



ACIP

Geneva Middle School

Geneva 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?

Geneva Middle School, located in Geneva, Alabama, serves 291 students in grades six through eight. These students, living in a town of 4,452 residents (2010 Census), reflect the composition of the community. We are physically located in the Southeastern part of the state. The city of Geneva serves as the county seat for Geneva County. Geneva Middle School is a feeder school for Geneva High School.

Population growth for the city of Geneva has increased by 114 residents as compared from the 2000 Census to the 2010 Census. The city of Geneva population is composed of 83.2% white, 14% black, and 1.8% Hispanic. Geneva is a small rural town that is included within Geneva County whose population is 26,790, has had a 4% increase in population determined by Census comparisons.

The following table describes the ethnicity summary for a three year period for Geneva Middle School:

Year	Enrollment	White	Black	Hispanic	Multi Race
2014	291	250 (85.9%)	32 (10.9%)	8 (2.74%)	0 (0.00%)
2013	272	225 (82.7%)	40 (14.7%)	6 (2.2%)	1 (0.36%)
2012	287	239 (83.2%)	39 (13.5%)	7 (2.4%)	2 (0.69%)

Geneva's population is 52.4% female and 47.6% male. The age distribution is 21.4% under the age of 18, 58.3% between the ages of 18 and 65, and 20.3% over the age of 65. The home ownership rate is 70% with the median household income as \$31,853. The Geneva community consists of 72.4% high school graduates and 8.4% of the population have a bachelor's degrees or higher. Grocery distribution, metal fabrication, agribusiness, health care, education, government, professional services, and various retail enterprises contribute to the economy.

The Geneva City public schools educate approximately 1,270 students. Geneva Middle School educates a population of sixth through eighth grade students consisting of a homogeneous student population of 291 students: 151 males and 140 females. There are no private schools located within Geneva. Community involvement and participation in various activities but not limited to include fine arts, Boy Scouts, Girl Scouts, dance, and multiple recreational sports for both girls and boys. The schools are supportive of most activities with the use of its facilities. The population of economically disadvantaged students in our school receiving free/reduced lunch priced meals is 53.67%. Geneva Middle School is designated as a Title I school.

The faculty and staff at Geneva Middle School consists of one principal, one half-day assistant principal, one guidance counselor, one librarian, two full-time and one half-time physical education teachers, one half-day band director, one computer lab teacher, one registered nurse, one in-school suspension supervisor, one half-day speech/language pathologist and fifteen classroom teachers. All teaching and administrative personnel are fully certified and are all highly qualified in their assigned teaching disciplines. Twelve of our certified staff has earned a Bachelor's degree and fifteen have earned a master's degree. The staff of Geneva Middle School also includes two qualified paraprofessionals serving special education and one custodian. The office staff consists of one secretary. The majority of our faculty and administration are tenured professional teachers with only fifteen percent nontenured.

In the past few years, a concern has been that a number of students were transferring out of our school due to a depressed economy within the county. The majority of economic concerns were due to the closing of three textile industries. However, newly established businesses

have created improved economic conditions, which in turn have brought new families into our community. Even though the student enrollment has begun to stabilize, an area of concern is the high percentage of students qualifying for free and reduced lunches. Parental support for the school is high. Activities such as open House, Beta Club induction, academic recognition events, Veterans Day Program, and athletic events are well attended by parents. Community support is also high, with businesses donating supplies and members of the community serving as guest speakers. Surveys show that parents appreciate the open house at the beginning of the year. The schools of Geneva are rich in tradition, especially for homecoming. Different organizations of the school help with the Chamber of Commerce annual Festival on the Rivers. The Festival on the Rivers brings in a number of people outside of Geneva County.

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.

Geneva Middle School's purpose statement is defined by our mission, our vision, and our beliefs. All three statements are interwoven throughout our school's curriculum, daily instruction, and formative assessments. Evidence that supports our purpose can be referenced and identified but is not limited to the following: Continuous Improvement Plan, student and teacher handbooks, data collections and interpretations, faculty meetings, in-services, lesson plans, professional development, departmental meetings, and grade level meetings.

Mission Statement: Our mission at Geneva Middle School (GMS) is to provide a positive and safe learning environment that offers a variety of educational opportunities to enable students to become confident, self-directed, life-long learners.

Vision Statement: The vision of Geneva City Schools is to produce responsible citizens with a sense of community who value tradition and strive for excellence in a continually changing world.

Motto - "Achieving Success by Expecting the Best"

Our Beliefs:

- * The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners.
- * The faculty and staff will acknowledge the individual needs and capabilities of students in regards to their socioeconomic background, race, and /or gender, recognize individual, unique learning styles, and teach to their varied talents.
- * Students need to not only demonstrate their understanding of essential knowledge and skills but also need to be actively involved in solving problems and producing quality work.
- * A safe and orderly environment promotes student learning.
- * Learning is a developmental process in which curriculum and instruction are based on developmentally appropriate learning activities while preparing students for the next instructional level while developing self-discipline and responsibility.
- * Cultural diversity can increase individual students' understanding of different peoples and cultures.

Teachers, parents, guardians, and members of the community will provide guidance for developing students' respect for themselves, their peers, and authority in order to enhance value as an individual community member along with helping to instill self-confidence, a determination to excel, respect for honest differences of opinion, and respect for the law.

The educational process is comprised of school, community, and home working cooperatively to develop the students' full potential.

Emphasis is placed on the development of the necessary social and academic skills essential to becoming a productive member of a democratic society which includes self-discipline, respect for others, critical thinking, creative problem solving, and cooperative learning. Faculty will show mastery of their subject matter and be able to impart this information to the students. The faculty, staff, and students understand that the community is an integral link in the educational process, and the school and community will work together for mutual benefit.

cover a very broad range of academic levels. The following represents a hierarchy of the program listings here at Geneva Middle School from the more remedial to the most advanced: special education services, exceptional education programs for reading and math, Response to Intervention (RTI), and regular education services. In each subject the curriculum is taught with the goal of getting our students to think in the D quadrant of the Rigor and Relevance framework that was developed by the International Center for Leadership in Education. This quadrant is where the student thinks and works by connecting knowledge to real-world products. In addition, Geneva Middle School offers a gifted program to our sixth grade students. When entering the seventh grade, students are given the option of taking general math or pre-algebra. More advanced students in the eighth grade can earn high school credits while at the middle school in the areas of algebra 1, Spanish, and computer 2. It is our goal to place each student in the most beneficial environment based on each individual achievement level.

Geneva Middle School has numerous clubs, teams, and organizations in which students can participate. These organizations teach responsibility and also teach character development. These organizations include: Science Team, Math Team, Beta Club, Student Council, BASIC, cheerleading, football, girls and boys' basketball, volleyball, softball, baseball, and marching band. These programs provide students at all achievement levels the opportunity to be involved in their school. Moreover, the extra-curricular activities listed instill school spirit and a sense of pride into the student body.

Lastly, at Geneva Middle School, our top priority is student safety. Before the students arrive in the fall, the administration develops schedules and duty rosters to ensure that students are monitored throughout the school day. We also check our surveillance systems, fire alarms, emergency exits, and phone broadcasting system to ensure they are operating correctly. Our faculty reviews lockdown procedures during our first faculty meeting and throughout the year, in order to respond to a threat if necessary. The teachers at Geneva Middle School are required to keep their doors locked and closed during class time. However, when the code word is announced over the intercom, teachers know that all students are to remain in class until the all clear is given. Once school begins, detailed instructions for each student enrolled are created through the office. The most important details of these instructions consist of medical needs and emergency contacts. Through the course of the year, students participate in programs that focus on anti-bullying and good life choices.

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.

Geneva Middle School continually strives to improve in many different areas. One area of great importance is making Adequate Yearly Progress (AYP) each year. We are proud to say we made AYP each year that it was part of the school's assessment. We have shifted now to adhere to Plan 20/20, The chart below shows the average percentage of our students scoring at each level over the last four years.

	2010	2010	2011	2011	2012	2012
	Reading	Math	Reading	Math	Reading	Math
Level 1	1.1	0	1.1	0	0.4	0
Level 2	19.1	24.7	13.7	20.2	11.9	25.2
Level 3	30.2	42.7	29.6	44.4	27.5	41.4
Level 4	49.6	32.6	55.6	35.4	60.2	33.5

ACT Aspire Results

	2013-2014	
	Reading	Math
Ready or Above	51%	37%
Close	28%	38%
In Need of Support	21%	25%

For a few years, we did not have any students in the EL (English Language Learner) program. However, we did have one student last year (2013-2014). Using a sheltered immersion program, this student saw an increase in his ACCESS scores. The composite score, with a range of one to six, was a 4.0. The student's reading improved from 2.7 to 3.5 and speaking remained at 6.0 during 2013-2014. In the present school year of 2014-2015, we have one EL student, and we hope to see an improvement on his ACCESS scores.

In regards to discipline, we have seen a decrease in the number of students suspended out of school by 23% and a decrease in the number of students receiving corporal punishment by 17%. Unfortunately, we have seen an increase in the number of students sent to ISS by 3%.

We are incredibly proud of our new media center. We have always shared a library with the high school. However, during the 2010-2011 school year, our own media center was opened to our students. We have a qualified media specialist that operates the library which covers half the building. Grants have been written and fundraisers have occurred to help fill the shelves with books the students can learn from and enjoy. The other half of the media center houses a computer lab which all of our classes have access to throughout the school year. Teachers sign up in the office as to what day(s) they want to attend.

Our academics continue to be quite successful. For example, we typically have two algebra classes in the eighth grade each year. Students represent our school in math tournaments at local colleges. We always have students win in some area. Our social studies department normally hosts a fair each year where we have a huge turnout of projects. Our science department has a Science Fair each year where projects are displayed and judged. We also have teams represent us in regional Science Olympiads where it is very common for students to come back with awards. Finally, Geneva Middle School is an AMSTI (Alabama Math, Science, and Technology Initiative) school and has

been for multiple years.

We are also fortunate when it comes to participation with extracurricular activities. A large percentage of students take part in our multiple sports which include football, basketball (girls and boys), baseball, softball, and cheerleading. Not only do students participate in school-related sports but they also play sports sponsored by our city's recreation department. Since sixth graders are unable to participate in school sponsored sports due to the rules of the Alabama High School Athletic Association (AHSAA), we are thankful that the city provides them sports to play.

Aside from sports, we have a multitude of students active in academic extracurricular activities such as Student Council, Beta Club, Science Olympiad, math teams, and BASIC to name a few. These organizations sponsor things such as Teacher Appreciation Week along with sponsoring a family for Christmas through the Geneva County Department of Human Resources (DHR). We understand that students need to continue to build their character and we continually try to help motivate them to want to help others.

We are very thankful to have the parental support that we have at Geneva Middle School. This support is evident at ceremonies such as our annual Academic Reception, Honor's Day, Veterans Day Program, Open House, and our annual football pep rally. Numerous parent-teacher conferences are held throughout the year. IEP meetings are often held with the parents also. We realize the importance of having a positive relationship with the parents/guardians of our students and we try to foster this by having an open door policy with them.

Even though we have much to appreciate, we also know we need to continue to get better. We have been classified as a Focus school. The subgroup relating to special education has been identified as an area that we need to improve. We need to decrease the gap between the general population of students assessments and that of the special needs population. One area we focus on is our students that fall in the low socioeconomic level. Currently, we have 53.67% percent of our students that qualify for free or reduced lunch. This is our targeted area for our after school program. Other students are involved in the program; however, we try to involve as many students as we can from the lower socioeconomic group.

Another area we are focused on is technology. During the summer of 2012, all of our classrooms were equipped with Smart Boards. Teachers have received ongoing training throughout the year so they can learn how to best utilize them. Faculty members attended a day-long training in August, 2012 and an additional one in August 2014. Trainers have been at Geneva Middle School for complete days throughout the year for teachers to come in during their planning period to ask questions. Teachers also modeled lessons during faculty meetings to share what they have learned. Technology in Motion provides teachers with professional development as it relates to technology.

We are hoping to increase the technology found in our library. A grant was written during the 2011-2012 school year that would allow us to purchase multiple Kindles for the students to use. We understand the need for students to use these products and are trying our best to meet these needs. We also applied and received a \$3,000 youth literacy grant for Dollar General in August 2014.

Additional Information

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

Geneva Middle School has many things to be proud of as denoted on the previous pages. On the other hand, there are a few weaknesses we know we need to improve. For example, our fine arts department is quite limited. We do not offer any art classes or any choir classes at the middle school. Beginner band is offered in both the sixth and seventh grades while advanced band is offered in the seventh and eighth grades. Most of our eighth grade advanced band students are members of the Geneva High School Marching Band.

Another weakness is the amount of professional development our teachers have access to throughout the year. Even though information is provided about online courses and we have trainers present during planning periods, we feel that more development could be provided in a variety of areas such as technology and continued classroom management.

The state of Alabama has had a lack of funding for the adoption of new textbooks. This, in turn, has had an effect on us. Many of our textbooks are quite old. We did purchase new history books this year and math books the previous year. Most of the cost had to be acquired through the general fund. With the curriculum changing in multiple areas, it adds more demands to our teachers to teach the standards set in place.

A final weakness is one that is hard for the entire community. The number of jobs in the city of Geneva has dropped significantly over the last decade. This clearly affects the families and their financial situations. This then affects the schools.

While always wanting to end on a positive note, there is no denying the many positive things we at Geneva Middle School have going for us. One of our biggest advantages is our faculty. From the certification side, there is no doubt they are highly qualified in their subject area. However, more importantly, these teachers and staff have such a wonderful rapport with both the students and each other. It is not unusual to see high school students coming back to the middle school to see and talk to some of their former teachers that have impacted them in some way. It is not unusual either to see teachers meeting with each other and trying to help each other. Our turnover rate at GMS is quite low. Very rarely do we have a teacher leave unless it is for retirement purposes.

Having such a small school creates a need for our teachers to wear multiple hats. All of the clubs, organizations, and sports require a faculty member to lead them. Four of our teachers are involved in the after-school program. Teachers volunteer their time to chaperone school dances and participate in things such as the Fall Festival. The amount of time our teachers spend helping our students is nearly endless.

Our class ratios are another advantage for us. We continue to have much smaller class sizes than schools in the wiregrass area and we are thankful for this. Even though we had a position left unfilled after a retirement, we have managed to keep class sizes down to an acceptable level. Title I funding has been a great asset in class size reduction.

We developed an Intervention period at the end of the day a few years ago. We recognized the fact that our students often need a bit more assistance with certain lessons, and we really did not have anything built into the schedule for this. We now offer a twenty-four minute period at the end of the day. During intervention, students are able to get extra help as needed. If no help is needed, they are able to complete homework and/or read their AR books. This period has also been beneficial with extracurricular activities. For example, periodically, teams need to leave before school is released. This allows students to not miss a core class.

Another change in our schedule was that breakfast was added for the 2012-2013 school year. In the past, breakfast had been served at our elementary school but not at the middle or high school. Now, however, breakfast is served at all three schools. This helps many of our students where breakfast may not be possible at home.

We have a good relationship with our Juvenile Probation Office. This office includes both the judge and the county probation officers. A phone call is often all that is needed when assistance is required. This same judge was instrumental in having a police officer come to our school and offer classes on bullying for all three grade levels. Judge Smith has also recorded our "Words of Wisdom" which is played in the mornings to help build character development. Other community leaders such as our Chief of Police, school board members, and mayor, have also recorded messages.

Finally, we have an organization called PRIDE (Parents Responsible In Developing Education) that helps with funding. This organization was developed by parents a few years ago. Its main goal was to provide assistance to both the school and to individual students when the need arose. This organization purchased a class set of textbooks when it was observed that the sixth graders had a large number of books to bring back and forth to school. This organization has also provided money for lockers and field trips when students could not afford them.

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.

The Geneva Middle School Leadership Team met in July to review the improvement plan in order to revise and update. An initial meeting was held in July with members of the Leadership Team to establish roles and responsibilities. Once the state assessment reports were received, the team met in September to continue the revision process and to begin an analysis and interpretation of the various data streams. Assessment data utilized was primarily the ACT ASPIRE scores. Other data incorporated were the School Incident Report, EducateAlabama, Renaissance STAR Math and Reading scores, and the GMS parent survey. The results of the ACT ASPIRE assessments were shared during a faculty meeting and a discussion was held regarding improvement related goals in reading and math. From August through September, the Leadership Team and various faculty members met at intervals to continue documentation of data within the plan. The data recorded in the Summary of Needs section was used to revise the plan's goals and strategies. On September 11, team members met to begin finalization of the CIP draft. Copies were then distributed to committee parents and GMS faculty members to review and provide input. Suggestions from parents and faculty were incorporated, and the CIP draft was completed.

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

The Leadership Team was composed of the following stakeholders:

Danny Bedsole, Principal
Gerid White, Assistant Principal/Teacher
Betty Belisle, Guidance Counselor
Erica Wright, Federal Programs Coordinator
Shay Lindsey, 6th History and 6th-8th Skills Teacher
Julie Nowling, 6th English Teacher
Terri McGowan, 7th English Teacher
Andrea Coskrey, Parent
Diane Archer, Parent

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

Copies of the final CIP were submitted to the Superintendent and Board of Education for approval at the October 6th board meeting. After approval, the document will be posted on the school and system websites. Copies of the document will be available at the school office.

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?	Yes		Stakeholder Feedback Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

The areas that indicate the overall highest level of satisfaction or approval, according to the stakeholder feedback provided through the online survey process, can be identified in or through all 5 standards associated with the AdvancED accreditation process. In the area of Standard 1: Purpose and Direction, respondents indicated high levels of satisfaction with scores from 3.7 to 4.67. In the area of Standard 2: Governance and Leadership, respondents provided scores from 3.8 to 4.5. In the area of Standard 3: Teaching and Assessing for Learning, respondents provided scores from 3.31 to 4.46. In the area of Standard 4: Resources and Support Systems, respondents provided scores from 3.19 to 4.71. In the area of Standard 5: Using Results for Continuous Improvement, respondents provided scores of 3.52 to 4.42.

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

The following trends indicated stakeholder satisfaction by highest indicator response:

Standard 1: Purpose and Directions--1.3

Standard 2: Governance and Leadership--2.3

Standard 3: Teaching and Assessing for Learning--3.9

Standard 4: Resources and Support Systems--4.3

Standard 5: Using Results for Continuous Improvement--5.4

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

All parents surveyed at the Open House agreed that the Open House is beneficial. Parents also stated that their child has administrators and teachers that monitor and inform them of their child's learning progress.

Areas in Need of Improvement

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

Three parents surveyed still indicated that bullying is a problem, but most parents noted their concern over 6th graders adjusting to the middle school environment. Parents surveyed (3.67) stated that their child lacked updated computers and other technology to learn.

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

Most parents indicated that the school utilizes effective communication between teachers and parents.

What are the implications for these stakeholder perceptions?

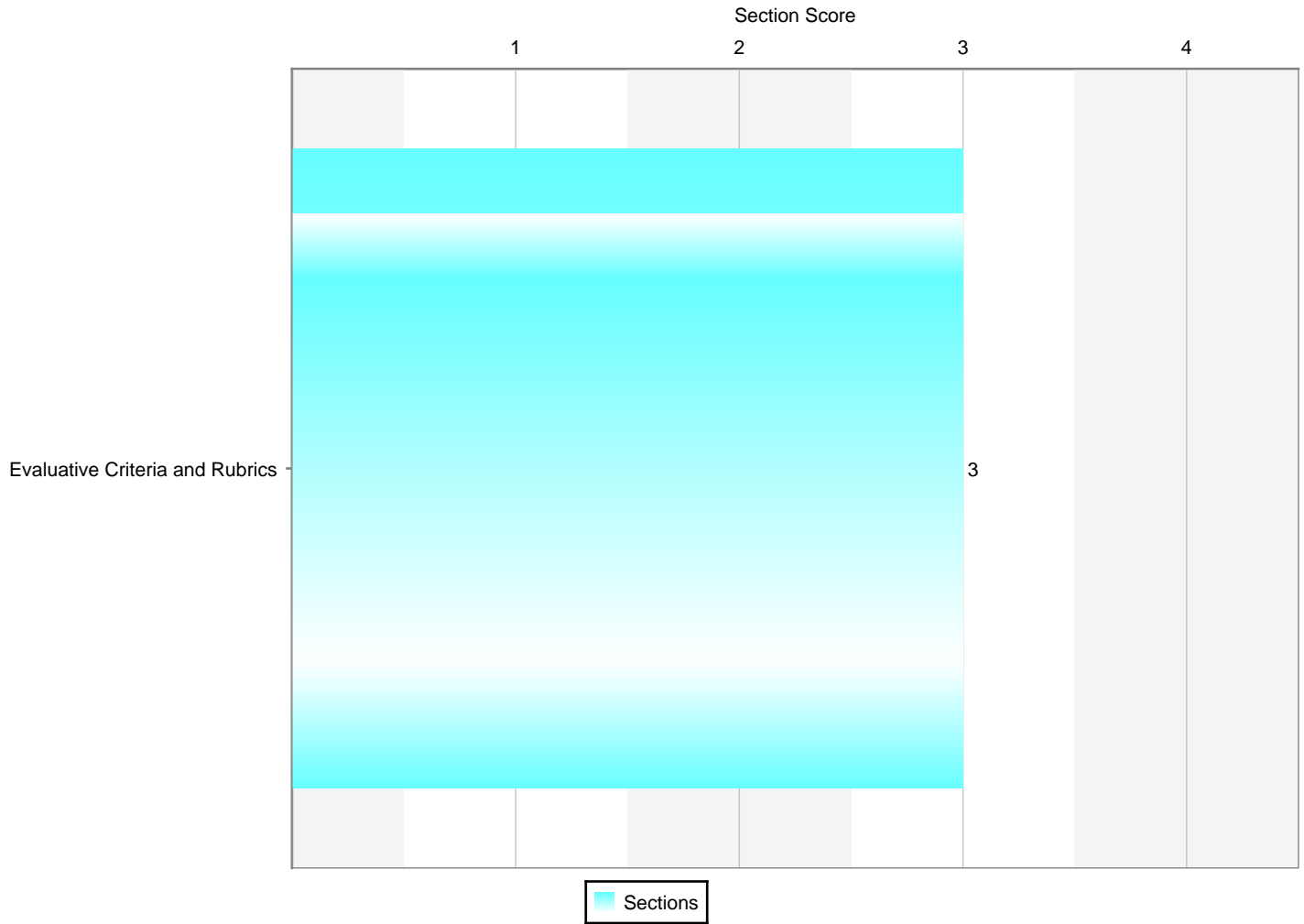
GMS will continue to host an annual Open House. The problems with bullying will continue to be addressed as will 6th grade adjustment to the middle school environment.

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

The written responses about lunchroom food remain consistent with the Open House survey regarding the school climate.

Report Summary

Scores By Section



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		Geneva Middle School Performance Worksheet 2014

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

All students in grades 6-8 who took the ACT Aspire Reading, scored 10% above the national average for Ready in the College and Career Readiness Benchmark.

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

Alabama Science Assessment shows a positive trend with a .09 on the Student Diagnostic Performance Worksheet Overall Student Performance.

Which area(s) indicate the overall highest performance?

The overall highest performance was the 8th Grade ACT Aspire Reading with 45 of 79 (57%) students scoring in the Ready or above College and Career Readiness Benchmark.

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

In comparison with the 2012-2013 ACCESS for EL test, the student scored 3.5 in Reading for 2013-2014, which was a 13% increase in Proficiency Level.

Between which subgroups is the achievement gap closing?

From the 2013-2014 ACT Aspire data, 26% of special education students and 28% of all students scored in the close range for Reading in college and career readiness standards, indicating that the gap is closing.

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

The ACCESS for EL improvement in Reading is consistent with all students grades 6-8 achieving higher College and Career Readiness Benchmarks in Reading on the Aspire.

Areas in Need of Improvement

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

On the ACT Aspire Math sub-test, only 75% of all students met the Ready or Close Benchmark.

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

The ACT Explore results show a negative trend in performance of the composite score from 2011-2012 of 15.1 to 2013-2014 of 14.7.

Which area(s) indicate the overall lowest performance?

8th grade students administered the ACT Aspire Math scored 3% lower (28%) than the national average (31%) in the Ready Benchmark.

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

The one ELL student scored a level II proficiency on the ARMT+ in both math and reading in 2012-2013. In 2013-2014 on the ACT Aspire Reading and Math he scored In Need of Assistance.

Between which subgroups is the achievement gap becoming greater?

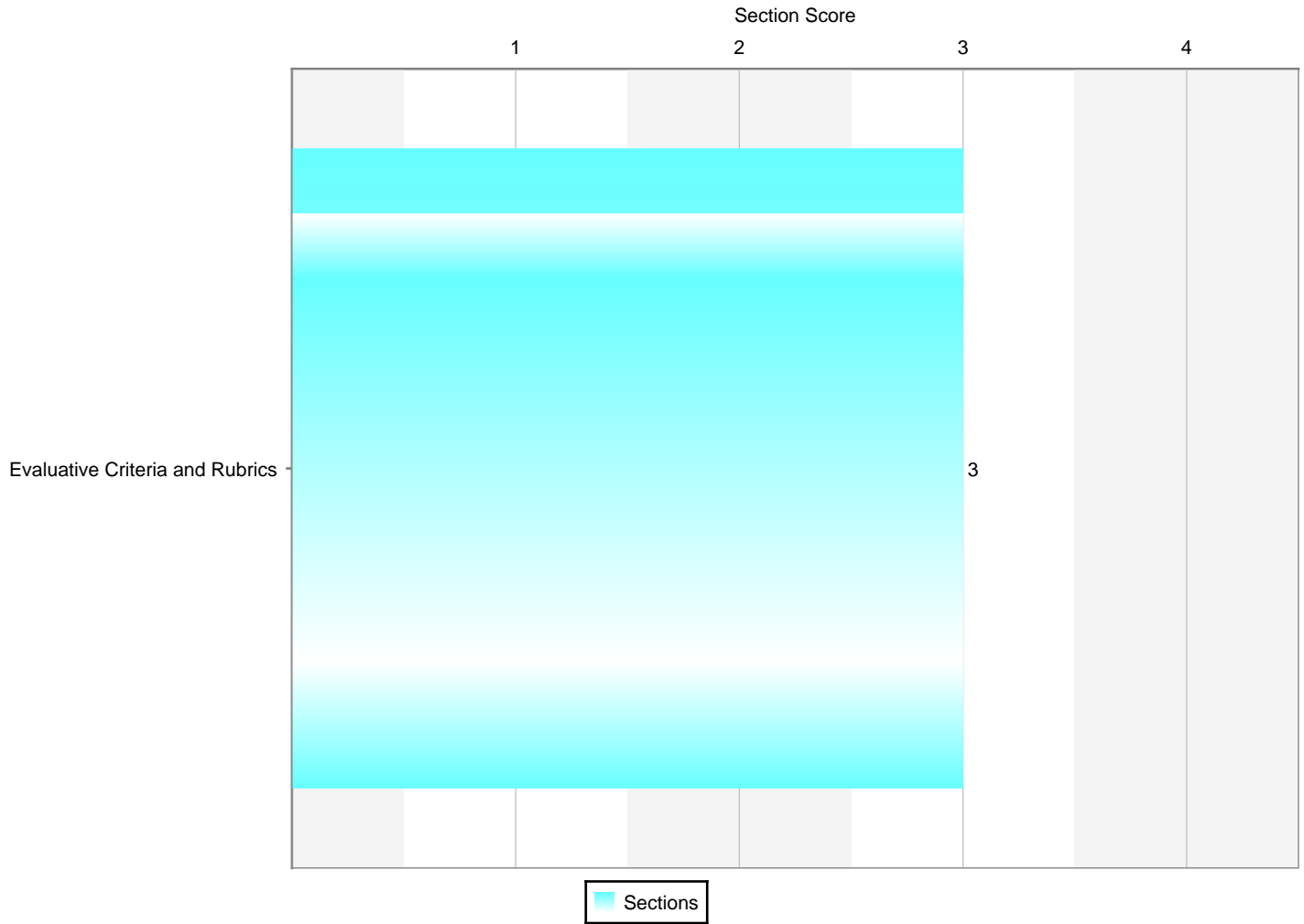
According to the ACT Aspire Math 25% of all students and 66% of special education students scored in Need of Assistance.

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

ACT Aspire Math Scores of 75% scoring the Ready or Close benchmark are consistent with Renaissance Place Star testing shows that 63% of all students are at or above proficiency for 2013-2014.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	This assurance is met by those on Geneva Middle School's Continuous Plan. Our principal, assistant principal, guidance counselor, three teachers, a parent, and our Federal Programs Director all work collaboratively to create this document. With a small system, these individuals wear multiple hats. For example, our assistant principal also teaches two math classes so he has input from the administrative side & the classroom viewpoint. Our Federal Programs Directors is also our Special Education Coordinator. Sign-in sheets are utilized at meetings throughout the year and are maintained on site.	

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	In accordance with the above referenced acts, Geneva Middle School is in compliance with all federal laws and regulations prohibiting discrimination. The system uses Teach in Alabama to post notices of all employment opportunities. Minority applicants are encouraged to apply. The Title IX Coordinator who is also our Superintendent is the contact in regards to any allegations of discrimination.	GCS Website Page

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.	Yes	The Superintendent, who is our Title IX Coordinator, is the designated employee who oversees the system's compliance with nondiscrimination policies. The name, position, and contact information of this individual is posted on the system's website as part of the personnel and employment information page.	GCS Website Page

ACIP

Geneva Middle School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	As part of our Title I requirements, Geneva Middle School has a Parent Involvement Policy and Plan. We also have a Parents' Right-to-Know which is published in our student handbook.	Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	As part of our Title I requirements, Geneva Middle School has a School-Parent Compact. Meetings were held with stakeholders to gather input to help form this compact.	GMS Parent-Student Compact

Geneva Middle School 30-60-90 Plan

Overview

Plan Name

Geneva Middle School 30-60-90 Plan

Plan Description

A plan to assist in closing the gap in state assessment scores between total school population and special education student population

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	Conduct a root cause analysis to identify possible sources of academic program needs	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	Improve students proficiency in reading	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$14041
3	Improve student's proficiency in mathematics	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$17279
4	Improve student's proficiency in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Conduct a root cause analysis to identify possible sources of academic program needs

Measurable Objective 1:

collaborate to identify and gather available resources and data by 02/06/2015 as measured by listing resources and data sources.

Strategy 1:

Data Identification and Compilation - Faculty members will gather and organize data for the three-year period 2011-2012 through 2014-2015.

Research Cited: ...State assessment and formative assessment along with STI.

Activity - Data Compilation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will gather and organize data from a variety of sources including but not limited to state assessment scores, progress monitoring results, discipline records, teacher attendance, and special education enrollment summaries for the three-year period in question.	Policy and Process	01/09/2014	02/08/2014	\$0	No Funding Required	School Administration , Guidance Counselor, and teachers

Strategy 2:

Identify and Utilize Outside Support Resources - Identify outside agencies, vendors, and organizations with knowledge of process analysis and intervention strategies for the purpose of 3rd-party review of current school data and practices.

Research Cited: ...

Activity - Observation and review of current practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State support agencies with background in targeted subject areas will visit the campus to observe and review current instructional policies and practices.	Policy and Process	01/09/2014	05/22/2015	\$0	No Funding Required	State academic support personnel including ARI and AMSTI specialist.

Goal 2: Improve students proficiency in reading

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 04/24/2015 as measured by data from the ACT Aspire.

Strategy 1:

Strategic Teaching - Teachers will implement ARI Strategic Teaching Strategies to increase reading proficiency. We will use strategies including Before, During, and After along with TWIRL. Also formative assessments utilizing STAR, lesson plans, small group instruction during the assigned Intervention period will be used as well. Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing.	Academic Support Program	08/08/2014	05/22/2015	\$2762	Title I Part A	Teachers
Activity - 6th Grade Skills Electives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program	08/08/2014	05/22/2015	\$0	Title I Schoolwide	Sixth Grade Reading Skills Teacher
Activity - Seventh and Eighth Grade Reading Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. e	Academic Support Program	08/08/2014	05/22/2015	\$0	State Funds	Seventh and Eighth Grade Reading Skills Teacher
Activity - After School Reading Tutorial Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program	08/08/2014	05/22/2015	\$11279	Title I Part A	Three certified teachers and one administrator
Activity - Star Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/08/2014	05/22/2015	\$0	Title I Schoolwide	All grade level reading teachers.

Goal 3: Improve student's proficiency in mathematics

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 04/24/2015 as measured by results from the ACT Aspire.

Strategy 1:

CCRS Math Strategies - They will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and style of students. Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in math.

Research Cited: Alabama Mathematics Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practices opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/08/2014	05/22/2015	\$6000	Title I Part A	Math teachers
Activity - Sixth Grade Math Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/08/2014	05/22/2015	\$0	Title I School Improvement (ISI)	Sixth Grade Math Skills Teacher
Activity - Seventh and Eighth Grade Math Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/08/2014	05/22/2015	\$0	Title I Schoolwide	Seventh and Eighth Grade Math Skills Teacher
Activity - After School Math Tutorial Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in math.	Academic Support Program	08/08/2014	05/22/2015	\$11279	Title I Part A	Three certified teachers and one administrator

Activity - Star Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Math Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/08/2014	05/22/2015	\$0	Title I Schoolwide	All grade level math teachers.

Goal 4: Improve student's proficiency in science.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in science standards contained in the Alabama Course of Study in Science by 04/24/2015 as measured by the data from the ACT Aspire.

Strategy 1:

AMSTI Science Strategies - Teachers will implement AMSTI strategies to increase proficiency in the science standards contained in the Alabama Course of Study.

Research Cited: Alabama Science Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts.	Academic Support Program	08/08/2014	05/22/2015	\$0	No Funding Required	Science Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Seventh and Eighth Grade Reading Skills Elective	Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. e	Academic Support Program	08/08/2014	05/22/2015	\$0	Seventh and Eighth Grade Reading Skills Teacher
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observation and review of current practices	State support agencies with background in targeted subject areas will visit the campus to observe and review current instructional policies and practices.	Policy and Process	01/09/2014	05/22/2015	\$0	State academic support personnel including ARI and AMSTI specialist.
AMSTI Inquiry Based Learning	Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts.	Academic Support Program	08/08/2014	05/22/2015	\$0	Science Teachers
Data Compilation	Faculty will gather and organize data from a variety of sources including but not limited to state assessment scores, progress monitoring results, discipline records, teacher attendance, and special education enrollment summaries for the three-year period in question.	Policy and Process	01/09/2014	02/08/2014	\$0	School Administration, Guidance Counselor, and teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI Inquiry Based Learning	Students are engaged in cooperative learning. Students are provided with many practices opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/08/2014	05/22/2015	\$6000	Math teachers

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TWIRL	The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing.	Academic Support Program	08/08/2014	05/22/2015	\$2762	Teachers
After School Reading Tutorial Program	An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program	08/08/2014	05/22/2015	\$11279	Three certified teachers and one administrator
After School Math Tutorial Program	An after school tutorial program is provided to students that have been identified as needing additional assistance in math.	Academic Support Program	08/08/2014	05/22/2015	\$11279	Three certified teachers and one administrator
Total					\$31320	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Sixth Grade Math Skills Elective	Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/08/2014	05/22/2015	\$0	Sixth Grade Math Skills Teacher
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
6th Grade Skills Electives	Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program	08/08/2014	05/22/2015	\$0	Sixth Grade Reading Skills Teacher
Seventh and Eighth Grade Math Skills Elective	Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/08/2014	05/22/2015	\$0	Seventh and Eighth Grade Math Skills Teacher
Star Math	Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Math Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/08/2014	05/22/2015	\$0	All grade level math teachers.

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Star Reading	Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/08/2014	05/22/2015	\$0	All grade level reading teachers.
Total					\$0	

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

The parents that attended the parent meeting on September 16, 2014 were given the opportunity to give their input on the current plan. The system's federal programs coordinator used a power point to explain what Title I means to the stakeholders of Geneva Middle School. GMS will hold flexible meeting times to accommodate parent schedules. This meeting was promoted through parent letters, news media, and flyers. The 1% set-aside fund is not applicable for Geneva City Schools.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Geneva Middle School will hold flexible meeting times to accommodate parent schedules. During the parent meeting held on September 16, 2014 parents were provided with the objectives and goals of the school wide plan. If parents disagree with any aspect or component of the school wide plan they may schedule an appointment with the principal or the federal programs coordinator to discuss their concerns. Geneva City Schools receive less than \$500,000 (\$370,620) for Title I for the school year 2014-2015 preventing any funds to be allocated for parent involvement.

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.

At our annual meeting for parents, held at the beginning of the school year, Geneva Middle School will present information about its Title I program to the public. During this meeting, teachers describe the curriculum that will be used for the school year and how it relates to the College and Career Ready Standards. Information is provided to the parents as it relates to both state and formative assessments. They will also learn how to schedule parent teacher conferences. In addition, students and parents will be provided a student handbook which includes more detail information about these topics.

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).

Each child and parent receives the Geneva Middle School Parent Compact at the beginning of the school year. Parents are asked to sign and return to school this document signifying their commitment to working in partnership with the school and their child to ensure that their child is successful in school. Geneva Middle School has also included a "Tip" sheet to be utilized in meeting student success.

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

Geneva Middle School's CIP is posted on the school website. Parents can also request a hard-copy here at school. Parents can email suggestions or concerns as it relates to the CIP. Parents are also welcomed to schedule a conference with the principal or any faculty member to discuss the CIP.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Geneva Middle School will accomplish much of this through its annual parents meeting. 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. Parent surveys are utilized at the Open House each year to help build capacity for parental involvement.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Geneva Middle School will accomplish much of this through its annual parents meeting. 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. Parent surveys are utilized at the Open House each year to help build capacity for parental involvement.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

coordinate parent programs, and build ties between parents and the school. (Describe)

The faculty and staff of Geneva Middle School will work with parents to provide materials and training necessary to improve each child's academic achievement.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The faculty and staff of Geneva Middle School will work with parents to provide materials and training necessary to improve each child's academic achievement.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Geneva Middle School will make every effort to work with parents in meeting their request as related to the involvement in their children's education. Faculty and grade level meeting's are held to stress the importance of parental involvement.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Parent information such as pamphlets, fliers, and booklets will be made available. When parents are better informed they are more likely to attend, participate, and support student and school activities.

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

Geneva Middle School has one non-English speaking student. A conscience effort is made to make sure that any communication is sent home to parents that it is clear, concise, and easily understood. Geneva City Schools has a EL coordinator who can assist in verbal communications as needed.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The Geneva Middle School CIP Leadership Team met in July to review the Continuous Improvement Plan in order to revise and update. Once the state assessment reports were received, the team met in September to continue the revision process and to begin the analysis and interpretation of the various data streams. Assessment data utilized was primarily the ACT Aspire scores. Other data incorporated were the School Incident Report, EducateAlabama, Renaissance STAR Math and Reading scores, EXPLORE, Algebra I end of course exam and the GMS parent/student/staff survey. The results of the ACT Aspire assessments were shared with the faculty at the October faculty meeting and a discussion was held regarding CIP related goals in reading and math. From August through October, the Leadership Team and various faculty members met at intervals to continue documentation of data within the plan. The data recorded in the Summary of Needs section were used to revise the plan's goals and strategies. In October, team members met to begin finalization of the CIP draft. Copies were then distributed to committee parents and GMS faculty members to review and provide input. Suggestions from parents and faculty were incorporated, and the CIP draft was completed and presented to the Geneva City Board of Education for approval on October 6th, 2014.

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

The strengths and weaknesses were identified as they relate to student assessment data. It showed our Highly Qualified Teachers and identified strengths and weaknesses with the Educate Alabama Evaluation System. We identified strengths and weaknesses using student discipline, student attendance, student reading and comprehension of different genres of literature, teacher attendance and teacher retention. We analyzed the parent perceptions and parents' needs. We analyzed the alignment of the curriculum, instructional materials, instructional strategies, and or extended learning opportunities.

3. What conclusions were drawn from the results?

The conclusions that were drawn show the following:

Alabama Science Assessment for seventh grade

Strengths

On the Alabama Science Assessment 76 % of seventh grade students tested met or exceeded standards.

Strength: Standard 3 Relate major tissues and organs or the skeletal, and circulatory, reproductive, muscular, respiratory, nervous, and digestive systems to their functions.

Weakness: Standard 11 Identify Mendel's laws of genetics

ACT EXPLORE for eighth grade

Strength: In the area of science, students improved from 15.9 in 2012-2013 to 16.1 in 2013-2014 and in math improved from 14.7 in 2012-2013 to 14.8 in 2013-2014.

Weakness: In the area of reading students scores decreased from 14.8 in 2012-2013 to 14.0 in 2013-2014.

On the ACCESS test, the only ELL student enrolled scored 4.0, which did not qualify him to exit the program.

Strength: The student was proficient in oral language, speaking, and listening.

Weakness: The student's primary weakness was writing.

No students took the AAA last year.

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

Strength: The GMS student attendance rate in 2013-2014 was 95%.

Strength: There were no students retained for the 2013-2014 school year.

Strength: There has been a decrease in out of school student suspensions by 23% and a decrease in the number of students receiving corporal punishment by 17%.

Weakness: Student discipline has seen an increase in the number of students sent to ISS by 3%.

EducateAlabama show these strengths and weaknesses.

Strengths:

- 1) Content knowledge- Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills. (58% Integrating/Innovating)
- 2) Teaching and Learning- Maintains evidence and records of learning performance to communicate progress. (75% Integrating/Innovating)
- 3) Professionalism- Promotes professional ethics and integrity (83% Integrating/Innovating)

Weaknesses:

- 1) Diversity- Supports learners to accelerate language acquisition by utilizing their native language and linguistic background (71% Emerging)
- 2) Literacy- Integrates narrative and exploratory reading strategies across the curriculum (50% Emerging)
- 3) Diversity- Guides second-language acquisition by utilizing English Language Proficiency strategies to support learning. (63% Emerging)

AdvanceEd Staff Survey

Strength:

- 1) Our school's purpose statement is clearly focused on student success. (average score is 4.67)
- 2) Our school provides qualified staff members to support student learning. (average score is 4.71)

Weakness:

- 1) In our school, staff members provide peer coaching to teachers. (average score is 3.83)
- 2) In our school, all school personnel regularly engage families in their children's learning progress. (average score is 3.92)

AdvanceEd Student Survey

Strength:

- 1) In my school, the principal and teachers have high expectations of me. (average score is 4.3)
- 2) In my school, teachers work together to improve student learning. (average score is 4.23)

Weakness:

- 1) In my school, students help each other even if they are not friends. (average score is 3.19)

2) All of my teachers change their teaching to meet my learning needs. (average score is 3.31)

AdvanceEd Parent Survey**Strength:**

- 1) Our school has high expectations for students in all classes. (average score is 4.42)
- 2) Our school provides qualified staff members to support student learning. (average score is 4.42)

Weakness:

- 1) My child has up-to-date computers and other technology to learn (average score is 3.67)
- 2) Our school ensures the effective use of financial resources (average score is 3.67)

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

The school goals at GMS are connected because the priority needs, weaknesses, and the needs assessments were identified and are being addressed according to all of the data that was reviewed from the school year 2013-2014.

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

The goals portray a clear and detailed analysis of multiple of types of data because the CIP team looked at the data it received from the tests that the students had taken. The data came from the ACT Aspire, ACT EXPLORE, STAR, ASA, and ACCESS for ELs.

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

The reading goals address all students in grades 6-8 that attend Geneva Middle School. The mathematics goals address all students that attend Geneva Middle School as well. The English Proficiency goals for EL students address the needs of the EL students in grades 6-8 (Geneva Middle School had one EL student for 2013-2014). The goals and strategies set for school attendance, discipline, and increasing teacher attendance all address the needs of the entire school. If all of these things are improved upon, the school environment will be more conducive to learning and working.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

Improve students proficiency in reading

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 04/24/2015 as measured by data from the ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will implement ARI Strategic Teaching Strategies to increase reading proficiency. We will use strategies including Before, During, and After along with TWIRL. Also formative assessments utilizing STAR, lesson plans, small group instruction during the assigned Intervention period will be used as well. Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.

Research Cited:

Activity - 6th Grade Skills Electives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program			08/08/2014	05/22/2015	\$0 - Title I Schoolwide	Sixth Grade Reading Skills Teacher

Activity - After School Reading Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program			08/08/2014	05/22/2015	\$11279 - Title I Part A	Three certified teachers and one administrator

Activity - Seventh and Eighth Grade Reading Skills Elective	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program			08/08/2014	05/22/2015	\$0 - State Funds	Seventh and Eighth Grade Reading Skills Teacher

Activity - TWIRL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing.	Academic Support Program			08/08/2014	05/22/2015	\$2762 - Title I Part A	Teachers

Goal 2:

Improve student's proficiency in mathematics

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 04/24/2015 as measured by results from the ACT Aspire.

Strategy1:

CCRS Math Strategies - They will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and style of students. Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in math.

Research Cited: Alabama Mathematics Course of Study

Activity - Seventh and Eighth Grade Math Skills Elective	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program			08/08/2014	05/22/2015	\$0 - Title I Schoolwide	Seventh and Eighth Grade Math Skills Teacher

Activity - After School Math Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in math.	Academic Support Program			08/08/2014	05/22/2015	\$11279 - Title I Part A	Three certified teachers and one administrator

Activity - Sixth Grade Math Skills Elective	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program			08/08/2014	05/22/2015	\$0 - Title I Part A	Sixth Grade Math Skills Teacher

Goal 3:

Improve student's proficiency in science.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in science standards contained in the Alabama Course of Study in Science by 04/24/2015 as measured by the data from the ACT Aspire.

Strategy1:

AMSTI Science Strategies - Teachers will implement AMSTI strategies to increase proficiency in the science standards contained in the Alabama Course of Study.

Research Cited: Alabama Science Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts.	Academic Support Program			08/08/2014	05/22/2015	\$0 - No Funding Required	Science Teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

Prepare and support teachers and leaders to graduate college-and career-ready students

Measurable Objective 1:

demonstrate a proficiency in integrating technology in classrooms by 05/22/2015 as measured by lesson plans, peer observations, and administrative observations as measure by EducateAlabama.

Strategy1:

Professional Development - Professional development opportunities will be given to develop innovative products and processes using technology.

Research Cited: <http://technologyinmotion.alsde.edu/> and <http://elearning.atim.cc/>

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification. Technology in Motion offers professional development classes in reference to technology.	Professional Learning			08/08/2014	05/22/2015	\$0 - No Funding Required	All faculty have access to these opportunities.

Goal 2:

Conduct a root cause analysis to identify possible sources of academic program needs

Measurable Objective 1:

collaborate to identify and gather available resources and data by 02/06/2015 as measured by listing resources and data sources.

Strategy1:

Data Identification and Compilation - Faculty members will gather and organize data for the three-year period 2011-2012 through 2014-2015.

Research Cited: ...State assessment and formative assessment along with STI.

Activity - Data Compilation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will gather and organize data from a variety of sources including but not limited to state assessment scores, progress monitoring results, discipline records, teacher attendance, and special education enrollment summaries for the three-year period in question.	Policy and Process			08/08/2014	12/19/2014	\$0 - No Funding Required	School Administration, Guidance Counselor, and teachers

Goal 3:

Improve student's proficiency in mathematics

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 04/24/2015 as measured by results from the ACT Aspire.

Strategy1:

CCRS Math Strategies - They will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and style of students. Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in math.

Research Cited: Alabama Mathematics Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practices opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program			08/08/2014	05/22/2015	\$6000 - Title I Part A	Math teachers

Goal 4:

Improve students proficiency in reading

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 04/24/2015 as measured by data from the ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will implement ARI Strategic Teaching Strategies to increase reading proficiency. We will use strategies including Before, During, and After along with TWIRL. Also formative assessments utilizing STAR, lesson plans, small group instruction during the assigned Intervention period will be used as well. Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.

Research Cited:

Activity - TWIRL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing.	Academic Support Program			08/08/2014	05/22/2015	\$2762 - Title I Part A	Teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Improve students proficiency in reading

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 04/24/2015 as measured by data from the ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will implement ARI Strategic Teaching Strategies to increase reading proficiency. We will use strategies including Before, During, and After along with TWIRL. Also formative assessments utilizing STAR, lesson plans, small group instruction during the assigned Intervention period will be used as well. Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.

Research Cited:

Activity - Star Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program			08/08/2014	05/22/2015	\$0 - Title I Schoolwide	All grade level reading teachers.

Activity - After School Reading Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program			08/08/2014	05/22/2015	\$11279 - Title I Part A	Three certified teachers and one administrator

Goal 2:

Improve student's proficiency in mathematics

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 04/24/2015 as measured by results from the ACT Aspire.

Strategy1:

CCRS Math Strategies - They will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and style of students. Students that are identified as having difficulty in math are encouraged to select as their

elective a supplemental support class to reinforce math skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in math.

Research Cited: Alabama Mathematics Course of Study

Activity - After School Math Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in math.	Academic Support Program			08/08/2014	05/22/2015	\$11279 - Title I Part A	Three certified teachers and one administrator

Activity - AMSTI Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practices opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program			08/08/2014	05/22/2015	\$6000 - Title I Part A	Math teachers

Activity - Star Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Math Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program			08/08/2014	05/22/2015	\$0 - Title I Schoolwide	All grade level math teachers.

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

Goal 1:

Improve student's proficiency in mathematics

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 04/24/2015 as measured by results from the ACT Aspire.

Strategy1:

CCRS Math Strategies - They will use differentiated instruction where the students are engaged in cooperative learning. The students will be

provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and style of students. Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in math.

Research Cited: Alabama Mathematics Course of Study

Activity - After School Math Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in math.	Academic Support Program			08/08/2014	05/22/2015	\$11279 - Title I Part A	Three certified teachers and one administrator

Goal 2:

Improve students proficiency in reading

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 04/24/2015 as measured by data from the ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will implement ARI Strategic Teaching Strategies to increase reading proficiency. We will use strategies including Before, During, and After along with TWIRL. Also formative assessments utilizing STAR, lesson plans, small group instruction during the assigned Intervention period will be used as well. Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.

Research Cited:

Activity - After School Reading Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program			08/08/2014	05/22/2015	\$11279 - Title I Part A	Three certified teachers and one administrator

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

Goal 1:

Improve student's proficiency in mathematics

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 04/24/2015 as measured by results from the ACT Aspire.

Strategy1:

CCRS Math Strategies - They will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and style of students. Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in math.

Research Cited: Alabama Mathematics Course of Study

Activity - After School Math Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in math.	Academic Support Program			08/08/2014	05/22/2015	\$11279 - Title I Part A	Three certified teachers and one administrator

Activity - Sixth Grade Math Skills Elective	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program			08/08/2014	05/22/2015	\$0 - Title I School Improvement (ISI)	Sixth Grade Math Skills Teacher

Activity - Seventh and Eighth Grade Math Skills Elective	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program			08/08/2014	05/22/2015	\$0 - Title I Schoolwide	Seventh and Eighth Grade Math Skills Teacher

Goal 2:

Improve students proficiency in reading

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 04/24/2015 as measured by data from the ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will implement ARI Strategic Teaching Strategies to increase reading proficiency. We will use strategies

including Before, During, and After along with TWIRL. Also formative assessments utilizing STAR, lesson plans, small group instruction during the assigned Intervention period will be used as well. Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.

Research Cited:

Activity - After School Reading Tutorial Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program			08/08/2014	05/22/2015	\$11279 - Title I Part A	Three certified teachers and one administrator

Activity - Seventh and Eighth Grade Reading Skills Elective	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. e	Academic Support Program			08/08/2014	05/22/2015	\$0 - State Funds	Seventh and Eighth Grade Reading Skills Teacher

Activity - 6th Grade Skills Electives	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program			08/08/2014	05/22/2015	\$0 - Title I Schoolwide	Sixth Grade Reading Skills Teacher

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

Goal 1:

Prepare and support teachers and leaders to graduate college-and career-ready students

Measurable Objective 1:

demonstrate a proficiency in integrating technology in classrooms by 05/22/2015 as measured by lesson plans, peer observations, and administrative observations as measure by EducateAlabama.

Strategy1:

Professional Development - Professional development opportunities will be given to develop innovative products and processes using technology.

Research Cited: <http://technologyinmotion.alsde.edu/> and <http://elearning.atim.cc/>

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification. Technology in Motion offers professional development classes in reference to technology.	Professional Learning			08/08/2014	05/22/2015	\$0 - No Funding Required	All faculty have access to these opportunities.

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Engage and empower the learner through technology

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in conducting research, preparing reports, completing assignments, and collaborating on projects using appropriate digital tools and resources in Social Studies by 05/22/2015 as measured by the students reports and their final projects that demonstrate mastery of State Course of Study standards.

Strategy1:

Technology-rich learning environments - Topics will be chosen throughout the eighth grade history classes. Research will be completed in the middle school computer lab using online resources. Once the research is obtained, Prezi presentations will be created and later presented to individual classes.

Research Cited: <http://alex.state.al.us/standardAll.php?grade=8&subject=T1&summary=2>

Activity - Prezi Presentations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prezi presentations will be completed after topics are chosen and research is compiled. These presentations will be shared with classes for further learning.	Technology			10/01/2014	05/22/2015	\$0 - No Funding Required	The eighth grade history teacher will be responsible for monitoring these projects.

Goal 2:

Prepare and support teachers and leaders to graduate college-and career-ready students

Measurable Objective 1:

demonstrate a proficiency in integrating technology in classrooms by 05/22/2015 as measured by lesson plans, peer observations, and administrative observations as measure by EducateAlabama.

Strategy1:

Professional Development - Professional development opportunities will be given to develop innovative products and processes using technology.

Research Cited: <http://technologyinmotion.alsde.edu/> and <http://elearning.atim.cc/>

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification. Technology in Motion offers professional development classes in reference to technology.	Professional Learning			08/08/2014	05/22/2015	\$0 - No Funding Required	All faculty have access to these opportunities.

Goal 3:

Improve student's proficiency in science.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency in science standards contained in the Alabama Course of Study in Science by 04/24/2015 as measured by the data from the ACT Aspire.

Strategy1:

AMSTI Science Strategies - Teachers will implement AMSTI strategies to increase proficiency in the science standards contained in the Alabama Course of Study.

Research Cited: Alabama Science Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts.	Academic Support Program			08/08/2014	05/22/2015	\$0 - No Funding Required	Science Teachers

Component 3: Instruction by Highly Qualified Staff

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

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

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

Each year the counselor and the principal create a plan that will ensure all the classes offered will adhere to highly qualified requirements.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Geneva Middle School had no teacher turnover from the previous year. The counselor accepted a position at the board of education office as the system's federal program coordinator/special education coordinator. A certified/highly qualified counselor was hired to replace her vacancy.

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

Geneva Middle School has no novice teachers. Teachers range of experience ranges from a minimum of 3 years of experience to a maximum of 37 years of experience. Twelve of the certified staff has a Bachelor's Degree and 13 have a Master's Degree. GMS has one teacher with 0 to 5 years teaching experience; 5 teachers with 6 to 10 years teaching experience; 15 teachers with 11 to 19 years of teaching experience, and 5 teachers with over 20 years of teaching experience.

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

Geneva Middle School has been in operation for the past 25 years. Their has been very little turnover during this time, except for retiree or promotions within our system. When vacancies come available, it is posted on Teach Alabama website with other local postings. When a new employee joins the staff a mentor is assigned to him/her to assist them with the day to day duties of the school. The principal will also conduct a new employee orientation for them. The CSFO will also conduct a new employee orientation for them explaining payroll, sick leave, insurance, etc... There are no teachers on the staff that does not meet HQ status.

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

The strategies that the school has implemented to retain highly qualified teachers are: Posting vacancies on the Teach Alabama website, local system website, newspapers, and local postings. The working relationships between teachers and administrators has always been a strong credential. A new orientation seminar is held for all new employees. Professional development opportunities are available each year, including paid leave for teachers seeking to improve their teaching skills. Geneva Middle School has been a host school for other surrounding schools for AMSTI implementation. The district also provides monetary supplements when responsibilities go beyond those defined as a teacher.

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

Geneva Middle School does not have a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Geneva Middle School provides professional growth in many areas. Geneva Middle School is a AMSTI school. Science teachers completed two weeks of training for two consecutive years. The science teachers have remained in their assigned grade levels since the training seven years ago. The math teachers completed eight days of training during the summer of 2014. AMSTI math training was needed as a result of reassignments and a retiree. All teachers are currently being trained using the Strategic Teaching Model hosted by ARI to help promote high levels of active engagement and student learning. Teachers have also utilized Technology in Motion professional development hosted on this campus. For two consecutive years the teachers were provided training on the use of the SmartBoard to increase instructional technology integration in the classroom. Formative student assessment data training has been provided by both Renaissance Learning and Scantron-Global Scholars. Many teachers utilize professional development workshops hosted by the Southeast Alabama Regional Inservice Center. The administration along with a lead teacher attends the CCRS training quarterly each year to provide turn around training for faculty and staff.

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

Geneva Middle School provides professional growth in many areas. Geneva Middle School is a AMSTI school. Science teachers completed two weeks of training for two consecutive years. The Science teachers have remained in their assigned grade levels since the training seven years ago. The math teachers completed eight days of training during the summer of 2014. AMSTI math training was needed as a result of reassignments and a retiree. All teachers have been trained using the Strategic Teaching Model hosted by ARI to help promote high levels of active engagement and student learning. Teachers have also utilized Technology in Motion professional development hosted on this campus. Two consecutive years the teachers were provided training on the use of the SmartBoard to increase instructional technology integration in the classroom. Formative student assessment data training has been provided by both Renaissance Learning and Scantron-Global Scholars. Many teachers utilize professional development workshops hosted by the Southeast Alabama Regional Inservice Center. The administration along with a lead teacher attends the CCRS training quarterly each year to provide turn around training for faculty and staff. Parents received INOW Home Portal utilization credentials during our well attended (87% of stakeholders) open house. They also were provided information pertaining to the Renaissance Home Connect student progressions in their language arts classes.

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

New teachers are paired with veteran teachers to assist with day to day school operations and procedures. Assistance includes utilizing Information NOW for grade book, attendance, and other pertinent applications. The principal provides an orientation for school procedures and polices before the beginning of school each year during an inservice. Each teacher is required to conduct two peer observations each year and collaborate with their colleague after the observation. One of the two observations is in their assigned subject area, while the other is not. The administration uses EducateAlabama as a tool to help create dialogue for new and inexperienced teachers.

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

The faculty and staff of Geneva Middle School has sustained an ongoing professional development in the areas of Strategic Teaching (supported by ARI), AMSTI math and science (supported by AMSTI Regional Specialist), College and Career Ready Standards (supported by Alabama State Dept. of Education), and technology integration (supported by Smartboard Technologies). The goal is to make sure teachers are comfortable in their classrooms in order to enhance student learning.

Component 6: Transition Strategies

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

Geneva Middle School provides the following activities to facilitate the transition process for students as they advance from the elementary school to middle school and move from the middle school to the high school:

1. GMS counselor visits the fifth grade classes to review classes at GMS.
2. Fifth grade students visit the middle school in May for orientation, lunch, tour the campus, and vote in SCA elections.
3. School supply list are published in the newspaper and are posted at the school and local businesses prior to the beginning of the school year and can be found on the school website.
4. Eighth grade students complete the "Kuder Career Inventory" during the school year.
5. Eighth grade students are given the requirements for high school graduation and a description of the courses. The information is also sent home to parents.
6. Eighth grade students take part in the high school SCA assembly and election.
7. FFA students talk to eighth grade students about the FFA program at the high school.
8. Open house before school begins to learn location of classes and meet their new teachers.

Component 7: Teacher Participation in Making Assessment Decisions

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

Due to the fact state assessment results were not received until late September , other than 7th grade Alabama Science Assessment and EXPLORE for the 8th grade, Geneva Middle School used formative assessment generated from STAR Assessments, Global Scholar Assessments, and teacher created test. The Algebra I teacher utilized the state end of course exam to help identify weaknesses in student achievement as it related to Algebra I. Specifically the math and language arts teachers were provided, before the school year, a detailed description of the strengths and weaknesses of their students. The principal, counselor, and lead teachers looked at the findings to help create a plan to help improve student achievement. ACT Aspire scores will be used to help steer decisions as it become available. The principal and assistant principal utilize this data as a source of dialog when evaluating teachers through EducateAlabama.

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

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

Formative assessments for both STAR reading and math, along with end of subject test in Algebra I, EXPLORE, and ACT Aspire (waiting on results) data is used to identify students who are experiencing difficulty achieving the performance levels that have been established by the Alabama Department of Education. Our after school program along with school day interventions are utilized to help get them to a proficient level. Student can also benefit from PST (Problem Solving Team). Once a student is placed on PST, a detailed plan of interventions will be utilized for their identified weaknesses.

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

Struggling students that have been identified are requested to become students in the after school program. The students enrolled in the program receive instruction in reading and math. The emphasis of the after-school program is remediation and preparation for state assessments. Additionally, time is provided during each session for homework completion and any assistance needed is provided. Program sessions occur twice weekly and are an hour and thirty minutes in duration. Students that have been identified also have an opportunity to choose as their elective a skills math, language arts, or science class as their elective.

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

Teachers are currently being trained using Strategic Teaching Practices provided by ARI. In addition, both math and science teachers utilize their training provided by AMSTI. With these practices, teachers have been provided teaching techniques that help with differentiated instruction. Along with various technology services and instructional websites, teachers expose students with an assortment of instructional strategies.

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

After data meetings have been completed, students identified that need academic reinforcement skills are given the opportunity to be part of the after school program. The after school program meets two days each week for a hour and half in duration. Small group instruction is provided by a certified teacher. Emphasis is placed on language arts and math skills. A portion of the program consist in helping students with homework. Students that have internet access at home are also provided with their textbook online along with computer based tutorials. Many teachers provide their own time for students having difficulty before and after school hours.

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

We will continue and expand professional learning in research based strategies for students from diverse backgrounds. During this current year, each faculty member received training from a certified MCS (Managing Crisis Safely) trainer which provided techniques to help teachers have a better understanding of what causes behaviors in diverse populations. Geneva Middle School has established a community organization called PRIDE (Parents Responsible In Developing Education). This organization helps secure support for the students that are economically disadvantaged. The school works along with the Geneva County Juvenile Authorities for delinquent students.

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

Geneva Middle School has an organization called PRIDE (Parents Responsible In Developing Education). This organization helps economically disadvantaged students by providing school supplies, classroom and membership fees as well as field trip monies. Economically disadvantaged families receive free or reduced breakfast and lunch. Students receive additional assistance through the Intervention period imbedded in the middle school schedule. Students preparing for non traditional fields are addressed through the Alabama Career Information Kuder System Career Interest Assessment and Skills Confidence Assessments taken in the 8th grade. A four year plan is then developed to identify strengths and interest as related to the students education during his/her high school career. Students will then have the opportunity to participate in free technical dual enrollment classes though the Workforce Development Grant, after the transition to Geneva High School. The procedure for dealing with single parents, include setting up conferences at a convenient time for the parent, and offering guidance counseling services for students, at the parent request, to deal with relevant issues concerning single parent families. Also, the After School Program assist students with homework, reading skills improvement, math skills improvement and provides a free snack. This program also assist the English Language learner (1) student that we currently have.

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

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

Our needs assessment is always our priority in these plans. Once the needs assessment is completed, we are able to begin determining our goals. Throughout the goal-writing process, we determine a plan as to how to successfully reach these goals. We coordinate our programs in the best way possible to help achieve the goals. For example, improving both math and reading are almost always a goal of ours. In order to do that, we integrate many different things. For instance, funding is provided for the after-school program. Funding is also provided for these students to have a snack after school. This program gives the students extra assistance they would not receive otherwise. Funding is provided for class size reduction. We are fortunate to have smaller student to teacher ratios than other systems which in turn helps the students. Progress monitoring is provided by federal funds that allows us to continually monitor both reading and math progress in classes. This progress monitoring is also a tool used for interventions with our students on PST.

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

State programs include foundation units and the Kuder Career Assessment. Federal programs includes funding for the following: after-school program, STAR/Renaissance program, supplies, technology, and teacher units (salaries and benefits). Local programs include the Wiregrass Hope Group and various guest speakers from the community. After we complete the needs assessment, we begin planning our goals and working on strategies to reach these goals.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal, state, and local services are coordinated in order to support our schoolwide goals. For example, it was found that bullying was a problem in our physical education classes. Therefore, when we gained an extra teacher unit, we were able to separate the grade levels to help alleviate some of the problems. We purchased a set of books to help with bullying in our sixth grade classes. Our counselor teaches lessons with that each year. We are unable to offer vocational and technical education at our building; however, we bring awareness to it when our eighth graders develop their four-year plans. Our students and guidance counselor, along with the career coach at the high school, use the Kuder Career Assessment in order to help develop these plans. We have a local organization that presents lessons to our students on an annual basis. They visit our sixth, seventh, and eighth classes each year and present lessons on things such as decision making, better choices, abstinence, etc. Our goals do not include nutrition programs, other than the free snack provided to the participants of the after school program, housing programs, Head Start, adult education, or job training since they are not applicable to the grade levels found at our school.

Component 10: Evaluation

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

The school evaluates the implementation of the school wide plan. The CIP team meets to review, monitor, and adjust the plan as needed. Perception surveys from all stakeholders, assessment results (including both state and formative assessments), promotion/retention list and other pertinent information are all used by the CIP team including the Federal Programs Coordinator to monitor the plan. The end of the year evaluation allows us to identify strengths and weaknesses in the plan.

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

Until this past year, we utilized the testing results from the ARMT+, which was one of the determining factors if the school made AYP. This current year we are using formative assessments from STAR reading and math, along with ASA and Explore. The new data for the ACT ASPIRE arrived in late September, which we will utilize in helping steer decisions for the schoolwide program.

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

All assessments given at Geneva Middle School is utilized to help determine if achievement is occurring, especially with struggling students. Both formative and summative results are a resource to determine if achievement is occurring. Students that are identified as struggling will be strongly encouraged to take advantage of the after school program. Teachers also use the Intervention Period to provide assistance to students that have been identified as needing some extra help. Students are tracked with the progress monitoring tool that is available through STAR math and reading. Students may also be placed on PST (Problem Solving Team) to be provided with a detailed plan of interventions to help students succeed. If the students does not show progressions with PST they maybe referred for testing.

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

The CIP is a working document. Each year the Continuous Improvement Plan Committee meets to revise the plan. Data is screened and interpreted for all the new stakeholders. Startegies are then created to help overcome areas of concern. The CIP committee will meet whenever necessary to revise any concers or need as they arise.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	13.18

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.5

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	13.18

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	624491.06

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	75640.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	34945.5

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	58335.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	49329.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	0.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total

842,740.56

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Here is a breakdown of the money:

\$235468.51 - Salaries (3.59 teachers) and benefits

\$2400.00 - Contract subs

\$49.00 - Postage

\$2262.00 - Supplies

\$6622.03 - Software

\$4000.00 - Non-capitalized computers

\$3000.00 - Professional development

\$3706.20 - Focus (1 %)

\$11279.53 - After School Program (salaries/benefits)

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	268787.28

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

We do not receive these funds.

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Here is a breakdown of the expenses:

\$57663.81 - Salary (91 % of a teacher)/benefits

\$270.19 - Contract subs

\$113.00 - Materials and supplies

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Geneva Middle School

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	58047.0

Title III: For English Language Learners**Provide a brief explanation and a breakdown of expenses.**

We do not receive these funds.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools**Provide a brief explanation and a breakdown of expenses.**

We do not receive these funds.

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools**Provide a brief explanation and a breakdown of expenses.**

We do not receive these funds.

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)**Provide a brief explanation and a breakdown of expenses.**

We do not receive these funds.

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)**Provide a brief explanation and a breakdown of expenses.**

We do not receive these funds.

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

We do not receive these funds.

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

We do not receive these funds.

Label	Question	Value
2.	Local Funds Provide the total.	0.0