program focusing on academic enrichment and STEAM activities.

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

The video surveillance system is upgraded at the beginning of every school year and is ongoing. This helps provide a safe environment for our students and faculty at Gadsden City High School. This upgrade included the number of cameras to numerous cameras throughout our campus and includes night vision capabilities. Our cameras are monitored in real time on a high definition monitor. These cameras can also be monitored from remote locations on remote devices during non-school hours. This new system aids in providing details and information to help solve problems and maintain a supervised and patrolled campus Gadsden City High School. Along with the surveillance system upgrade, Gadsden City High School has also added a magnetic door locking feature that allows our campus to be totally



locked throughout the school day. Our doors going into the buildings have a magnetic strip that is activated through a timing system which allows our doors to be locked when our school day begins. Our ability to provide a locked campus continues to allow a secure and regulated environment conducive to teaching and learning. Gadsden City High School has installed a couple of Vape sensors with the possibility of installing them in every classroom. GCHS employs 2 full time nurses.

## ACIP Assurances

### Instructions:

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

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

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

- YES
- NO
- N/A

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

- YES**
- NO
- N/A

3. The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.

- YES**
- NO
- N/A

## Parent and Family Engagement

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

An Annual Title I Parent Meeting will be held at the beginning of the school year for parents to learn about the school's participation in Title I, the requirements of Title I and the parent's right to be involved. Parents will be notified of the Annual Title I Parent Meeting through the SchoolCast notification system, school marquee, announcements at the school, social media outlets and the school website. All publicity and communications will be given in a language parents can understand. During the meeting the parents will be informed of the 1% set aside money and how the parents can be involved. The LEAs Title I allocation is shown and the amount for each school is shown and explained. We will 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. Topics of the annual meeting will be: What it means to be a Title I school, what the 1% Set-Aside is for parental engagement, The LEA Title I Plan, The LEA Parental Engagement Plan, The School's Parental Engagement Plan, The LEAs and School's Continuing Improvement Plans, The School-Parent Compact, how to request the qualifications of their child's teacher(s), how parents can be involved Parent Resource Center and Supplemental Services and how the Annual Evaluation of the Parental Engagement Plan is conducted.

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

Parents will be given the opportunity to attend an annual parental involvement meeting during the first nine weeks of school. In this meeting, parents will be given information describing the program and benefits for the student. Parents will be given opportunities to give input with ways in which the program and services can be improved. This information will be presented to the parents in a manner in which they can understand. Memos of scheduled Open House, PTSO meetings regarding school and/or classroom policies, procedures, activities, and plans are shared on the school website and social media pages to encourage parent participation. Parents are encouraged to schedule conferences with their child's teacher(s) as needed. The conferences are held at a date and time convenient to

meeting the needs of the parents at our school. Parents are also able to give input during parent/teacher conferences that are held during the school year. Parents will be notified of upcoming meetings. We will have two meetings - once during the school day and once in the evening - in order to accommodate different schedules. Presentations will also be uploaded onto the school website and a link will be shared on the school's new APP.

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

Gadsden City High School will hold a general meeting where information will be presented about Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about intervention methods and instruction that will be offered to Title I students. Parents will also be given information about how they can participate in decisions related to the education of their child. We presently have a growing percentage of our school population that have Spanish-speaking parents. An interpreter will be present at the meeting to communicate with these parents. In addition, documents are provided, to the extent practicable, in the parents' native language. At this time, teachers will provide additional information concerning the performance of their child. Meeting times will vary in order to accommodate different schedules, and we will offer meetings during the school day and during the evening. At GCHS we want to involve parents in all aspects of the Title I program. Our process for how parents are provided opportunities for involvement and decision-making are as follows: The Gadsden City School District employs a Parental involvement Specialist and Gadsden City High will contract a Title I parent liaison that serves the school on a daily basis. We also have two parents that serve as representatives on the decision-making committees and as contacts for other parents to contact to get answers to questions about parental involvement and parents' rights. They also assist in evaluating the Parental Involvement Plan. Title I parents are made aware of who these parents are at the annual meeting in September. Parents are also given a timeline outlining various parent involvement opportunities that will take place throughout the school year. Then, we remind parents about our school website that will have current information concerning Title I and Parental Involvement opportunities.

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

Gadsden City High School will continue to work with its teachers through in-services, faculty meetings, and data meetings to understand the importance of parental involvement and that parents are our partners. A school Title I parent liaison is contracted to assist with the parent-student-teacher partnership. Data meetings will be used to develop strategies and examine data to assist teachers

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with developing strategies that parents may use at home to assist the child with his/her targeted interference. Every student with an Individualized Intervention Plan will be assigned an academic advisor that will monitor student achievement in his/her content area and will make monthly contact with parents. The principal will set the expectation that teachers work closely with the system's Parental Involvement Specialist and Intervention teacher in planning involvement activities and materials that best meet our school's identified goals. Gadsden City High School will provide timely information about specific programs by posting it on social media, the school website and the school APP. This information will be provided in English and Spanish. Gadsden City High School has a translator who assists in verbally communicating with these parents as needed. We use SchoolCast, email, and Remind as a means of directly contacting students and parents. Our school website and school APP contains a link to PowerSchool that provides the parents access to the student's grades, attendance and discipline. Gadsden City High School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Gadsden City High School presently has a growing number of Spanish-speaking students; therefore, all parent notifications are made available in Spanish to accommodate them. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents.

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

At parent meetings throughout the Fall, Gadsden City High School presents information about its Title I programs, the curriculum, and forms of academic assessments used to determine instruction. Parents learn about priority goals in reading and math. They also learn about how to schedule a parent teacher conference and are reminded about how they can participate in decisions related to the education of their child. We presently have about 25% of the student body that are Hispanic with several of their parents that speak only Spanish. An interpreter will be provided at all Title I meetings to help communicate with these parents. In addition, documents are provided, to the extent practicable, in the parents' native language. We also have bilingual instructors, 2 full time EL instructors, and 1 part-time EL teacher that will be on campus during the regular school day.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-

Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The Title I School-Parent Compact was explained and reviewed at the September Annual Title I Parent Meeting. It will be discussed and updated by the Parent ACIP committee and in the September, School wide Staff ACIP Planning meeting. The Compact has a part for the parent, student, teacher and principal to pledge their individual responsibility for student academic achievement. This is a great opportunity to continue to work as partners on addressing the school's goals. Every student will be required to have a signed Compact on file and teachers will keep a copy of the communication component of the Compacts in their rooms to use in parent/ teacher conferences. All communication will be in a language parents can understand.

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

In May of each year, Gadsden City High School will convene its CIP committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. During the review process, all parents are notified of the review through notices that are sent home, and the information is placed on the school's website. The notices let parents know the plan is under review and that a copy of the plan for review is in the library, main office, and at the Central Office. It also makes them aware that parents have the right to give input regarding the revision of the plan. If parents disagree with any aspect or component of the School Parent Involvement Plan or CIP, they may put their comments of dissatisfaction in writing to be submitted to the LEA with the plan.

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

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

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

Gadsden City High School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year, as well as additional Title I parent meetings held throughout the year. Parents will receive an overview of the

state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn about their role in helping their child be successful and the best ways to work in partnership with their child's teachers. Privately scheduled meetings for assistance with parents and school staff are available either virtually or in person.

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

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

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

Gadsden City High School's CIP Committee will work diligently to ensure that all parent materials and training is closely aligned with our school's identified goals and CCRS Standards. We will conduct home visits and are required to meet with parents when requests are made. We are also learning more through school Professional Development while working with challenging students. The role of parents in the educational process is continuously addressed with school personnel. Emphasis on the need for close school-home communication is included in faculty meetings, grade level meetings, in-services, etc. Teachers maintain a Parent Contact Log to document school-home connections. Parent and family engagement is a continuous area of focus.. Conducting professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, cultural and contextual knowledge of both parents and faculty members. Also there is a greater connection to assist with parental engagement through our 21st century afterschool program. The Gadsden City Parent Teacher Resource Center is also a resource for parents and they are encouraged to utilize this free resource for materials and supplemental academic enrichment.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

(See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Gadsden City High School will continue to work with its teachers through in-services, faculty meetings, and data meetings in understanding the importance of parental involvement and that parents are our partners. Data meetings will be used to develop strategies and examine data to assist teachers with developing strategies that parents may use at home to assist the child with his/her targeted interference.

We will also collaborate with the afterschool program to ensure programs that encourage parental involvement and student engagement. The Principal will set the expectation that teachers work closely with the parent liaison and other staff members in planning involvement activities and materials that best meet our schools identified goals

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

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

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

Gadsden City High School coordinates its parental involvement program for all Title I parents. Teachers that have a student with an RTI/MTSS Individualized Intervention plan are required to make parental contact every four weeks. If the student continues to struggle, a parent meeting is required. Many parents want to be actively involved in their child's education. Our school's parental involvement liaison will meet regularly with school staff in an effort to maximize the benefit of all offered parental involvement activities and to ensure that all activities are aligned with our CIP goals. Teachers are encouraged to keep open communication with the



parents throughout the school year. Parents are encouraged to participate with school activities to help foster participation in their child's education.

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

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

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

Gadsden City High School will provide timely information about specific programs by posting announcements on the school website, social media and via School Cast. This information will be provided in English and Spanish. Gadsden City High School has a systemwide translator who assists in verbally communicating with these parents as needed. We use SchoolCast, emails, the school website, the school APP, Remind and social media as a means of directly contacting students and parents. Our school website contains a link to PowerSchool that provides the parents access to the student's grades, attendance and discipline.

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

Gadsden City High School, to the extent practicable, provides opportunities for the participation of parents of limited English Proficiency and parents with disabilities. 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. Every effort is made to accommodate parents with disabilities and we have a handicapped accessible building.

## Coordination of Resources - Comprehensive Budget

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

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

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

## eProve™ strategies: Goals & Plans

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

Yes

No

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|