

ACIP

Geneva County Elementary School

Geneva County 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 County Elementary School is a kindergarten through fifth grade public school serving the children of Hartford, Alabama. Hartford is a rural area located in Geneva County in the southeast corner of Alabama with a population of 2,624. Geneva County Elementary serves 390 students with a staff of 33 employees to include: Certified Teachers/Administrators - 29, Non-Certified Personnel - 3, and Contract Aide -1. A unique challenge facing our school is the poverty rate which has grown from 62 percent to 70 percent over the past several years. The persons falling below the poverty level in Geneva County is 20 percent. Another unique feature is that over the past three years, Geneva County Elementary has experienced a growth rate of 10% in its student population. The largest percent of growth over the past several years has occurred in the Hispanic sub-group. The chart below shows racial composition, population subgroups, socioeconomic demographics, percentage of free and reduced lunch, and ethnic language diversity for Geneva County Elementary.

Total Enrollment	Number	Percentage
All Students	390	100%
ELL	20	5%
Special Education	33	8%
Homeless	0	0%
Gifted	19	5%
Free & Reduced Lunch	267	68%
Male	186	48%
Female	204	52%
Black	58	15%
White	264	68%
Hispanic	34	9%
Native American	2	.5%

School's Purpose

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

The purpose of Geneva County Elementary School is to provide a safe, supportive environment in which all students are challenged to reach the maximum potential. Our administration, faculty, and staff are committed to meeting the unique social, emotional, and physical needs of each student. We encourage and value the involvement of teachers, students, parents, and the community in the process of promoting and nurturing a lifelong commitment to learning in a technologically advanced world. We hold the following beliefs to be essential at Geneva County Elementary School. Each student is a valued individual with unique, physical, social, emotional, and intellectual needs. Curriculum and instructional practices should incorporate a variety of learning activities to accommodate difference in learning styles. A safe and physically comfortable environment promotes student learning. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff. Teachers, administrators, parents, and the community share the responsibility for advancing the school's purpose. Students need to not only demonstrate their understanding of general knowledge and skill, but also need to be actively involved in solving problems and producing quality work. Geneva County Elementary uses ongoing formative and informative assessments in order to drive instruction.

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 County Elementary school was awarded a grant from the Alabama Art Alliance in 2011, 2012, 2013 and has applied for another grant for the current school year. The grant money is used each year to implement a cultural arts program at our school. GCES has partnered with Troy University Dothan to provide art and music instruction for our students in grades K-4. Art and music students from Troy come on a weekly basis and work with our students in each of our classrooms. Our band director from our local high school works with our 5th grade providing them with a music lesson each week. GCES has updated and implemented a new safety committee and safety plan to address school safety concerns. We have purchased 10 two-way radios that are used in order to enhance communication between school personnel, buildings and law enforcement. GCES received Gold Standard Recognition from First Lady Michelle Obama in 2011 where the principal and the Director of Child Nutrition traveled to Washington, D.C. to receive the award. As part of our nutritional guidelines, our students are provided with fresh fruits and vegetables that are funded through a Fresh Fruit and Vegetable Grant that was awarded to our school. GCES plants a garden each year where fruits and vegetables are grown for consumption by the students. Some of the fruits and vegetables are prepared to serve in our school cafeteria. The students help plant, maintain, and harvest the fruits and vegetables in the garden. GCES also received SACS accreditation in 2011. The principal has developed a school level Building Leadership Team that has worked to develop a Leadership Growth Plan for Geneva County Elementary that includes goals and key actions that we are striving to achieve for the next three years. These include: Increasing Student Achievement, Empowering the Building Leadership Team and Faculty, and Using Data to Drive Instruction, and Increasing Technology Based Learning in our Classrooms

Additional Information

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

N/A

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.

A Building Leadership Team was formed (by the principal choosing teacher leaders) at the end of the previous school year. This team along with parents and community leaders were chosen to serve on the team to develop out plan. We sent out surveys to teachers, students and parents. Meetings were set up after school and evening in order to allow for the attendance of all stakeholders.

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

Teacher leaders

Administrator

Parents

Counselor

Instructional Coach

PTO President

Surveys were sent and meetings held where data and budgets were presented and feedback encouraged.

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 plan housed in library, counselor's office and online.

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?	No	No	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

97% of students feel that the principal and teachers want every student to learn.

98% of students feel that their teachers want them to do their best work.

92% of students feel that the principal and teachers tell children when they do a good job.

96% of our staff feel that our school has a continuous improvement process based on data, goals, actions, and measures for growth.

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

92% of parents that took the survey felt that their child's teachers report on their child's progress in easy to understand language.

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

Students in our school feel as though the principal and teachers want every student to learn.

Areas in Need of Improvement

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

Only 69% of parents who participated in the survey feel that their children have access to up to date to computers and technology to learn.

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

Parents who participated in the survey feel that their children have access to up to date to computers and technology to learn.

What are the implications for these stakeholder perceptions?

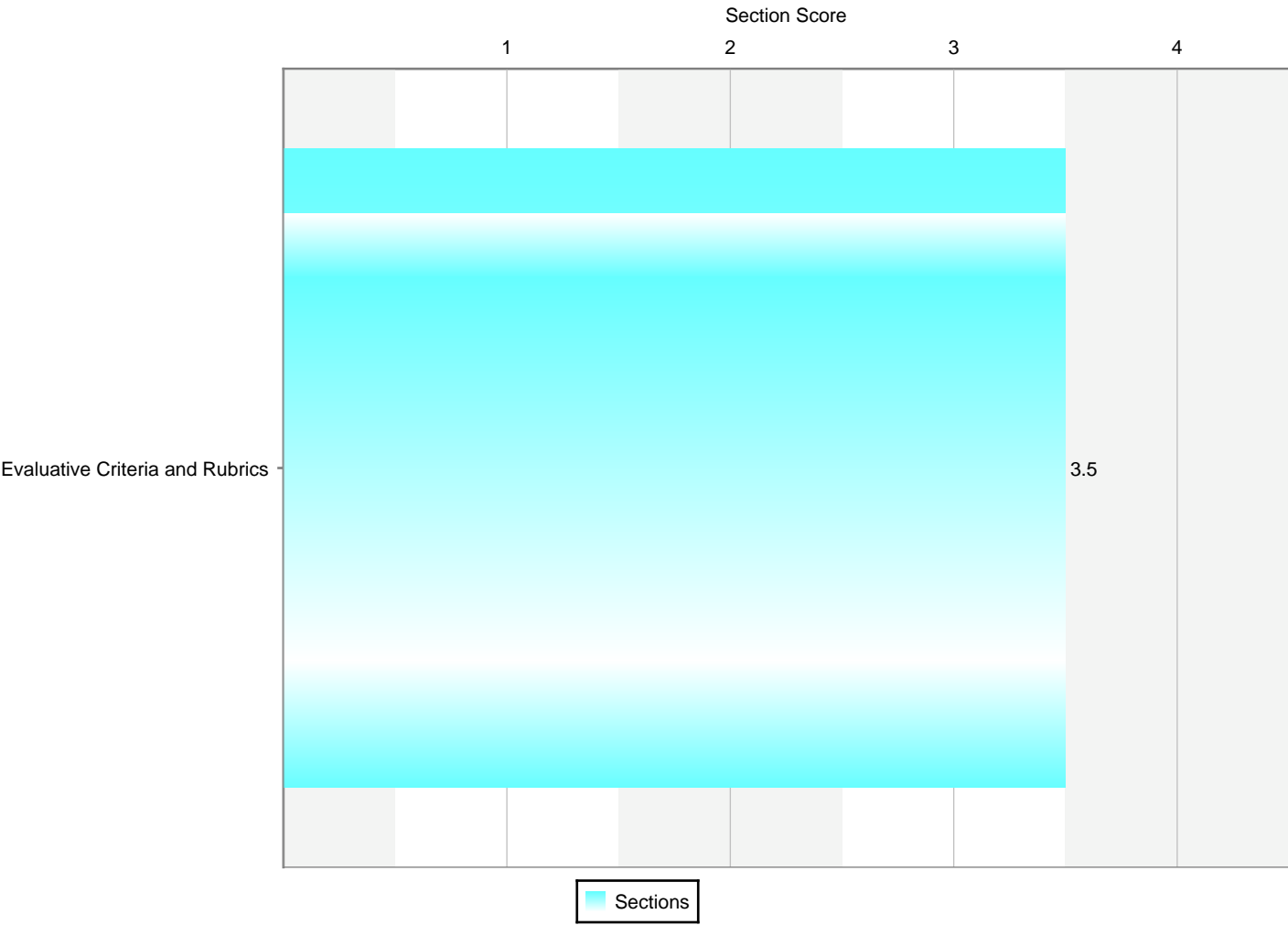
Technology at Geneva County Elementary is in need of updating.

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

Technology at Geneva County Elementary is in need of updating.

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	The diagnostic is attached.	Student Performance Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

During the 2013-2014 school year, 10% of third grade, 5% of fourth grade and 12% of fifth grade students scored at exceeding on the math ACT Aspire.

During the 2013-2014 school year, 8% of third grade, 12% of fourth grade and 17% of fifth grade students scored at exceeding on the reading ACT Aspire.

During the 2013-2014 school year, 87% of fifth grade students score a level 3 or 4 on the Alabama Science Assessment.

During the 2013-2014 school year, 71% of kindergarten students benchmarked in reading on the DIBELS NEXT.

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

During the 2013-2014 school year, 30% of third grade, 38% of fourth grade and 37% of fifth grade students scored at ready or exceeding on the math ACT Aspire.

During the 2013-2014 school year, 29% of third grade, 33% of fourth grade and 38% of fifth grade students scored at ready or exceeding on the reading ACT Aspire.

Which area(s) indicate the overall highest performance?

During the 2013-2014 school year, 87% of fifth grade students score a level 3 or 4 on the Alabama Science Assessment.

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

Hispanic students

Between which subgroups is the achievement gap closing?

The achievement gap is closing between Hispanic students and white students.

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

Overall data sources reveal that the achievement gap is closing between Hispanic students and white students.

Areas in Need of Improvement

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

During the 2013-2014 school year, 29% of third grade, 63% of fourth grade and 64% of fifth grade students scored close or in need of support on the math ACT Aspire.

During the 2013-2014 school year, 71% of third grade, 67% of fourth grade and 61% of fifth grade students scored close or in need of support on the reading ACT Aspire

During the 2013-2014 school year, only 38% of first grade students benchmarked in reading on the DIBELS NEXT.

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

During the 2013-2014 school year, only 38% of first grade students benchmarked in reading on the DIBELS NEXT.

During the 2013-2014 school year, 54% of third grade, 32% of fourth grade and 33% of fifth grade students scored in need of support on the reading ACT Aspire.

Which area(s) indicate the overall lowest performance?

1st and 3rd grade reading

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

Black/African American Students

Between which subgroups is the achievement gap becoming greater?

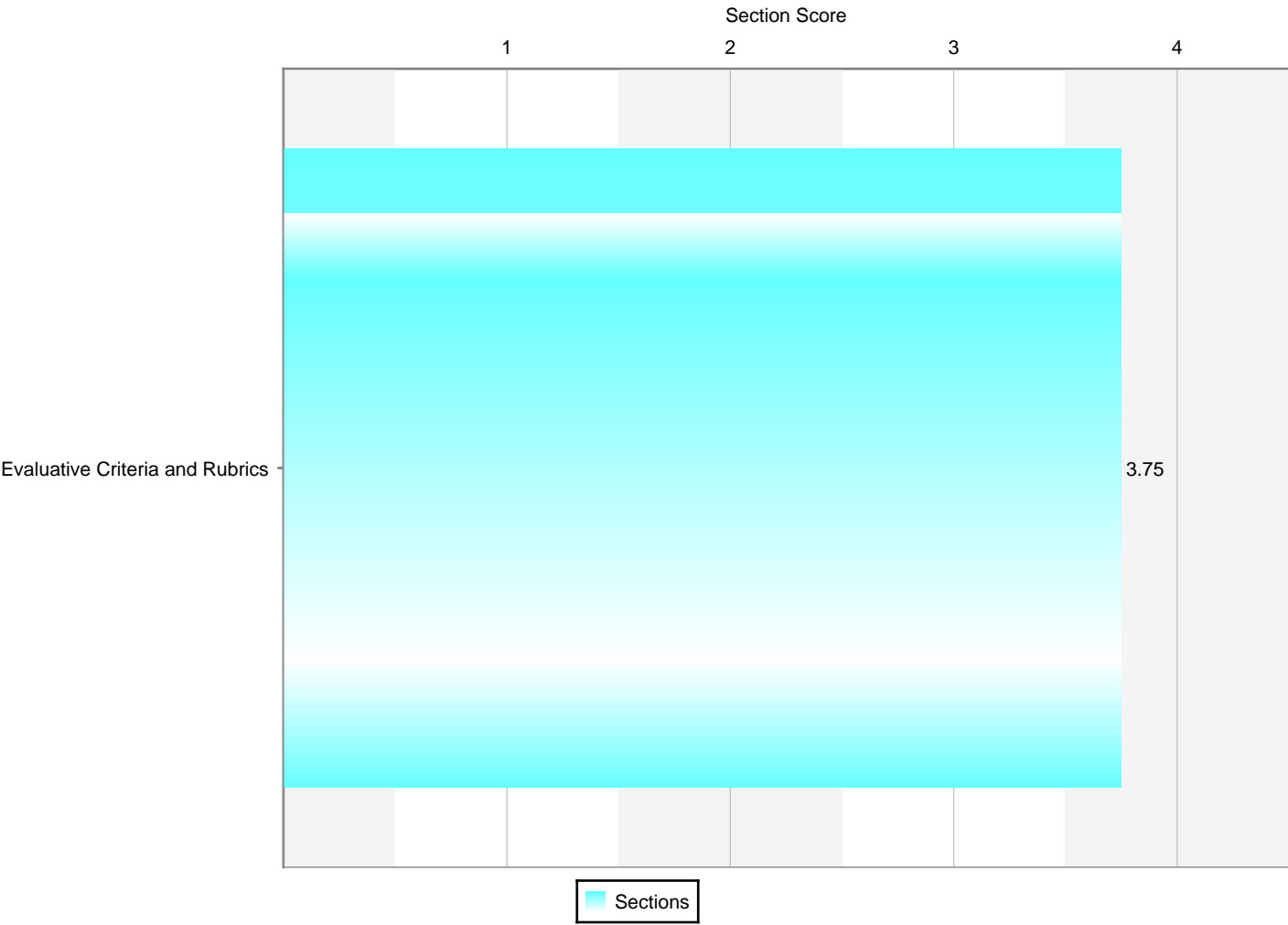
Black/African American students and white students

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

The achievement gap between Black/African American students and white students increased.

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		Signature Page

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		Equal Opportunity

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		Becky Birdsong

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		Parental Involvement

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		Compact

ACIP 2014-2015

Overview

Plan Name

ACIP 2014-2015

Plan Description

Goals and Plans

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	50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	75% of all students in K-2 will benchmark on their DIBELS NEXT assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: 50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency by scoring at ready or exceeding levels in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy 1:

Explicit Instruction - The teachers will provide explicit whole group and tiered instruction in math.

Research Cited: Researched based Envision Common Core Program will be used.

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the Envision Program	Other	08/11/2014	05/22/2015	\$0	Other	Teachers, instructional coach, and principal

Activity - CCRS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning	10/03/2014	05/22/2015	\$0	No Funding Required	Teachers and administrators that attended CCRS Training.

Goal 2: 75% of all students in K-2 will benchmark on their DIBELS NEXT assessment

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring benchmark in Reading by 05/22/2015 as measured by DIBELS NEXT.

Strategy 1:

Progress Monitoring - Teachers will progress monitor students on a weekly basis.

Research Cited: DIBELS NEXT

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other	09/16/2014	05/22/2015	\$0	Other	Teachers, instructional coach and administrator.
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Goal 3: 50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency level of ready or exceeding in Reading by 05/22/2015 as measured by ACT Aspire.

Strategy 1:

Explicit Instruction - The teachers will provide whole group and tiered instruction in reading.

Research Cited: Wonders McGraw Hill

Activity - CCRS Reading Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning	10/03/2014	05/22/2015	\$0	Other	Teachers/Administrators that attend the CCRS trainings.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCRS Reading Training	Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning	10/03/2014	05/22/2015	\$0	Teachers/Administrators that attend the CCRS trainings.
Data Meetings	Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other	09/16/2014	05/22/2015	\$0	Teachers, instructional coach and administrator.
Walkthroughs	Monitor the implementation of the Envision Program	Other	08/11/2014	05/22/2015	\$0	Teachers, instructional coach, and principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCRS Training	Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning	10/03/2014	05/22/2015	\$0	Teachers and administrators that attended CCRS Training.
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.

Geneva County Elementary School will conduct a Title I meeting at the beginning of the year to inform parents of the requirements of The No Child Left Behind Act of 2001. Information will be given to parents that explain the requirements of Title I in regards to our school's participation. Parents will have an opportunity to learn about Geneva County Elementary being a School Wide Title I school, Highly Qualified teachers and how to request those qualifications in writing, School-Parent Compact, the LEA Parental Involvement Plan, the Title I Plan, and specific discussion about the Continuous Improvement Plan and how it relates to Geneva County Elementary School.

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.

GCES plan the meetings after work hours so that parents have the opportunity to attend. There is an open invitation to anyone who would like to be a part of the decision making process regarding Title I program. Those interested are invited to sign up at our Title I annual meeting at the beginning of the year. Surveys are also used for input. Parental Involvement meetings will be held at various times and days throughout the school year. The school will schedule the annual meeting to inform parents of our Title I participation. Geneva County Elementary hosts Family Reading Nights once each quarter, Thanksgiving Dinner with your child, a variety of day with dad and day with mom activities with the goal being to increase participation we try to offer a variety of reasons to come to the school. Some of these activities will include the entire school and are flexible as to day and night functions. Parents are asked to serve on a Parent Advisory Committee. Parents will have an opportunity for input on the allocated funds by survey. They will meet three times a year to discuss the plans in the CIP and how the school is reaching the goals stated. Any funds allocated for Parental Involvement will be used to increase Parental Involvement at Geneva County Elementary School. Parental Involvement funds have been used for school magnets/frames that have the school calendar/important dates, postcards, and communication folders.

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

Parents receive information concerning student progress and school programs through regular progress reports, report cards, SchoolCast, parent conferences, newsletters, parent days, PTO meetings, and other parent meetings. Children targeted by Problem Solving Team receive monthly reports concerning interventions and progress. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. EL parents have access to the countywide liaison. GCES uses TransAct to translate materials in other languages.

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).

The School-Parent Compact is reviewed and/or revised as needed. The compact is signed by parents, teachers, and students. The purpose of this School-Parent Compact is to develop a partnership between school and home in order to help all children achieve high standards in their education. All three parties of this compact have specific responsibilities that they agree to carry out to the best of their ability. The school agrees to provide a high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards, hold the parent-teacher conference to discuss how this compact relates to the individual child's achievement, provide parents with frequent reports on their child's progress, provide parents reasonable access to staff, and provide parents opportunities to volunteer and participate in their child's class. The student agrees to complete all classwork and homework assignments, and give parents or adult who is responsible for their wellness all notices and information received from school. The parent agrees to monitor attendance, make sure homework is completed, volunteer in the classroom, attend open house and parent conferences, and stay informed about their child's education and communicate with the school.

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

Parents are invited to meetings by post card and marquee, local digital bank signs, newspaper, social media and website. They are allowed to ask questions and give feedback at the meetings or through written request for comment.

Our ACIP team consists of teachers, school leadership team members, and parents, this allows for parent input during the development process of the ACIP. If a parent is dissatisfied with the ACIP they are suggested to submit a letter to the principal including the parents' name, address, telephone numbers, child's name, and stating the specific nature of their concern. The principal, upon receipt of the letter and within an acceptable time period, will discuss the issues with the parent by telephone, letter, or conference.

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)

Parents are invited to attend Parent Meetings that address the Title One requirements. Parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student test results. Parents are encouraged to sign up for INOW Parent Portal to allow them direct access to their child's grades. We also send home weekly folders to provide communication with parents concerning their child's grades and behavior, as well as, information regarding upcoming school events.

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)

Faculty and staff are prepared to assist parents at flexible times to ensure training in the use of technology, etc. Parents will be encouraged to utilize the resources available to them by the following: school website, school newsletters, teacher web pages, and weekly folders.

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)

Teachers are encouraged to attend all school functions and to be available to parents at various times. The data from parent surveys will be used as a reference to keep open communication between parents and the school.

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)

Parents, grandparents, and family members are welcomed to visit GCES throughout the school year. During the first week of school parents are encouraged to assist in the transition period. In November, Geneva County Elementary has special Thanksgiving Lunch for parents and grandparents. Parents and Grandparents can eat lunch with their child on any day. Parents have access to INOW and the teachers' web page, which allows them to be well informed of their child's grades and teacher expectations. Geneva County Elementary has a Family Reading Night once each quarter so that parents can come and read and with their children and students can take additional AR tests to reach their AR point goals.

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)

There are many methods utilized to make sure parents at Geneva County Elementary School are well informed of upcoming events. These methods include, but not limited to, SchoolCast, monthly newsletters, report cards, progress reports, weekly folders, teacher web pages, social media and school websites. Students in grades 3-5 are also encouraged to have a planner in which they write daily assignments (classwork and homework), as well upcoming events. This is sent home at the beginning of each month. Notes home in their language, newsletters, SchoolCast in their language

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)

Geneva County Elementary will support our parents in their effort to be more involved in their child's education. The faculty and staff will make every effort to either assist the parent in the manner needed or to refer the parent to the correct person. It is our goal to make sure parents have the assistance needed in a timely manner.

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.

Migrant liaison and reports and forms printed in their language. GCES also makes use of TransAct for translation purposes.

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?

Geneva County Elementary School teachers conduct meetings twice annually to review and analyze data. The elementary Building Leadership Team/CIP/Title I Committee reviewed and analyzed the data provided in the school data profile. The analysis from the meetings were used to complete the comprehensive needs survey.

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

Geneva County Elementary School data collection came from parents, students and staff through a survey that was conducted. These surveys were focused on school and instructional climate. In addition to the information compiled from the surveys, we looked at state assessments results for grades 3 - 5. We also looked at K-3 DIBELS. Based on the needs assessment, Geneva County Elementary needs additional data on small group strategic reading and progress monitoring of students in K-5 throughout the year.

Through our PST/data and grade level meetings, we will interpret and analyze these sources of data to monitor programs and student growth.

The PST/Data Team, which meets twice a month, will facilitate the collection and analysis of data to monitor student achievement in order to ensure implementation based on sound scientific research. The team will work collaboratively with the math, reading, and writing committees to monitor the data and assess our needs.

During the 2013-2014 school year, 10% of third grade, 5% of fourth grade and 12% of fifth grade students scored at exceeding on the math ACT Aspire.

During the 2013-2014 school year, 8% of third grade, 12% of fourth grade and 17% of fifth grade students scored at exceeding on the reading ACT Aspire.

During the 2013-2014 school year, 87% of fifth grade students score a level 3 or 4 on the Alabama Science Assessment.

During the 2013-2014 school year, 71% of kindergarten students benchmarked in reading on the DIBELS NEXT.

During the 2013-2014 school year, 30% of third grade, 38% of fourth grade and 37% of fifth grade students scored at ready or exceeding on the math ACT Aspire.

During the 2013-2014 school year, 29% of third grade, 33% of fourth grade and 38% of fifth grade students scored at ready or exceeding on the reading ACT Aspire.

During the 2013-2014 school year, 29% of third grade, 63% of fourth grade and 64% of fifth grade students scored close or in need of support on the math ACT Aspire.

During the 2013-2014 school year, 71% of third grade, 67% of fourth grade and 61% of fifth grade students scored close or in need of support on the reading ACT Aspire.

During the 2013-2014 school year, only 38% of first grade students benchmarked in reading on the DIBELS NEXT.

During the 2013-2014 school year, only 38% of first grade students benchmarked in reading on the DIBELS NEXT.

During the 2013-2014 school year, 54% of third grade, 32% of fourth grade and 33% of fifth grade students scored in need of support on the reading ACT Aspire.

3. What conclusions were drawn from the results?

Due to not having ACT Aspire data from the previous year to compare this year's data to we have insufficient information for a comparison. But, analysis from the available data is that last year's 1st and 3rd grade students scored lowest in reading.

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

Currently, the K-5 staff is committed to focusing on core curriculum and student performance. Overall, stakeholders are satisfied with all aspects of school performance. In addition, we have updated our Envision Math curriculum to align to Common Core Standards. We are currently in our second year of implementation of a new Common Core reading program (Wonders) K-5. By moving in this direction we will provide solid instruction for all students according to their instructional text level to develop the stages of reading. The Geneva County Elementary staff is committed to develop a strong foundation to increase learning for all students.

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

Geneva County Elementary used the information gathered through data analysis of assessments and surveys to develop school goals.

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

Geneva County Elementary uses a variety of assessments and stakeholder survey data (DIBELS NEXT, STAR Reading and Math, ACT Aspire, and Parent, Teacher and Student Surveys). The CIP/Title I Committee reviews data and identifies trends within and across grade levels to determine priority needs.

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

Geneva County Elementary school serves a large population of low socio-economic students. Our Problem Solving Team meets once each month to discuss and address academic and behavior progress/concerns of our students and to develop individualized plans in order to meet the needs of our diverse population.

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:

50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency by scoring at ready or exceeding levels in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide explicit whole group and tiered instruction in math.

Research Cited: Researched based Envision Common Core Program will be used.

Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the Envision Program	Other			08/11/2014	05/22/2015	\$0 - Other	Teachers, instructional coach, and principal

Activity - CCRS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - No Funding Required	Teachers and administrators that attended CCRS Training.

Goal 2:

75% of all students in K-2 will benchmark on their DIBELS NEXT assessment

Measurable Objective 1:

75% of All Students will demonstrate a proficiency by scoring benchmark in Reading by 05/22/2015 as measured by DIBELS NEXT.

Strategy1:

Progress Monitoring - Teachers will progress monitor students on a weekly basis.

Research Cited: DIBELS NEXT

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other			09/16/2014	05/22/2015	\$0 - Other	Teachers, instructional coach and administrator.

Goal 3:

50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency level of ready or exceeding in Reading by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide whole group and tiered instruction in reading.

Research Cited: Wonders McGraw Hill

Activity - CCRS Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - Other	Teachers/Administrators that attend the CCRS trainings.

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

Goal 1:

50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency by scoring at ready or exceeding levels in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide explicit whole group and tiered instruction in math.

Research Cited: Researched based Envision Common Core Program will be used.

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Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the Envision Program	Other			08/11/2014	05/22/2015	\$0 - Other	Teachers, instructional coach, and principal

Goal 2:

75% of all students in K-2 will benchmark on their DIBELS NEXT assessment

Measurable Objective 1:

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Strategy1:

Progress Monitoring - Teachers will progress monitor students on a weekly basis.

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Goal 3:

50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire

Measurable Objective 1:

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Explicit Instruction - The teachers will provide whole group and tiered instruction in reading.

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Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - Other	Teachers/Administrators that attend the CCRS trainings.

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

Goal 1:

50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency by scoring at ready or exceeding levels in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide explicit whole group and tiered instruction in math.

Research Cited: Researched based Envision Common Core Program will be used.

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Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - No Funding Required	Teachers and administrators that attended CCRS Training.

Goal 2:

75% of all students in K-2 will benchmark on their DIBELS NEXT assessment

Measurable Objective 1:

75% of All Students will demonstrate a proficiency by scoring benchmark in Reading by 05/22/2015 as measured by DIBELS NEXT.

Strategy1:

Progress Monitoring - Teachers will progress monitor students on a weekly basis.

Research Cited: DIBELS NEXT

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 3:

50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire

Measurable Objective 1:

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Strategy1:

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

50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency by scoring at ready or exceeding levels in Mathematics by 05/22/2015 as measured by ACT Aspire.

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Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - No Funding Required	Teachers and administrators that attended CCRS Training.

Goal 2:

75% of all students in K-2 will benchmark on their DIBELS NEXT assessment

Measurable Objective 1:

75% of All Students will demonstrate a proficiency by scoring benchmark in Reading by 05/22/2015 as measured by DIBELS NEXT.

Strategy1:

Progress Monitoring - Teachers will progress monitor students on a weekly basis.

Research Cited: DIBELS NEXT

Activity - Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other			09/16/2014	05/22/2015	\$0 - Other	Teachers, instructional coach and administrator.

Goal 3:

50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency level of ready or exceeding in Reading by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide whole group and tiered instruction in reading.

Research Cited: Wonders McGraw Hill

Activity - CCRS Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - Other	Teachers/Administrators that attend the CCRS trainings.

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

Goal 1:

50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency by scoring at ready or exceeding levels in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide explicit whole group and tiered instruction in math.

Research Cited: Researched based Envision Common Core Program will be used.

Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - No Funding Required	Teachers and administrators that attended CCRS Training.

Goal 2:

75% of all students in K-2 will benchmark on their DIBELS NEXT assessment

Measurable Objective 1:

75% of All Students will demonstrate a proficiency by scoring benchmark in Reading by 05/22/2015 as measured by DIBELS NEXT.

Strategy1:

Progress Monitoring - Teachers will progress monitor students on a weekly basis.

Research Cited: DIBELS NEXT

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Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other			09/16/2014	05/22/2015	\$0 - Other	Teachers, instructional coach and administrator.

Goal 3:

50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire

Measurable Objective 1:

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Strategy1:

Explicit Instruction - The teachers will provide whole group and tiered instruction in reading.

Research Cited: Wonders McGraw Hill

Activity - CCRS Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - Other	Teachers/Administrators that attend the CCRS trainings.

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency by scoring at ready or exceeding levels in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide explicit whole group and tiered instruction in math.

Research Cited: Researched based Envision Common Core Program will be used.

Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the Envision Program	Other			08/11/2014	05/22/2015	\$0 - Other	Teachers, instructional coach, and principal

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Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - No Funding Required	Teachers and administrators that attended CCRS Training.

Goal 2:

50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire

Measurable Objective 1:

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Strategy1:

Explicit Instruction - The teachers will provide whole group and tiered instruction in reading.

Research Cited: Wonders McGraw Hill

Activity - CCRS Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - Other	Teachers/Administrators that attend the CCRS trainings.

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:

50% of students in 3rd, 4th and 5th grade will score at ready or exceeding level on the math ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency by scoring at ready or exceeding levels in Mathematics by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide explicit whole group and tiered instruction in math.

Research Cited: Researched based Envision Common Core Program will be used.

Activity - CCRS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - No Funding Required	Teachers and administrators that attended CCRS Training.

Activity - Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the Envision Program	Other			08/11/2014	05/22/2015	\$0 - Other	Teachers, instructional coach, and principal

Goal 2:

50% of students in grades 3-5 at Geneva County Elementary School will score ready or exceeding on the reading portion ACT Aspire

Measurable Objective 1:

50% of All Students will demonstrate a proficiency level of ready or exceeding in Reading by 05/22/2015 as measured by ACT Aspire.

Strategy1:

Explicit Instruction - The teachers will provide whole group and tiered instruction in reading.

Research Cited: Wonders McGraw Hill

ACIP

Geneva County Elementary School

Activity - CCRS Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained regarding strategies to implement College and Career Ready Standards by developing lesson plans based on the standards and doing so through backwards planning.	Professional Learning			10/03/2014	05/22/2015	\$0 - Other	Teachers/Administrators that attend the CCRS trainings.

Component 3: Instruction by Highly Qualified Staff

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

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

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

All certified teachers meet the definition of Highly Qualified. Tier I, II, and III instruction is provided by Highly Qualified personnel.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Geneva County Elementary school had 3 teachers turnover for the previous school year.

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

Bachelor's Degree-17

Master's Degree-12

Experience

1-5 years-4 teachers

6-10 years- 10 teachers

11 + - 16 teachers

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

Jobs are posted on the Teach in Alabama website in order to be able to choose from a large pool of Highly Qualified teachers. A Teacher of the Year is selected each year.

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

A Teacher of the Year for the district is selected and recognized at the district level as well as a mentoring program.

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?

N/A

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?

CCRS training using Wonders Common Core Reading and Envision Common Core Math

AMSTI Training

DIBELS NEXT

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

CCRS Training

Differentiated Instruction

AMSTI Training

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 or inexperienced teachers are given support from an assigned master teacher.

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

Teachers will be trained by AMSTI and CCRS throughout the year.

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.

Transition school held in the summer before beginning kindergarten. Middle school transition day at the end of the 5th grade.

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?

Teachers provide input at grade-level, data and PST meetings.

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?

Students that score in need of support or close on the ACT Aspire and students that score below benchmark on the DIBELS NEXT.

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?

Tiered instruction, additional grade-level intervention, referral to PST and DIBELS NEXT progress monitoring.

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

Through tiered instruction.

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.

Stride Academy at home use.

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.

Tiered instruction along with accommodations listed in EL Plan or IEP.

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

N/A

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

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

Envision, Wonders and DIBELS Next are coordinated and integrated toward achievement of our school wide goals.

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.

Title I Schoolwide

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.

N/A

Component 10: Evaluation

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

Walkthroughs and data

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

Walkthroughs and data collection

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?

Through the use of data collected through the STAR Reading and Math, DIBELS and results of standardized tests along with formative assessments. We have a PST (Problem Solving Team) that meets at least once each month to discuss these struggling students and put interventions in place as well as look at data to see if the interventions are working. If interventions are not working we put new interventions in place.

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?

We have a PST (Problem Solving Team) that meets at least once each month to discuss these struggling students and put interventions in place as well as look at data to see if the interventions are working. If interventions are not working we put new interventions in place. These students are tested weekly on the STAR Reading and/or Math.

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.	24.73

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.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

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.	24.23

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

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

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.	1072039.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	68012.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	52032.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	50223.0

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

Total1,242,306.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Salaries \$120,579 (to include Contract Reading Tutor, Aide, Teachers

PD \$5,000.00

Copy Maintenance \$5000.00

Library/ Media K-5 Books \$2,000.00

Technology \$10,000.00

Classroom Instructional Supplies \$11,000.00

KDG Transition School \$1,564.00

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	164.26

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

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.

PD \$3,750.00

Travel- K \$250.00

Travel 1-5 \$1,000.00

Registration-K \$250.00

Registration-1-5 \$1,000.00

Subs-K \$250.00

Subs-1-5 \$1,000.00

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	3750.0

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

N/A

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

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

N/A

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

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

N/A

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.**

N/A

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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.**

N/A

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.**

N/A

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.

PR

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