



ACIP

Goshen Elementary School

Pike 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?

Goshen Elementary School is a pre-kindergarten through sixth grade public school located in the rural southwest corner of Pike County in the town of Goshen, Alabama. Goshen is a small community with approximately 2,500 residents. This is a farming community both row crop (peanuts, cotton, corn, and soybeans) and chicken houses.

Goshen Elementary School has been fortunate to receive the Office of School Readiness Pre-Kindergarten grant for four years now. This unit serves eighteen four year olds. Twenty-six students registered for pre-k this school year. The current population of Goshen is 448. Pike County has a population of approximately 39,000. Goshen Elementary School enrollment has remained stable the last three years with approximately 450 students. A slight decrease with parents moving for jobs and homeschooling due to disagreement with common core standards.

The current enrollment is 448 students with 34 professional staff members including a principal, assistant principal, guidance counselor, library media specialist, academic coach, twenty-two classroom teachers, physical education teacher, music/art teacher, three special services teachers, two instructional assistants, and a full time nurse shared with the feeder high school. This equates to a 20 to 1 ratio for students-teacher ratio for homeroom classes. The ethnic makeup of students are as follows: American Indian 1%, Asian 1%, Black 40%, White 55%, Multi-Race 1% and Hispanic 3%. There are 246 males and 201 females. The current lunch counts for the 2017-2018 school year are 7% reduced, 71% free, and 22% paid.

Goshen Elementary School boasts a dedicated, highly qualified professional staff with high levels of students achievement across grade levels. Challenges faced by the school include the need for a full time nurse, the academic achievement of special education students, high levels of teacher and student absenteeism, and high numbers of office discipline referrals from male students written by school bus drivers.

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.

Goshen Elementary School

"Soaring to New Heights"

Vision

The vision of Goshen Elementary School is to develop lifelong learners.

Mission

Goshen Elementary School is committed to developing all students into lifelong learners through highly qualified, collaborative teaching and learning practices using 21st century technology and media which will encourage all stakeholders to become global thinkers.

Beliefs

All children can learn, achieve, and succeed to the fullest extent of their ability.

Each student is a valued individual with physical, social, emotional, and intellectual needs.

Each student is unique and deserves to be treated with dignity and respect.

Students must be prepared for a knowledge-based, technologically enhanced, and culturally diverse 21st century.

Educated citizens are essential to our society.

Education is a shared responsibility between home, school, and the community.

A safe, orderly, and nurturing environment enhanced by adequate facilities promotes learning.

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.

Goshen Elementary School boasts a highly qualified, collaborative administrative and teaching staff. The success of all students is our major goal. Goshen Elementary administrative and teaching staff is a fully developed Professional Learning Community. As we expect our students to become lifelong learners; our professional staff continues to learn and grow as administrators, teacher leaders, and educators as the research about children and how they learn continues to grow each day. Administrators and teachers are provided the very best professional development in all areas that directly affect the continuous academic achievement of all students in the content areas of reading, math, science, and social studies. Notable achievements include successful implementation of Standards Based Grading, Teaching, and Learning in sixth grade mathematics. ACT Aspire Summative assessment data results reveals that sixth grade mathematics students were 80% proficient and no students in Need of Support. Third grade math scores reveal students were 78% proficient, and fourth grade 66% proficient. All reading scores were 50% or above with the following scores: third grade 56% proficient, fourth grade 65% proficient, fifth grade 50% proficient, and sixth grade 67% proficient. Science scores are as follows: third grade 55% proficient, fourth grade 58% proficient, and sixth grade 73% proficient.

Areas of improvement over the last three years is academic achievement of special education students and closing the achievement gap between black and white students. The achievement gap between black and white students does continue to close each school year; however, the overall academic achievement of special education students is still an area in need of improvement. On the ACT Aspire Summative assessment the following areas are in need of improvement: fifth grade science 35% proficient and fifth grade math 43% proficient.

Additionally, areas of improvement includes the content area of science across grade levels with the implementation of STEM, textbooks and AMSTI modules. Ongoing, job-embedded professional development as teachers strive to deepen personal knowledge of content standards in reading, math, science and social studies with departmental and across grade level collaboration and planning. Lowering the number of office discipline referrals of male students with a focus on black males. Continue decreasing the achievement gap between white and black students. Continue to decrease office discipline referrals of male students.

Additional Information

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

There is no additional information that has not been provided in the previous sections.

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 CIP process begins each year in August. The initial meetings are held over a two week period to ensure teachers are given time to fully disaggregate data and for parent team members to visit and review Parental Involvement Plan and School Parent Compact for Learning. The ACT Aspire data is presented to grade level teachers in the accountability group of grades 3-6. All accountability grade levels (3-6) are departmentalized. Data from benchmark assessments revealed that students showed increases in academic achievement through departmentalization which gave additional instructional minutes for both math and science. The ACT Aspire data is presented to the teachers with worksheets to determine strengths and weaknesses in each subtest area of Math, Reading, and Science. Teachers also disaggregate data by gender and race/ethnicity. Additionally, grade level teachers complete planning worksheets with at least three strategies and three activities that described how those strategies would look in the classroom setting.

Parent team members are selected randomly from across grade levels and ethnicity. The parent of a student with an identified disability is also selected as a member of the team. The parents are invited to visit the school when it is convenient for their personal schedules during a two week window in August. Parents review the Parental Involvement Plan, School-Parent Compact for Learning and provide feedback for the upcoming October Parent Conference Day Agenda. ACT Aspire Summative assessment student assessment data will be presented at the Federal Programs Parent Night.

The annual Federal Programs Parent Night will be held on September 26th with Goshen High School on the Goshen High School campus this school year. A Notify Me, School Messenger, grade level newsletters and paper invitation will be sent by the students inviting parents to attend the meeting. The parents are shown a PowerPoint presentation discussing Title One, the CIP, Parental Involvement Plan, Budget, and a Question/Answer time is provided at the end of the meeting. A sign-in sheet and agenda is retained for documentation purposes.

Additionally, the plan is reviewed quarterly as new benchmark data is collected, data meetings are scheduled throughout the day with teachers attending in grades kindergarten through sixth to discuss, revisit the implementation plans, and make instructional adjustments as needed.

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

The members of Goshen Elementary School Continuous Improvement Plan team are as follows:

Mrs. Wanda Corley, Principal

Mrs. Shantell Rouse, Assistant Principal

Mrs. Michelle Taylor, Guidance Counselor

Mrs. Tami Meeks, Reading Coach

Mrs. Lindsey Longchamp, Library Media Specialist

Mrs. Jessica Tatum, First Grade Teacher

Mrs. Ucella Jones, Second Grade Teacher
Mrs. Sonya Galloway, Fourth Grade Teacher
Mrs. Jessica Walker, Sixth Grade Teacher
Mrs. Wendy Pittman, Special Services Teacher
Mrs. Jessica Adair, Third and Seventh Grade Parent
Ms. Quintina Williams, Sixth Grade Parent
Ms. Tania Jean, Pre-K, 1st, 3rd, and 6th Grades Parent & Student with a Disability
Mrs. Jennifer Paramore, Third Grade Parent and PTO President
Dr. Donnell Carter, Federal Programs Coordinator
Mrs. Julia Wyche, EL Teacher

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

The final Continuous Improvement Plan is approved first by the committee during a scheduled meeting. The plan is then presented to the entire faculty during a regularly scheduled meeting in October. The annual Federal Programs Parent night is scheduled for September 26th at 6:00 p.m. The meeting will be held this year on the Goshen High campus. Parents are presented a PowerPoint presentation discussing Title I, Parental Involvement Plan, School-Parent Compact for Learning, student assessment data, the budget, and a question/answer time at the end.

Parents will be provided a GES CIP Newsletter during the October and March Report Card Conference Nights as well as a workshop if they have questions or concerns. Additionally, a copy of the plan will be placed on-line at the district website and our local school website www.goshenelem.com. A copy of the plan is also retained in the principal's office and the library for viewing by parents from 8:00 a.m. to 4:00 p.m. daily.

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	GES Longitudinal Data 2017-2018 Report attached.	GES Longitudinal Data 17-18

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?

This was the fourth year of administration of the ACT Aspire Summative in the State of Alabama. This past school year we purchased the ACT Aspire Interim for grades 3-6 to administer three times during the school year as a benchmark assessment prior to the Spring 2017 ACT Aspire Summative. Teachers used this data to guide instruction and quarterly data/vertical planning meetings. This was our first year of for data and vertical planning meetings. The meetings were very successful as teachers discussed curriculum, student achievement gaps, and all available data. Teachers presented data in the form of a PowerPoint presentation. Additionally, teachers feel that the Aspire Interim was a valuable tool for increasing student achievement.

Results from the Spring 2017 ACT Aspire revealed that Mathematics is the academic area of strength with 3rd (78% Proficient), 4th (66% Proficient), and 6th grades (80% Proficient). The second content area above expected levels of performance was Science 3rd (55% Proficient), 4th grade (58% Proficient) and 6th grade (73% Proficient). This school year we will incorporate STEM activities in pre-k through sixth grades using AMSTI kits and Picture Perfect. Scores in the this content area should continue to increase over the next school year. In the content area of Reading scores were as follows: 3rd grade (56% Proficient), 4th grade (65% Proficient), 5th grade (65% Proficient), 5th grade (50% Proficient) and 6th grade (67% Proficient).

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

The content area that showed a positive trend in performance from the Spring 2016 ACT Aspire to the Spring 2017 ACT Aspire Summative Assessment was Mathematics. The most gains in student achievement was in the content area of mathematics. Third grade: Spring 2016- 61% Proficient, Spring 2017-78% Proficient, that equates a 17% increase in student proficiency. Fourth grade: Spring 2016-40% Proficient, Spring 2017-66% Proficient, this equates a 26% increase in student achievement. Sixth grade: 2016-76% Proficient, Spring 80% Proficient, this equates a 4% increase in student achievement. We attribute gains in sixth grade mathematics to implementation of Standards Based Grading, Teaching, and Learning. This school year Standards Based Grading will be implemented in grade 4, 5, and 6.

Additionally, there was positive growth in the content areas of reading and science.

Which area(s) indicate the overall highest performance?

The content area that indicated the overall highest performance from the Spring 2016 ACT Aspire to Spring 2017 ACT Aspire Summative Assessment was Mathematics. The most gains in student achievement was in this content area. Third grade: Spring 2016- 61% Proficient, Spring 2017-78% Proficient, that equates a 17% increase in student proficiency. Fourth grade: Spring 2016-40% Proficient, Spring 2017-66% Proficient, this equates a 26% increase in student achievement. Sixth grade: 2016-76% Proficient, Spring 80% Proficient, this equates a 4% increase in student achievement. We attribute gains in sixth grade mathematics to implementation of Standards Based Grading, Teaching, and Learning. This school year Standards Based Grading will be implemented in grades 4, 5, and 6.

Additionally, there was positive growth in the content areas of reading and science.

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

Results from the Spring 2017 ACT Aspire showed a trend toward increasing overall performance with the following subgroups: male and black students. There has always been an achievement gap between black and white students as well as male and female students. However trends indicate that each year that achievement gap continues to close. Please see the attached GES Longitudinal Data Presentation for specifics by grade level and sub-test.

Between which subgroups is the achievement gap closing?

Results from the Spring 2017 ACT Aspire showed a trend toward increasing overall performance with the following subgroups: male and black students. There has always been an achievement gap between black and white students as well as male and female students. However trends indicate that each year that achievement gap continues to close. Please see the attached GES Longitudinal Data Presentation for specifics by grade level and sub-test.

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

Other data sources include the ACT Aspire Interim correlated with the Spring 2017 ACT Aspire Summative Assessment for all three content areas of mathematics, reading, and science. The findings are as follows:

Content Area of Mathematics:

1) ACT Aspire Interim	2) ACT Aspire Summative Spring 17
3rd grade 56% Proficient and 44% Not Proficient	78% Proficient and 22% Not Proficient
4th grade 56% Proficient and 44% Not Proficient	66% Proficient and 34% Not Proficient
5th grade 48% Proficient and 52% Not Proficient	43% Proficient and 57% Not Proficient
6th grade 87% Proficient and 13% Not Proficient	80% Proficient and 20% Not Proficient

Content Area of Reading:

3rd grade 61% Proficient and 39% Not Proficient	56% Proficient and 44% Not Proficient
4th grade 53% Proficient and 47% Not Proficient	65% Proficient and 35% Not Proficient
5th grade 20% Proficient and 80% Not Proficient	50% Proficient and 50% Not Proficient
6th grade 71% Proficient and 29% Not Proficient	67% Proficient and 33% Not Proficient

Content Area of Science:

3rd grade 69% Proficient and 31% Not Proficient	55% Proficient and 45% Not Proficient
4th grade 56% Proficient and 44% Not Proficient	58% Proficient and 42% Not Proficient
5th grade 38% Proficient and 62% Not Proficient	35% Proficient and 65% Not Proficient
6th grade 71% Proficient and 29% Not Proficient	73% Proficient and 27% Not Proficient

Fifth grade will be our targeted grade level for increased student achievement in all three content areas of mathematics (43% Proficient), reading (50% Proficient), and science (35% Proficient).

Areas in Need of Improvement

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

Results from the Spring 2017 ACT Aspire administration reveal that the fifth grade will be the grade level targeted for increased student achievement for the 2017-2018 school year. Reading subtest scores were the highest, 50% Proficiency. Reading skill domain areas below the expected levels of performance are Key Ideas & Details at 49% Proficient and Craft & Structure at 35% Proficient. Content areas below the expected level of performance was Science at 35% Proficiency and Mathematics at 43% Proficiency. In the content area of Science all three skill domain areas were below the expected level of performance: Interpretation of Data 38% Proficient, Scientific Investigation 35% Proficient, and Evaluation of Models, Inferences, and Experimental Results 39% Proficient. In the content area of Mathematics three skill domain areas were below the expected level of performance: Modeling 32%, Measurement & Data 30% Proficient, Integrating Essential Skills 30%, and Justification & Explanation 43%

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

Results from the Spring 2017 ACT Aspire administration reveal that the fifth grade will be the grade level targeted for increased student achievement for the 2017-2018 school year. Reading subtest scores were the highest, 50% Proficiency. Reading skill domain areas below the expected levels of performance are Key Ideas & Details at 49% Proficient and Craft & Structure at 35% Proficient. Content areas below the expected level of performance was Science at 35% Proficiency and Mathematics at 43% Proficiency. In the content area of Science all three skill domain areas were below the expected level of performance: Interpretation of Data 38% Proficient, Scientific Investigation 35% Proficient, and Evaluation of Models, Inferences, and Experimental Results 39% Proficient. In the content area of Mathematics three skill domain areas were below the expected level of performance: Modeling 32%, Measurement & Data 30% Proficient, Integrating Essential Skills 30%, and Justification & Explanation 43%

Which area(s) indicate the overall lowest performance?

Results from the Spring 2017 ACT Aspire administration reveal that the fifth grade will be the grade level targeted for increased student achievement for the 2017-2018 school year. Reading subtest scores were the highest, 50% Proficiency. Reading skill domain areas below the expected levels of performance are Key Ideas & Details at 49% Proficient and Craft & Structure at 35% Proficient. Content areas below the expected level of performance was Science at 35% Proficiency and Mathematics at 43% Proficiency. In the content area of Science all three skill domain areas were below the expected level of performance: Interpretation of Data 38% Proficient, Scientific Investigation 35% Proficient, and Evaluation of Models, Inferences, and Experimental Results 39% Proficient. In the content area of Mathematics three skill domain areas were below the expected level of performance: Modeling 32%, Measurement & Data 30% Proficient, Integrating Essential Skills 30%, and Justification & Explanation 43%

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

Achievement gaps between black and white students as well as male and female students continue to close each year. However for the Spring 2017 ACT Aspire Summative decreases that noticeably decreased were Third grade Black students in Reading-35% Proficient and
SY 2017-2018

Black students in Science-34% Proficient. Fifth grade, Black students in Science-15% Proficient and Black students in Math-29% Proficient. Sixth grade, Black students in Reading 39% Proficient and Black student in Science-47% Proficient.

Between which subgroups is the achievement gap becoming greater?

According to the 2017 Spring ACT Aspire Summative assessment achievement gaps between black and white students and male and female students continue to close each school year. The greatest achievement gap that still exists is between general education and special education students. Special education students do not make a subgroup at any grade level (fewer than 9). However when disaggregating data they are below expected proficiency levels.

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

Other data sources include the ACT Aspire Interim correlated with the Spring 2017 ACT Aspire Summative Assessment for all three content areas of mathematics, reading, and science. The findings are as follows:

Content Area of Mathematics:

1) ACT Aspire Interim	2) ACT Aspire Summative Spring 17
3rd grade 56% Proficient and 44% Not Proficient	78% Proficient and 22% Not Proficient
4th grade 56% Proficient and 44% Not Proficient	66% Proficient and 34% Not Proficient
5th grade 48% Proficient and 52% Not Proficient	43% Proficient and 57% Not Proficient
6th grade 87% Proficient and 13% Not Proficient	80% Proficient and 20% Not Proficient

Content Area of Reading:

3rd grade 61% Proficient and 39% Not Proficient	56% Proficient and 44% Not Proficient
4th grade 53% Proficient and 47% Not Proficient	65% Proficient and 35% Not Proficient
5th grade 20% Proficient and 80% Not Proficient	50% Proficient and 50% Not Proficient
6th grade 71% Proficient and 29% Not Proficient	67% Proficient and 33% Not Proficient

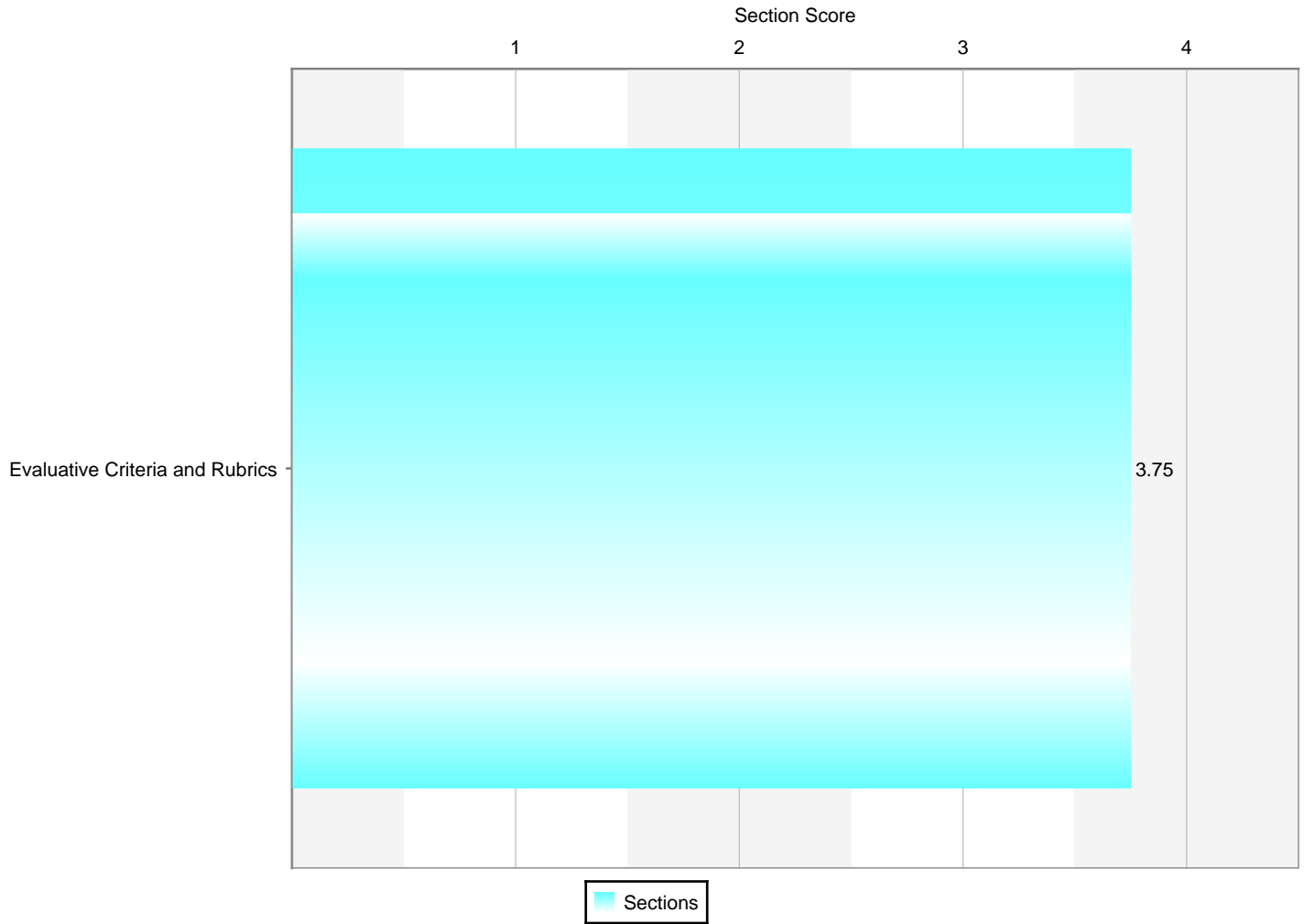
Content Area of Science:

3rd grade 69% Proficient and 31% Not Proficient	55% Proficient and 45% Not Proficient
4th grade 56% Proficient and 44% Not Proficient	58% Proficient and 42% Not Proficient
5th grade 38% Proficient and 62% Not Proficient	35% Proficient and 65% Not Proficient
6th grade 71% Proficient and 29% Not Proficient	73% Proficient and 27% Not Proficient

Fifth grade will be our targeted grade level for increased student achievement in all three content areas of mathematics (43% Proficient), reading (50% Proficient), and science (35% Proficient).

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Please see attached signature page for team members.	2017-2018 ACIP Assurance 1

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	Please see attached signature page.	2017-2018 ACIP Assurances 2

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	Please see attached signature of designated employee.	2017-2018 ACIP Assurance 3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Please see attached copy of Goshen Elementary School Parent Involvement Plan and page 1 of the Pike County Schools Parent Family Engagement policy. The full document is available with the Pike County Board of Education or at the local school level.	2017-2018 ACIP Assurances 4

ACIP

Goshen Elementary School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Please see attached copy of the Goshen Elementary School School-Parent-Student Compact for Learning for 2017-2018 school year.	2017-2018 ACIP Assurances 5

2017-2018 Science Implementation Plan

Overview

Plan Name

2017-2018 Science Implementation Plan

Plan Description

All students in grades third through sixth will become proficient in CCRS Science Standards at or above grade level.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in grades 3-6 will become proficient in CCRS Science standards at or above grade level.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$1350

Goal 1: All students in grades 3-6 will become proficient in CCRS Science standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS Science standards by 05/24/2018 as measured by the the 2018 Spring Aspire Summative Test and Scantron.

Strategy 1:

AMSTI Modules & Pearson Hands-On Activities Grades 3-6 - Teachers will implement AMSTI Science Modules, Pearson Interactive hands-on/technological enhanced activities school-wide, and Picture Perfect STEM (3-5).

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

Research Cited: Alabama Math Science Technology Initiative, Pearson textbook series, and Picture Perfect STEM.

Activity - AMSTI Modules (grades 3-6), Pearson (grades 3-6) Hands-On Activities, and Picture Perfect Stem activities (3-5)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the newly adopted Alabama Science Course of Study, AMSTI Modules, Pearson and Picture Perfect STEM (3-5) hands-on/technology enhanced activities/investigations school-wide with a focus on the accountability groups of 3-6 to improve inquiry using scientific investigations	Academic Support Program	08/08/2017	05/01/2018	\$0	No Funding Required	Administrators and teachers

Strategy 2:

AMSTI Interactive Journals-Grades 3-6 - Teachers participated in AMSTI science journal training during the summer of 2016 and this strategy will be implemented, again, school-wide for the 2017-18 school year with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis.

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

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Interactive Journals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement AMSTI Interactive Journals school-wide with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis with an emphasis on science terminology to enhance student understanding of applicable content standards.	Academic Support Program	08/08/2017	05/01/2018	\$0	No Funding Required	Administrators and teachers

Strategy 3:

Professional Development Grades 3-6 - Teachers will strengthen professional learning teams through STEM training, grade level and cross grade level collaboration and planning with regular monthly grade level and quarterly cross grade level meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Educate Alabama Educator Effectiveness

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and collaborate to enhance understanding of content standards and the implementation of STEM standards to increase overall student achievement in the content of science.	Professional Learning	08/01/2017	05/01/2018	\$700	Title I Part A	Administrators, teachers, and federal programs coordinator

Strategy 4:

Formative Assessments- Grades 3-6 - Teachers will implement classroom formative assessments and ACT Aspire Interim fall and spring administrations to ensure mastery of standards and skills during Tier I instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Alabama Reading Initiative, Strategic Teaching Strategies, Alabama State Department of Education

Activity - Formative Assessments- Grades 3-6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650	General Fund	Administrators and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI Modules (grades 3-6), Pearson (grades 3-6) Hands-On Activities, and Picture Perfect Stem activities (3-5)	Teachers will implement the newly adopted Alabama Science Course of Study, AMSTI Modules, Pearson and Picture Perfect STEM (3-5) hands-on/technology enhanced activities/investigations school-wide with a focus on the accountability groups of 3-6 to improve inquiry using scientific investigations	Academic Support Program	08/08/2017	05/01/2018	\$0	Administrators and teachers
AMSTI Interactive Journals	Teachers will implement AMSTI Interactive Journals school-wide with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis with an emphasis on science terminology to enhance student understanding of applicable content standards.	Academic Support Program	08/08/2017	05/01/2018	\$0	Administrators and teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Teams	Teachers in grades 3-6 will be provided professional leave time during the school day to meet and collaborate to enhance understanding of content standards and the implementation of STEM standards to increase overall student achievement in the content of science.	Professional Learning	08/01/2017	05/01/2018	\$700	Administrators, teachers, and federal programs coordinator
Total					\$700	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessments- Grades 3-6	Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650	Administrators and Teachers

Total

\$650

2017-2018 English Language Learner Implementation Plan

Overview

Plan Name

2017-2018 English Language Learner Implementation Plan

Plan Description

The ELL plan will provide necessary services, materials, and supplies for all English Language Learners attending Goshen Elementary School.

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	90% of LEP students will demonstrate progress in becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a score of 4.8 on ACCESS 2.0 to reach or exceed the AMAO requirements	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: 90% of LEP students will demonstrate progress in becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a score of 4.8 on ACCESS 2.0 to reach or exceed the AMAO requirements

Measurable Objective 1:

demonstrate a proficiency 90% of English Learner students will by 02/23/2018 as measured by a composite score of 4.8 on ACCESS for ELLs 2.0 students in order to reach or exceed the AMAOs in Reading.

Strategy 1:

WIDA ELP Standards - EL and general education teachers will utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain high levels of English language proficiency and literacy of the EL students.

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

Research Cited: World-Class Instructional Design and Assessment (WIDA)

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and EL teachers will utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL student's I-ELP, and accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL teacher will monitor student progress and goal completion.	Academic Support Program	08/08/2017	02/23/2018	\$0	No Funding Required	Administrators, general classroom teachers, and EL teacher
Activity - Developing Writing Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL and general classroom teachers will implement writing as a part of the curriculum by giving quality writing assignments to ELL students and teaching them how to prepare their writing assignments focusing on the process of writing.	Academic Support Program	08/08/2017	02/23/2018	\$0	No Funding Required	Administrators, EL and general classroom teachers
Activity - Technology Enhanced Learning (TEL)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL and general classroom teachers will utilize multimedia devices to accelerate English Language acquisition in all language domains. Several softwares and applications will be incorporated during the ELL instructional pull-out and general classroom time. The EL teacher will coordinate and monitor implementation of the instructional softwares and applications utilized with EL students.	Academic Support Program	08/08/2017	02/23/2018	\$0	No Funding Required	Administrators, EL and general classroom teachers

ACIP

Goshen Elementary School

Activity - Reading Street ELL Handbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL teacher will collaborate with general classroom teachers and utilize Scott Foreman's Reading Street ELL Handbook to provide support through second language instruction techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books are also available to relate to weekly concepts and offer students opportunities to practice target skills and strategies. EL posters will be utilized.	Academic Support Program	08/08/2017	02/23/2018	\$0	No Funding Required	Administrator s, EL and general classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized English Learner Plans (I-ELPs)	Classroom and EL teachers will utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL student's I-ELP, and accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL teacher will monitor student progress and goal completion.	Academic Support Program	08/08/2017	02/23/2018	\$0	Administrator s, general classroom teachers, and EL teacher
Developing Writing Skills	EL and general classroom teachers will implement writing as a part of the curriculum by giving quality writing assignments to ELL students and teaching them how to prepare their writing assignments focusing on the process of writing.	Academic Support Program	08/08/2017	02/23/2018	\$0	Administrator s, EL and general classroom teachers
Reading Street ELL Handbook	The EL teacher will collaborate with general classroom teachers and utilize Scott Foreman's Reading Street ELL Handbook to provide support through second language instruction techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books are also available to relate to weekly concepts and offer students opportunities to practice target skills and strategies. EL posters will be utilized.	Academic Support Program	08/08/2017	02/23/2018	\$0	Administrator s, EL and general classroom teachers
Technology Enhanced Learning (TEL)	EL and general classroom teachers will utilize multimedia devices to accelerate English Language acquisition in all language domains. Several softwares and applications will be incorporated during the ELL instructional pull-out and general classroom time. The EL teacher will coordinate and monitor implementation of the instructional softwares and applications utilized with EL students.	Academic Support Program	08/08/2017	02/23/2018	\$0	Administrator s, EL and general classroom teachers
Total					\$0	

2017-2018 Math Implementation Plan

Overview

Plan Name

2017-2018 Math Implementation Plan

Plan Description

This mathematics plan will include teachers and students in grades 3-6, the state accountability group.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in grades 3-6 will become proficient in CCRS mathematics standards at or above grade level.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$1350

Goal 1: All students in grades 3-6 will become proficient in CCRS mathematics standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS mathematics standards by 03/16/2018 as measured by 2018 ACT Aspire Summative and Scantron.

Strategy 1:

Formative Assessments- Grades 3-6 - Teachers will implement classroom formative assessments and ACT Aspire Interim fall and spring administrations to ensure mastery of standards and skills during Tier I instruction.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative, Strategic Teaching Strategies, Alabama State Department of Education

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650	General Fund	Administrators and teachers

Strategy 2:

Professional Development-Grades 3-6 - Teachers will strengthen professional learning teams through grade level and cross grade level collaboration through regular monthly and quarterly meetings. District wide professional development will also be provided.

Category: Develop/Implement Professional Learning and Support

Research Cited: Goshen Elementary School Action Research Project

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Goshen Elementary School

Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700	Title I Part A	Administrator s, teachers, and federal programs coordinator
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Strategy 3:

Standards Based Teaching, Learning, and Grading - Grades 4-6 - Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills.

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

Research Cited: Heflebower, T., Hoegh, J. K., and Warrick, P. (2014). A school leader's guide to standards-based grading. Bloomington, IN: Marzano Research.

Activity - Standards Based Teaching, Learning and Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2017	03/16/2018	\$0	No Funding Required	Administrator s, teachers, and district Standards Based Grading Team

Strategy 4:

Justification and Explanation - The ACE (Assert, Cite and Explain) Method will be implemented to assist in justification and explanation problem solving.

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

Research Cited: Laying the Foundation

Activity - ACE Method	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the ACE (Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2017	05/24/2018	\$0	No Funding Required	Administrator s and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Teaching, Learning and Grading	Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2017	03/16/2018	\$0	Administrators, teachers, and district Standards Based Grading Team
ACE Method	Teachers will implement the ACE (Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2017	05/24/2018	\$0	Administrators and teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Teams	Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700	Administrators, teachers, and federal programs coordinator
Total					\$700	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessments	Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650	Administrators and teachers
Total					\$650	

2017-2018 English Language Arts Implementation Plan

Overview

Plan Name

2017-2018 English Language Arts Implementation Plan

Plan Description

Teachers will implement research-based teaching and learning strategies to increase the achievement of all students.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in grades 3-6 will become proficient in CCRS English Language Arts standards at or above grade level.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$1350

Goal 1: All students in grades 3-6 will become proficient in CCRS English Language Arts standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS English Language Arts standards by 04/13/2018 as measured by 2018 Spring ACT Aspire Summative.

Strategy 1:

Comprehension Tool Kit Grades 3-6 - Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series.

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

Research Cited: Alabama Reading Initiative and Alabama State Department of Education

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series for additional reading comprehension strategies for literary and nonfiction books	Academic Support Program	08/08/2017	05/01/2018	\$0	No Funding Required	Academic coach, teachers, and administrators

Strategy 2:

Formative Assessments Grades 3-6 - Teachers will implement daily formative assessments to ensure Tier II instruction and benchmark assessment tool, ACT Aspire Interim two administrations throughout the school year to ensure proficiency on the summative assessment, ACT Aspire

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

Research Cited: Alabama Reading Initiative, Alabama State Department of Education, ACT Aspire

Activity - Formative Assessments Grades 3-6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure student acquisition of state standards and skills, teachers will implement formative assessments daily during reading instruction. Additionally, our school has added the ACT Aspire Interim Assessment to assess student progress towards proficiency on the ACT Aspire.	Academic Support Program	08/08/2017	04/13/2018	\$650	Title I Part A	Administrator s, teachers, reading coach, and federal programs coordinator

Strategy 3:

Strategic Teaching Strategies 3-6 - Teachers will implement ARI Strategic Teaching Strategies in grades 3-6 to ensure student engagement and acquisition of state standards and skills.

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

Research Cited: Alabama Reading Initiative, Alabama State Department of Education

Activity - Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement various ARI strategic teaching strategies in grades 3-6 reading for example: anchor charts, formative assessments throughout Tier I instruction, graphic organizers, before, during & after, I do, we do, and you do, LTF-Laying the Foundation, CLOSE reading, visualization, inferring	Academic Support Program	08/08/2017	04/13/2018	\$0	No Funding Required	Administrators, teachers, and academic coach

Strategy 4:

Professional Development-Grades 3-6 - Teachers will strengthen professional learning teams through grade level and cross grade level collaboration through regular monthly and quarterly meetings. District wide professional development will also be provided.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Goshen Elementary School Action Research Project

Activity - Professional Development-Grades 3-6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700	Title I Part A	Administrators, teachers, and federal programs coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategic Teaching Strategies	Teachers will implement various ARI strategic teaching strategies in grades 3-6 reading for example: anchor charts, formative assessments throughout Tier I instruction, graphic organizers, before, during & after, I do, we do, and you do, LTF-Laying the Foundation, CLOSE reading, visualization, inferring	Academic Support Program	08/08/2017	04/13/2018	\$0	Administrator s, teachers, and academic coach
Comprehension Tool Kit	Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series for additional reading comprehension strategies for literary and nonfiction books	Academic Support Program	08/08/2017	05/01/2018	\$0	Academic coach, teachers, and administrators
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessments Grades 3-6	To ensure student acquisition of state standards and skills, teachers will implement formative assessments daily during reading instruction. Additionally, our school has added the ACT Aspire Interim Assessment to assess student progress towards proficiency on the ACT Aspire.	Academic Support Program	08/08/2017	04/13/2018	\$650	Administrator s, teachers, reading coach, and federal programs coordinator
Professional Development-Grades 3-6	Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700	Administrator s, teachers, and federal programs coordinator
Total					\$1350	

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	Parents completed the Title I Parent Survey through ASSIST in the Spring of 2017 during Report Card Conference night and the month of August 2017. Parents were able to access the survey on our school's website.	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Goshen Elementary School is proud to report that the overall highest areas of satisfaction for parents were:

Parents can reach the classroom teachers to discuss their child (98.26%)

Parents feel welcome at the school (97.39%)

Parents are encouraged to be involved in their child's education (97.39%)

Parents understand their child's report card and test scores (97.39%)

Parents feel teachers are interested and cooperative when discussing their child's academic progress and other concerns (96.52%)

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

The area that showed a trend increasing stakeholder satisfaction or approval was:

Parents feel welcome at the school.

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

No other stakeholder feedback source was used.

Areas in Need of Improvement

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

The area indicated with the overall lowest level of satisfaction or approval was :

Understanding what it means to be a Title I school and what their rights are (53%)

How additional help with reading and/or mathematics is given to the students through the Title I program (53%)

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

The area showing a trend toward decreasing stakeholder satisfaction or approval was:

Understanding what it means to be a Title I school and what their rights are.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions are:

Although parents feel welcome and are encouraged to participate in their child's education, there are some areas where they feel less informed. The overall score for the 2017 Title I Parent Survey was a 1.65. As a result of the review of the data there were several reasons we find to contribute to the low score which we feel, in part, may be due to a terminology issue and low attendance at informative meetings.

1. Lack of knowledge of the Title I program and services may in part be due to lack of attendance to the informative meetings regarding Title I, failure to access information provided through the school website and to read information about these programs that is sent home.

Although 84% of parents surveyed say they have internet access, 53% say they are not informed about the program and services. The information is available on the school website and sent home to parents.

2. Much of the paperwork referred to in the plan (district and school Parent Involvement Plans) are also made available to parents during the Title I meeting. These plans are also available on the District and School websites. A copy of the plans are also sent home to parents.

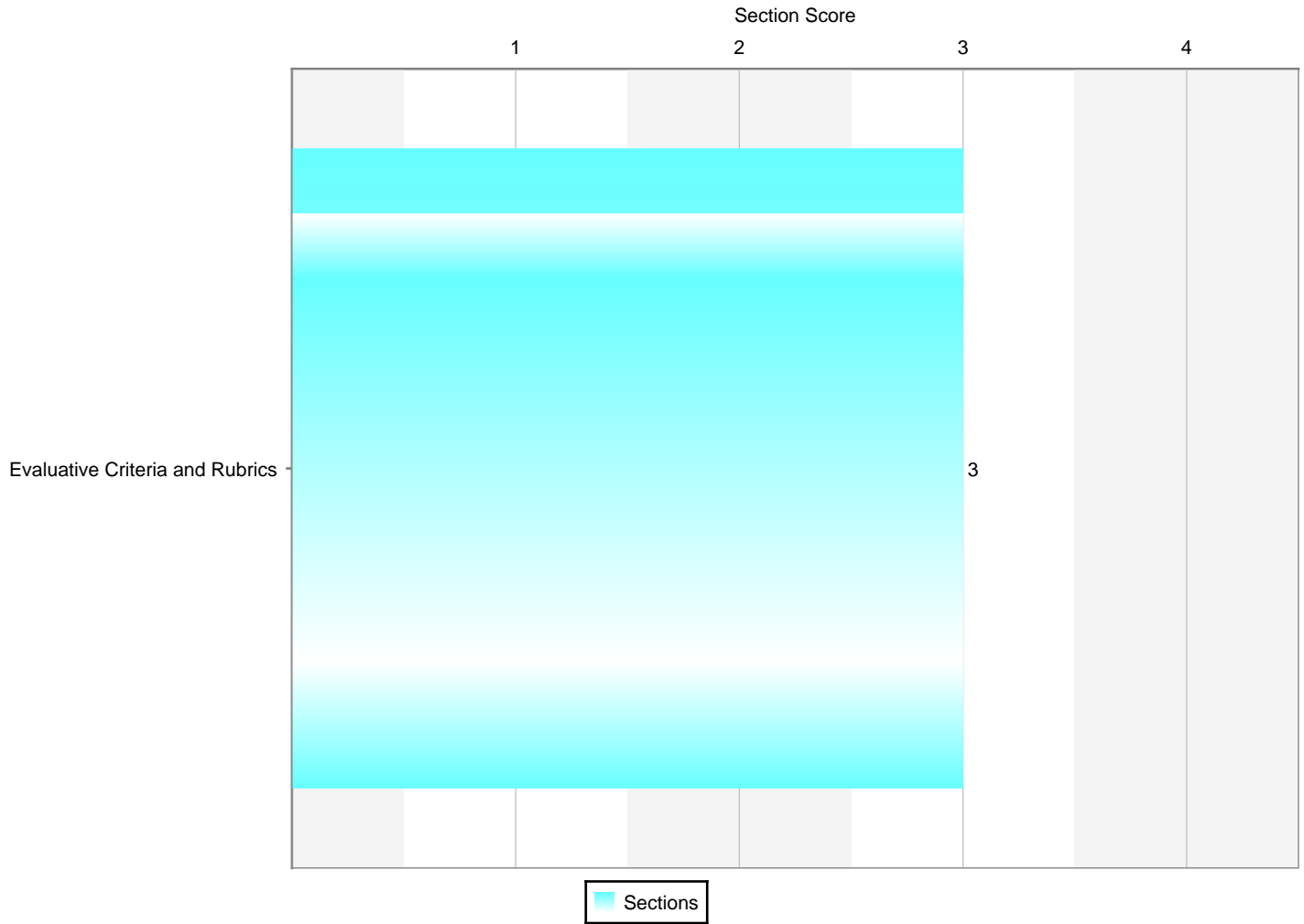
3. School Compacts are included in every registration packet and are sent home at the beginning of each school year. The surveys are not administered until near the end of the school year. We feel this gap makes it confusing to parents to remember the names of the documents they have actually received and signed. Signed copies of the School Compacts are kept on file in each teacher's classroom.

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

No other stakeholder feedback sources were used.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Teachers were given a Needs Assessment paper checklist in the Spring of 2017. This checklist is provided by the district to each of five campuses in the Pike County School district. Results from the Needs Assessment and Educate Alabama Exit Conferences will be used to plan professional development for the 2017-2018 school year. Teachers completed the Needs Assessment as a part of the End of Year Checklist and the CIP team tallied the totals. The results from the Needs Assessment indicated that GES teachers need further professional development in the following areas: Classroom Management (which showed the greatest need), Effective Use of Classroom Technology, Mathematics Instruction, STEM, and Using Data and Assessments to Improve Learning.

Goshen Elementary School parents participated in the Title I Parent Survey provided by ASSIST. The survey was completed during the spring Parent Conference night and continued during the month of August. Results from the survey indicated that 97% of the parents surveyed feel very welcome at Goshen Elementary School and they are encouraged to be involved in their child's education. The survey also concluded that 98% of the parents surveyed say they can reach the classroom teachers to discuss their child and 97% feel the teachers in the school are interested and cooperative in discussing their child's academic progress and other concerns. Results also indicate that 97% of the parents surveyed feel that they have a good understanding of their child's report cards and test scores.

According to the parents surveyed, 43% do not know about volunteer work they can do at the school and 51% are not aware how to become involved in planning/review committees. Of the parents surveyed (53%) also indicate that they do not know what it means to be a Title I school and what their rights are. Fifty-three percent of the parents surveyed say they do not know how additional help with reading and/or mathematics is given to the students through the Title I program.

The overall score for the 2017 Title I Parent Survey for Goshen Elementary School was a 1.65. As a result of the review of the survey data there were several reasons we found to contribute to the low score which we feel, in part, may be due to a terminology issue and low attendance at informative meetings.

1. Lack of knowledge of the Title I program and services may, in part, be due to lack of attendance to the informative meetings regarding Title I, failure to review information sent home, and/or failure to access information provided through the school website. Although 84% of parents surveyed say they have internet access, 53% say they are not informed about the program and services. The information is available on the school website.
2. Much of the paperwork referred to in the plan (district and school Parent Involvement Plans) are also made available to parents during the Title I meeting. These plans are also available on the District and School websites. A copy is also sent home by students.
3. School Compacts are included in every registration package and are sent home at the beginning of each school year. We feel this is a misunderstanding of technology since the School Compacts are sent home and returned to the school at the beginning of the year and the surveys are completed near the end of the school year.

Teachers were also given their Spring 2017 ACT Aspire data to analyze. Teachers were asked to report the percentages of students proficient, ready, close, and in need of support for each sub-test: reading, math, and science. See GES Longitudinal Data Presentation.

Discipline among our male students continues to be an area of concern. The 2015-16 Discipline report revealed that 226 out of 273 discipline referrals were made by male students. Our goal for the 2016-17 school year, as indicated in our Local Indicator, was to reduce the number of discipline referrals made by male students by 4%. We met and exceeded that goal by 22% with the implementation of several strategies.

Our goal this year is to reduce our male student referrals by 2%.

Student and teacher absenteeism was also analyzed. Teachers were absent 618 total days during the 2016-2017 school year with 418 of those logged as sick leave days. The data shows a reduction of 107 teacher absences as compared to the 2015-2016 school year. Students averaged 8.7 absences and 8.7 tardies each based on the enrollment at the end of the 2016-2017 school year which was 458. The data shows a reduction of 1.3 absences and 2.3 tardies. We credit the reduction in the number of student absences and tardies with the implementation of the NBA Parties (Never Been Absent) which we will continue this school year.

What were the results of the comprehensive needs assessment?

The professional development areas with the highest priority needs were Classroom Management, Effective Use of Classroom Technology, STEM, Mathematics Instruction, and Using Data and Assessments to Improve Learning. Other professional development areas listed by teachers that were not on the checklist were Standards Based Grading and ABA Strategies.. The needs expressed by teachers during Educate Alabama exit conferences included a school-wide writing program and continued support in the areas of CCRS in Science and Mathematics. Results from the Spring 2017 ACT Aspire administration revealed that students in grades 3-6 were proficient (scoring 50% or higher) on the reading sub-test scores (third grade 56%, 4th grade 65%, fifth grade 50% and 6th grade 67%). Grades 3, 4, and 6 were proficient in Math while 5th grade was at 43% proficiency. Fourth grade had the highest percentage of improvement in math from 2015-2016 to 2016-2017 moving from 40% to 66% proficient . All science subtests were at the proficient level except 5th grade which was at 35%.

What conclusions were drawn from the results?

Teachers need continued support in Classroom Management, The Effective Use of Technology in the Classroom, Mathematics and Instruction.

Parents feel welcome at Goshen Elementary School and feel encouraged to be involved in their child's education. They also say they can reach the classroom teachers to discuss their child and feel the teachers in the school are interested and cooperative in discussing their child's academic progress and other concerns. Parents also feel that they have a good understanding of their child's report cards and test scores. However, parents indicated that they do not know what it means to be a Title I school and what their rights are. Parents surveyed also say they do not know how additional help with reading and/or mathematics is given to the students through the Title I program. In addition, parents indicated that they do not know about volunteer work they can do at the school not how to become involved in planning/review committees.

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

Current standards and curricular materials appear to be aligned as overall test scores continue to increase except for fifth grade science and math. All Alabama courses of study have now been adopted for each of the four major content areas of English Language Arts, Mathematics, Social Studies, and Science. All grade levels have scientific research-based textbooks adopted. The Rtl process and the Positive Support Team have been fully implemented for reading, math, and behavior. Achievement gaps continue to close between male and female students and, especially noted, between black and white ethnic groups although the gaps also continue to close between other ethnic groups to

include Not Categorized, American Indian and Hispanic students. Again there is a concern with fifth grade black students. Please see attached GES Longitudinal Data Presentation.

Teachers expressed continued support in the CCRS math and science standards. Teachers also expressed the need for a formal writing program.

Pike County Schools piloted standards based teaching, learning, and grading in sixth grade mathematics across the district during the 2016-2017 school year. Data analysis for 2016-2017 supports standards based teaching, learning and grading. As a result, the district has approved the implementation of standards based teaching, learning and grading for 4th and 5th grade mathematics for 2017-2018.

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

Goshen Elementary School goals state that all students will become proficient in reading, math, and science which is a top priority of all Alabama schools. The priority needs provided by the needs assessment directly reflect classroom practices and the needs of students as reflected in the longitudinal data presentation. Everything that we do at Goshen Elementary School is all about student achievement. All professional development needs are based on the spring 2017 Needs Assessment given to all professional staff and Educate Alabama Spring 2016-17 Conferences.

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

The data analysis is used to develop the goals, strategies and activities needed to address the identified strengths and weaknesses in each area. The goals portray a clear and detailed analysis from all 2016-2017 data sources which included three administrations of the the ACT Aspire Interim Testing, ACT ASPIRE Summative, STAR Reading, Global Scholar Reading, Mathematics, and Science, DIBELS, Reading Street Classroom Assessments, and Go Math Classroom Assessments. Data analysis drives the goals of the school, all students will become proficient in reading, math, and science by the end of sixth grade.

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

Data analysis drives the goals which states that all students in grades 3-6 will be proficient in reading, math, and science by the end of the school year. For those students who may be at a disadvantage additional services provided by the school include: Tier I, II, and III instruction, Positive Support Team, English Learner Plans, Special Education Plans, 504 Plans, Occupational, Physical, and Speech Therapies, Counseling Services through outside agency, and the County Behavior Specialist.

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

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

Goal 1:

All students in grades 3-6 will become proficient in CCRS mathematics standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS mathematics standards by 03/16/2018 as measured by 2018 ACT Aspire Summative and Scantron.

Strategy1:

Formative Assessments- Grades 3-6 - Teachers will implement classroom formative assessments and ACT Aspire Interim fall and spring administrations to ensure mastery of standards and skills during Tier I instruction.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative, Strategic Teaching Strategies, Alabama State Department of Education

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650 - General Fund	Administrators and teachers

Strategy2:

Justification and Explanation - The ACE (Assert, Cite and Explain) Method will be implemented to assist in justification and explanation problem solving.

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

Research Cited: Laying the Foundation

Activity - ACE Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the ACE (Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and teachers

Strategy3:

Standards Based Teaching, Learning, and Grading - Grades 4-6 - Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills.

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

Research Cited: Heflebower, T., Hoegh, J. K., and Warrick, P. (2014). A school leader's guide to standards-based grading. Bloomington, IN: Marzano Research.

Activity - Standards Based Teaching, Learning and Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2017	03/16/2018	\$0 - No Funding Required	Administrators, teachers, and district Standards Based Grading Team

Strategy4:

Professional Development-Grades 3-6 - Teachers will strengthen professional learning teams through grade level and cross grade level collaboration through regular monthly and quarterly meetings. District wide professional development will also be provided.

Category: Develop/Implement Professional Learning and Support

Research Cited: Goshen Elementary School Action Research Project

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Goal 2:

All students in grades 3-6 will become proficient in CCRS English Language Arts standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS English Language Arts standards by 04/13/2018 as measured by 2018 Spring ACT Aspire Summative.

Strategy1:

Professional Development-Grades 3-6 - Teachers will strengthen professional learning teams through grade level and cross grade level collaboration through regular monthly and quarterly meetings. District wide professional development will also be provided.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Goshen Elementary School Action Research Project

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Goshen Elementary School

Activity - Professional Development-Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Strategy2:

Strategic Teaching Strategies 3-6 - Teachers will implement ARI Strategic Teaching Strategies in grades 3-6 to ensure student engagement and acquisition of state standards and skills.

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

Research Cited: Alabama Reading Initiative, Alabama State Department of Education

Activity - Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement various ARI strategic teaching strategies in grades 3-6 reading for example: anchor charts, formative assessments throughout Tier I instruction, graphic organizers, before, during & after, I do, we do, and you do, LTF-Laying the Foundation, CLOSE reading, visualization, inferring	Academic Support Program	08/08/2017	04/13/2018	\$0 - No Funding Required	Administrators, teachers, and academic coach

Strategy3:

Formative Assessments Grades 3-6 - Teachers will implement daily formative assessments to ensure Tier II instruction and benchmark assessment tool, ACT Aspire Interim two administrations throughout the school year to ensure proficiency on the summative assessment, ACT Aspire

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

Research Cited: Alabama Reading Initiative, Alabama State Department of Education, ACT Aspire

Activity - Formative Assessments Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure student acquisition of state standards and skills, teachers will implement formative assessments daily during reading instruction. Additionally, our school has added the ACT Aspire Interim Assessment to assess student progress towards proficiency on the ACT Aspire.	Academic Support Program	08/08/2017	04/13/2018	\$650 - Title I Part A	Administrators, teachers, reading coach, and federal programs coordinator

Strategy4:

Comprehension Tool Kit Grades 3-6 - Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series.

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

Research Cited: Alabama Reading Initiative and Alabama State Department of Education

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series for additional reading comprehension strategies for literary and nonfiction books	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Academic coach, teachers, and administrators

Goal 3:

All students in grades 3-6 will become proficient in CCRS Science standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS Science standards by 05/24/2018 as measured by the the 2018 Spring Aspire Summative Test and Scantron.

Strategy1:

AMSTI Interactive Journals-Grades 3-6 - Teachers participated in AMSTI science journal training during the summer of 2016 and this strategy will be implemented, again, school-wide for the 2017-18 school year with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis.

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

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Interactive Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI Interactive Journals school-wide with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis with an emphasis on science terminology to enhance student understanding of applicable content standards.	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Administrators and teachers

Strategy2:

AMSTI Modules & Pearson Hands-On Activities Grades 3-6 - Teachers will implement AMSTI Science Modules, Pearson Interactive hands-on/technological enhanced activities school-wide, and Picture Perfect STEM (3-5).

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

Research Cited: Alabama Math Science Technology Initiative, Pearson textbook series, and Picture Perfect STEM.

Activity - AMSTI Modules (grades 3-6), Pearson (grades 3-6) Hands-On Activities, and Picture Perfect Stem activities (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the newly adopted Alabama Science Course of Study, AMSTI Modules, Pearson and Picture Perfect STEM (3-5) hands-on/technology enhanced activities/investigations school-wide with a focus on the accountability groups of 3-6 to improve inquiry using scientific investigations	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Administrators and teachers

Strategy3:

Formative Assessments- Grades 3-6 - Teachers will implement classroom formative assessments and ACT Aspire Interim fall and spring administrations to ensure mastery of standards and skills during Tier I instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Alabama Reading Initiative, Strategic Teaching Strategies, Alabama State Department of Education

Activity - Formative Assessments- Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650 - General Fund	Administrators and Teachers

Strategy4:

Professional Development Grades 3-6 - Teachers will strengthen professional learning teams through STEM training, grade level and cross grade level collaboration and planning with regular monthly grade level and quarterly cross grade level meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Educate Alabama Educator Effectiveness

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and collaborate to enhance understanding of content standards and the implementation of STEM standards to increase overall student achievement in the content of science.	Professional Learning	08/01/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Goal 4:

90% of LEP students will demonstrate progress in becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a score of 4.8 on ACCESS 2.0 to reach or exceed the AMAO requirements

Measurable Objective 1:

demonstrate a proficiency 90% of English Learner students will by 02/23/2018 as measured by a composite score of 4.8 on ACCESS for ELLs 2.0 students in order to reach or exceed the AMAOs in Reading.

Strategy1:

WIDA ELP Standards - EL and general education teachers will utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain high levels of English language proficiency and literacy of the EL

students.

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

Research Cited: World-Class Instructional Design and Assessment (WIDA)

Activity - Developing Writing Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL and general classroom teachers will implement writing as a part of the curriculum by giving quality writing assignments to ELL students and teaching them how to prepare their writing assignments focusing on the process of writing.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and EL teachers will utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL student's I-ELP, and accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL teacher will monitor student progress and goal completion.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, general classroom teachers, and EL teacher

Activity - Reading Street ELL Handbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teacher will collaborate with general classroom teachers and utilize Scott Foreman's Reading Street ELL Handbook to provide support through second language instruction techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books are also available to relate to weekly concepts and offer students opportunities to practice target skills and strategies. EL posters will be utilized.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Technology Enhanced Learning (TEL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL and general classroom teachers will utilize multimedia devices to accelerate English Language acquisition in all language domains. Several softwares and applications will be incorporated during the ELL instructional pull-out and general classroom time. The EL teacher will coordinate and monitor implementation of the instructional softwares and applications utilized with EL students.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

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

Goal 1:

All students in grades 3-6 will become proficient in CCRS mathematics standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS mathematics standards by 03/16/2018 as measured by 2018 ACT Aspire Summative and Scantron.

Strategy1:

Professional Development-Grades 3-6 - Teachers will strengthen professional learning teams through grade level and cross grade level collaboration through regular monthly and quarterly meetings. District wide professional development will also be provided.

Category: Develop/Implement Professional Learning and Support

Research Cited: Goshen Elementary School Action Research Project

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Strategy2:

Formative Assessments- Grades 3-6 - Teachers will implement classroom formative assessments and ACT Aspire Interim fall and spring administrations to ensure mastery of standards and skills during Tier I instruction.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative, Strategic Teaching Strategies, Alabama State Department of Education

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650 - General Fund	Administrators and teachers

Strategy3:

Standards Based Teaching, Learning, and Grading - Grades 4-6 - Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills.

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

Research Cited: Heflebower, T., Hoegh, J. K., and Warrick, P. (2014). A school leader's guide to standards-based grading. Bloomington, IN: Marzano Research.

Activity - Standards Based Teaching, Learning and Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2017	03/16/2018	\$0 - No Funding Required	Administrators, teachers, and district Standards Based Grading Team

Strategy4:

Justification and Explanation - The ACE (Assert, Cite and Explain) Method will be implemented to assist in justification and explanation problem solving.

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

Research Cited: Laying the Foundation

Activity - ACE Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the ACE (Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and teachers

Goal 2:

All students in grades 3-6 will become proficient in CCRS English Language Arts standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS English Language Arts standards by 04/13/2018 as measured by 2018 Spring ACT Aspire Summative.

Strategy1:

Formative Assessments Grades 3-6 - Teachers will implement daily formative assessments to ensure Tier II instruction and benchmark assessment tool, ACT Aspire Interim two administrations throughout the school year to ensure proficiency on the summative assessment, ACT Aspire

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

Research Cited: Alabama Reading Initiative, Alabama State Department of Education, ACT Aspire

Activity - Formative Assessments Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure student acquisition of state standards and skills, teachers will implement formative assessments daily during reading instruction. Additionally, our school has added the ACT Aspire Interim Assessment to assess student progress towards proficiency on the ACT Aspire.	Academic Support Program	08/08/2017	04/13/2018	\$650 - Title I Part A	Administrators, teachers, reading coach, and federal programs coordinator

Strategy2:

Professional Development-Grades 3-6 - Teachers will strengthen professional learning teams through grade level and cross grade level

collaboration through regular monthly and quarterly meetings. District wide professional development will also be provided.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Goshen Elementary School Action Research Project

Activity - Professional Development-Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Strategy3:

Comprehension Tool Kit Grades 3-6 - Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series.

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

Research Cited: Alabama Reading Initiative and Alabama State Department of Education

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series for additional reading comprehension strategies for literary and nonfiction books	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Academic coach, teachers, and administrators

Strategy4:

Strategic Teaching Strategies 3-6 - Teachers will implement ARI Strategic Teaching Strategies in grades 3-6 to ensure student engagement and acquisition of state standards and skills.

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

Research Cited: Alabama Reading Initiative, Alabama State Department of Education

Activity - Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement various ARI strategic teaching strategies in grades 3-6 reading for example: anchor charts, formative assessments throughout Tier I instruction, graphic organizers, before, during & after, I do, we do, and you do, LTF-Laying the Foundation, CLOSE reading, visualization, inferring	Academic Support Program	08/08/2017	04/13/2018	\$0 - No Funding Required	Administrators, teachers, and academic coach

Goal 3:

All students in grades 3-6 will become proficient in CCRS Science standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS Science standards by 05/24/2018 as measured by the the 2018 Spring Aspire Summative Test and Scantron.

Strategy1:

AMSTI Interactive Journals-Grades 3-6 - Teachers participated in AMSTI science journal training during the summer of 2016 and this strategy will be implemented, again, school-wide for the 2017-18 school year with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis.

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

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Interactive Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI Interactive Journals school-wide with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis with an emphasis on science terminology to enhance student understanding of applicable content standards.	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Administrators and teachers

Strategy2:

Formative Assessments- Grades 3-6 - Teachers will implement classroom formative assessments and ACT Aspire Interim fall and spring administrations to ensure mastery of standards and skills during Tier I instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Alabama Reading Initiative, Strategic Teaching Strategies, Alabama State Department of Education

Activity - Formative Assessments- Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650 - General Fund	Administrators and Teachers

Strategy3:

AMSTI Modules & Pearson Hands-On Activities Grades 3-6 - Teachers will implement AMSTI Science Modules, Pearson Interactive hands-on/technological enhanced activities school-wide, and Picture Perfect STEM (3-5).

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

Research Cited: Alabama Math Science Technology Initiative, Pearson textbook series, and Picture Perfect STEM.

Activity - AMSTI Modules (grades 3-6), Pearson (grades 3-6) Hands-On Activities, and Picture Perfect Stem activities (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the newly adopted Alabama Science Course of Study, AMSTI Modules, Pearson and Picture Perfect STEM (3-5) hands-on/technology enhanced activities/investigations school-wide with a focus on the accountability groups of 3-6 to improve inquiry using scientific investigations	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Administrators and teachers

Strategy4:

Professional Development Grades 3-6 - Teachers will strengthen professional learning teams through STEM training, grade level and cross grade level collaboration and planning with regular monthly grade level and quarterly cross grade level meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Educate Alabama Educator Effectiveness

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and collaborate to enhance understanding of content standards and the implementation of STEM standards to increase overall student achievement in the content of science.	Professional Learning	08/01/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Goal 4:

90% of LEP students will demonstrate progress in becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a score of 4.8 on ACCESS 2.0 to reach or exceed the AMAO requirements

Measurable Objective 1:

demonstrate a proficiency 90% of English Learner students will by 02/23/2018 as measured by a composite score of 4.8 on ACCESS for ELLs 2.0 students in order to reach or exceed the AMAOs in Reading.

Strategy1:

WIDA ELP Standards - EL and general education teachers will utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain high levels of English language proficiency and literacy of the EL students.

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

Research Cited: World-Class Instructional Design and Assessment (WIDA)

ACIP

Goshen Elementary School

Activity - Reading Street ELL Handbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teacher will collaborate with general classroom teachers and utilize Scott Foreman's Reading Street ELL Handbook to provide support through second language instruction techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books are also available to relate to weekly concepts and offer students opportunities to practice target skills and strategies. EL posters will be utilized.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and EL teachers will utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL student's I-ELP, and accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL teacher will monitor student progress and goal completion.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, general classroom teachers, and EL teacher

Activity - Technology Enhanced Learning (TEL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL and general classroom teachers will utilize multimedia devices to accelerate English Language acquisition in all language domains. Several softwares and applications will be incorporated during the ELL instructional pull-out and general classroom time. The EL teacher will coordinate and monitor implementation of the instructional softwares and applications utilized with EL students.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Developing Writing Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL and general classroom teachers will implement writing as a part of the curriculum by giving quality writing assignments to ELL students and teaching them how to prepare their writing assignments focusing on the process of writing.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Goal 5:

Decrease the number of discipline referrals among male students

Measurable Objective 1:

demonstrate a behavior (decrease the number of discipline referrals among male students by 2%) by 05/24/2018 as measured by The INOW Discipline Statistics Report.

Strategy1:

Human Empowerment & Leadership Principals (HELP) - Teachers will be re-trained on the Communication portion of the Human Empowerment & Leadership Principles (HELP). The purpose of HELP is to provide safe and effective interventions for managing aggressive behaviors. Teachers will then implement the preventive strategies in the classroom. Teachers will also be provided updated information on the program.

Category: Other - Prevention System

Research Cited: Crisis Assessment & Prevention Systems (CAPS). (2002).

Activity - Human Empowerment Leadership Principles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Human Empowerment and Leadership principles	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, and Teachers

Strategy2:

Social Skills Training - Male students who have had an excessive number of referrals will receive small group social skills training from the physical education coach and special education staff. These sessions should help decrease the number of discipline referrals.

Category: Other - Counseling

Research Cited: McGinnis, Ellen. (2012). Skillstreaming the Adolescent: A guide for Teaching Prosocial Skills.3rd Edition.

Teachtown: Social Skills/Interpersonal Skills. (2014). v2.

Activity - Skills Streaming the Adolescence and Teach Town	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group sessions with the physical education coach and special education teachers.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Physical education coach and special education teachers.

Strategy3:

SOAR Academy - Male students will participate once per month in the Students Optimizing and Achieving Results (SOAR) Academy. The academies will be same sex and the lessons will come from "Learn Like a Pirate" by Paul Solarz. Mentors will also discuss academics and behavior and set goals for the scheduled meetings.

Category: Other - Behavioral Support

Research Cited: Wheeler, M.E., Keller, T. E., & DuBois, D.L. (2010). Review of three recent randomized trials of school-based mentoring: Making sense of mixed findings. SRCD Social Policy Report, 24(3).

Zand, D., Thomson, N.R., Cervantes, R., Espiritu, R., Klagholz, D., LaBlanc, L., & Taylor, A. (2009).

Activity - SOAR Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SOAR Academies provide mentoring.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Principal, Assistant Principal, and all certified staff.

Strategy4:

Chalkable's Learnings Earnings - Goshen Elementary will participate in Chalkable's positive behavior reinforcement (Learnings Earnings). The Learning Earnings system enables students to earn points and rewards for demonstrating positive behavior and achieving goals.

Category: Other - Behavioral Support

Research Cited: Weissberg, R.P., Kumpfer, K.L., & Seligman, M.E.P. (2003) Prevention that works for children and youth: An introduction. American Psychologist. 58. pp. 425-432.

Activity - Learning Earnings Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Earnings is a positive behavior support program which enables students to earn points and rewards for demonstrating positive behavior and achieving goals.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Principal, Assistant Principal, and all certified staff.

Goal 6:

Select 5th and 6th grade students will participate in STEM Academy

Measurable Objective 1:

achieve college and career readiness in the the STEM sub content areas by 05/24/2018 as measured by performance on the science sub test of the ACT Aspire.

Strategy1:

STEM Class - Select students will participate in STEM class 5 days per week for 2 hours per day.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research on PLTW programs across the U.S. offers evidence that PLTW contributes to raising student achievement and motivation in science and engineering, both of which are essential to success in these career fields.

TAI, ROBERT. (2012) AN EXAMINATION OF THE RESEARCH LITERATURE ON PROJECT LEAD THE WAY. UNIVERSITY OF VIRGINIA

Activity - Hands-on, multi sensory instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous, problem-based learning	Academic Support Program	08/08/2017	05/24/2018	\$100000 - District Funding	Donnella Carter Amy Garrett

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

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

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and

technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

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

Goal 1:

All students in grades 3-6 will become proficient in CCRS mathematics standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS mathematics standards by 03/16/2018 as measured by 2018 ACT Aspire Summative and Scantron.

Strategy1:

Justification and Explanation - The ACE (Assert, Cite and Explain) Method will be implemented to assist in justification and explanation problem solving.

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

Research Cited: Laying the Foundation

Activity - ACE Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the ACE (Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Administrators and teachers

Strategy2:

Standards Based Teaching, Learning, and Grading - Grades 4-6 - Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills.

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

Research Cited: Heflebower, T., Hoegh, J. K., and Warrick, P. (2014). A school leader's guide to standards-based grading. Bloomington, IN: Marzano Research.

Activity - Standards Based Teaching, Learning and Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 4-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2017	03/16/2018	\$0 - No Funding Required	Administrators, teachers, and district Standards Based Grading Team

Strategy3:

Professional Development-Grades 3-6 - Teachers will strengthen professional learning teams through grade level and cross grade level collaboration through regular monthly and quarterly meetings. District wide professional development will also be provided.

Category: Develop/Implement Professional Learning and Support

Research Cited: Goshen Elementary School Action Research Project

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Strategy4:

Formative Assessments- Grades 3-6 - Teachers will implement classroom formative assessments and ACT Aspire Interim fall and spring administrations to ensure mastery of standards and skills during Tier I instruction.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Reading Initiative, Strategic Teaching Strategies, Alabama State Department of Education

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650 - General Fund	Administrators and teachers

Goal 2:

All students in grades 3-6 will become proficient in CCRS English Language Arts standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS English Language Arts standards by 04/13/2018 as measured by 2018 Spring ACT Aspire Summative.

Strategy1:

Formative Assessments Grades 3-6 - Teachers will implement daily formative assessments to ensure Tier II instruction and benchmark assessment tool, ACT Aspire Interim two administrations throughout the school year to ensure proficiency on the summative assessment, ACT Aspire

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

Research Cited: Alabama Reading Initiative, Alabama State Department of Education, ACT Aspire

ACIP

Goshen Elementary School

Activity - Formative Assessments Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To ensure student acquisition of state standards and skills, teachers will implement formative assessments daily during reading instruction. Additionally, our school has added the ACT Aspire Interim Assessment to assess student progress towards proficiency on the ACT Aspire.	Academic Support Program	08/08/2017	04/13/2018	\$650 - Title I Part A	Administrators, teachers, reading coach, and federal programs coordinator

Strategy2:

Strategic Teaching Strategies 3-6 - Teachers will implement ARI Strategic Teaching Strategies in grades 3-6 to ensure student engagement and acquisition of state standards and skills.

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

Research Cited: Alabama Reading Initiative, Alabama State Department of Education

Activity - Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement various ARI strategic teaching strategies in grades 3-6 reading for example: anchor charts, formative assessments throughout Tier I instruction, graphic organizers, before, during & after, I do, we do, and you do, LTF-Laying the Foundation, CLOSE reading, visualization, inferring	Academic Support Program	08/08/2017	04/13/2018	\$0 - No Funding Required	Administrators, teachers, and academic coach

Strategy3:

Professional Development-Grades 3-6 - Teachers will strengthen professional learning teams through grade level and cross grade level collaboration through regular

monthly and quarterly meetings. District wide professional development will also be provided.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Goshen Elementary School Action Research Project

Activity - Professional Development-Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and discuss how to increase student achievement in the content area of Mathematics and to deepen content knowledge.	Professional Learning	08/08/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Strategy4:

Comprehension Tool Kit Grades 3-6 - Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series.

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

Research Cited: Alabama Reading Initiative and Alabama State Department of Education

ACIP

Goshen Elementary School

Activity - Comprehension Tool Kit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will implement the ARI Comprehension Tool Kit in addition to the Reading Street reading series for additional reading comprehension strategies for literary and nonfiction books	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Academic coach, teachers, and administrators

Goal 3:

All students in grades 3-6 will become proficient in CCRS Science standards at or above grade level.

Measurable Objective 1:

demonstrate a proficiency in CCRS Science standards by 05/24/2018 as measured by the the 2018 Spring Aspire Summative Test and Scantron.

Strategy1:

AMSTI Interactive Journals-Grades 3-6 - Teachers participated in AMSTI science journal training during the summer of 2016 and this strategy will be implemented, again, school-wide for the 2017-18 school year with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis.

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

Research Cited: Alabama Math Science Technology Initiative

Activity - AMSTI Interactive Journals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement AMSTI Interactive Journals school-wide with a focus on grades 3-6, the accountability group. Students will learn to record and reference scientific investigations on a weekly basis with an emphasis on science terminology to enhance student understanding of applicable content standards.	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Administrators and teachers

Strategy2:

Formative Assessments- Grades 3-6 - Teachers will implement classroom formative assessments and ACT Aspire Interim fall and spring administrations to ensure mastery of standards and skills during Tier I instruction.

Category: Develop/Implement Learning Supports

Research Cited: Research Cited: Alabama Reading Initiative, Strategic Teaching Strategies, Alabama State Department of Education

ACIP

Goshen Elementary School

Activity - Formative Assessments- Grades 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use white board checkouts, exit slips, and journal checks as classroom formative assessment tools to assess students' mastery of skills on a daily basis and ACT Aspire Interim fall and spring administrations to ensure readiness for ACT Aspire Summative.	Academic Support Program	08/08/2017	03/16/2018	\$650 - General Fund	Administrators and Teachers

Strategy3:

AMSTI Modules & Pearson Hands-On Activities Grades 3-6 - Teachers will implement AMSTI Science Modules, Pearson Interactive hands-on/technological enhanced activities school-wide, and Picture Perfect STEM (3-5).

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

Research Cited: Alabama Math Science Technology Initiative, Pearson textbook series, and Picture Perfect STEM.

Activity - AMSTI Modules (grades 3-6), Pearson (grades 3-6) Hands-On Activities, and Picture Perfect Stem activities (3-5)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the newly adopted Alabama Science Course of Study, AMSTI Modules, Pearson and Picture Perfect STEM (3-5) hands-on/technology enhanced activities/investigations school-wide with a focus on the accountability groups of 3-6 to improve inquiry using scientific investigations	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Administrators and teachers

Strategy4:

Professional Development Grades 3-6 - Teachers will strengthen professional learning teams through STEM training, grade level and cross grade level collaboration and planning with regular monthly grade level and quarterly cross grade level meetings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Educate Alabama Educator Effectiveness

Activity - Professional Learning Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-6 will be provided professional leave time during the school day to meet and collaborate to enhance understanding of content standards and the implementation of STEM standards to increase overall student achievement in the content of science.	Professional Learning	08/01/2017	05/01/2018	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Goal 4:

90% of LEP students will demonstrate progress in becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a score of 4.8 on ACCESS 2.0 to reach or exceed the AMAO requirements

Measurable Objective 1:

demonstrate a proficiency 90% of English Learner students will by 02/23/2018 as measured by a composite score of 4.8 on ACCESS for ELLs 2.0 students in order to reach or exceed the AMAOs in Reading.

Strategy1:

WIDA ELP Standards - EL and general education teachers will utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain high levels of English language proficiency and literacy of the EL students.

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

Research Cited: World-Class Instructional Design and Assessment (WIDA)

Activity - Technology Enhanced Learning (TEL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL and general classroom teachers will utilize multimedia devices to accelerate English Language acquisition in all language domains. Several softwares and applications will be incorporated during the ELL instructional pull-out and general classroom time. The EL teacher will coordinate and monitor implementation of the instructional softwares and applications utilized with EL students.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and EL teachers will utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL student's I-ELP, and accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL teacher will monitor student progress and goal completion.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, general classroom teachers, and EL teacher

Activity - Reading Street ELL Handbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teacher will collaborate with general classroom teachers and utilize Scott Foreman's Reading Street ELL Handbook to provide support through second language instruction techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books are also available to relate to weekly concepts and offer students opportunities to practice target skills and strategies. EL posters will be utilized.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Developing Writing Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL and general classroom teachers will implement writing as a part of the curriculum by giving quality writing assignments to ELL students and teaching them how to prepare their writing assignments focusing on the process of writing.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Goal 5:

Decrease the number of discipline referrals among male students

Measurable Objective 1:

demonstrate a behavior (decrease the number of discipline referrals among male students by 2%) by 05/24/2018 as measured by The INOW Discipline Statistics Report.

Strategy1:

Chalkable's Learnings Earnings - Goshen Elementary will participate in Chalkable's positive behavior reinforcement (Learnings Earnings). The Learning Earnings system enables students to earn points and rewards for demonstrating positive behavior and achieving goals.

Category: Other - Behavioral Support

Research Cited: Weissberg, R.P., Kumpfer, K.L., & Seligman, M.E.P. (2003) Prevention that works for children and youth: An introduction. American Psychologist. 58. pp. 425-432.

Activity - Learning Earnings Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Earnings is a positive behavior support program which enables students to earn points and rewards for demonstrating positive behavior and achieving goals.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Principal, Assistant Principal, and all certified staff.

Strategy2:

Social Skills Training - Male students who have had an excessive number of referrals will receive small group social skills training from the physical education coach and special education staff. These sessions should help decrease the number of discipline referrals.

Category: Other - Counseling

Research Cited: McGinnis, Ellen. (2012). Skillstreaming the Adolescent: A guide for Teaching Prosocial Skills.3rd Edition.

Teachtown: Social Skills/Interspersonal Skills. (2014). v2.

Activity - Skills Streaming the Adolescence and Teach Town	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group sessions with the physical education coach and special education teachers.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Physical education coach and special education teachers.

Strategy3:

Human Empowerment & Leadership Principals (HELP) - Teachers will be re-trained on the Communication portion of the Human Empowerment & Leadership Principles (HELP). The purpose of HELP is to provide safe and effective interventions for managing aggressive behaviors. Teachers will then implement the preventive strategies in the classroom. Teachers will also be provided updated information on the program.

Category: Other - Prevention System

Research Cited: Crisis Assessment & Prevention Systems (CAPS). (2002).

Activity - Human Empowerment Leadership Principles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Human Empowerment and Leadership principles	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, and Teachers

Strategy4:

SOAR Academy - Male students will participate once per month in the Students Optimizing and Achieving Results (SOAR) Academy. The academies will be same sex and the lessons will come from "Learn Like a Pirate" by Paul Solarz. Mentors will also discuss academics and behavior and set goals for the scheduled meetings.

Category: Other - Behavioral Support

Research Cited: Wheeler, M.E., Keller, T. E., & DuBois, D.L. (2010). Review of three recent randomized trials of school-based mentoring: Making sense of mixed findings. SRCD Social Policy Report, 24(3).

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Activity - SOAR Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SOAR Academies provide mentoring.	Behavioral Support Program	08/08/2017	05/24/2018	\$0 - No Funding Required	Principal, Assistant Principal, and all certified staff.

Goal 6:

Select 5th and 6th grade students will participate in STEM Academy

Measurable Objective 1:

achieve college and career readiness in the the STEM sub content areas by 05/24/2018 as measured by performance on the science sub test of the ACT Aspire.

Strategy1:

STEM Class - Select students will participate in STEM class 5 days per week for 2 hours per day.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research on PLTW programs across the U.S. offers evidence that PLTW contributes to raising student achievement and motivation in science and engineering, both of which are essential to success in these career fields.

TAI, ROBERT. (2012) AN EXAMINATION OF THE RESEARCH LITERATURE ON PROJECT LEAD THE WAY. UNIVERSITY OF VIRGINIA

Activity - Hands-on, multi sensory instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous, problem-based learning	Academic Support Program	08/08/2017	05/24/2018	\$100000 - District Funding	Donnella Carter Amy Garrett

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

90% of LEP students will demonstrate progress in becoming proficient in English and reach higher academic standards to increase the number of language minority students who obtain a score of 4.8 on ACCESS 2.0 to reach or exceed the AMAO requirements

Measurable Objective 1:

demonstrate a proficiency 90% of English Learner students will by 02/23/2018 as measured by a composite score of 4.8 on ACCESS for ELLs 2.0 students in order to reach or exceed the AMAOs in Reading.

Strategy1:

WIDA ELP Standards - EL and general education teachers will utilize WIDA ELP standards as a guideline to improve language objectives that focus on, but are not limited to reading and writing in order to attain high levels of English language proficiency and literacy of the EL students.

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

Research Cited: World-Class Instructional Design and Assessment (WIDA)

Activity - Technology Enhanced Learning (TEL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL and general classroom teachers will utilize multimedia devices to accelerate English Language acquisition in all language domains. Several softwares and applications will be incorporated during the ELL instructional pull-out and general classroom time. The EL teacher will coordinate and monitor implementation of the instructional softwares and applications utilized with EL students.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Developing Writing Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL and general classroom teachers will implement writing as a part of the curriculum by giving quality writing assignments to ELL students and teaching them how to prepare their writing assignments focusing on the process of writing.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Reading Street ELL Handbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teacher will collaborate with general classroom teachers and utilize Scott Foreman's Reading Street ELL Handbook to provide support through second language instruction techniques during EL instructional pull-out at all proficiency levels. The ELL Handbook includes phonics and grammar transition lessons, comprehension skill practice, vocabulary word cards, study guides for ELL readers, and multilingual selection summaries and vocabulary charts. Instructional level fiction and nonfiction books are also available to relate to weekly concepts and offer students opportunities to practice target skills and strategies. EL posters will be utilized.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, EL and general classroom teachers

Activity - Individualized English Learner Plans (I-ELPs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and EL teachers will utilize WIDA's English Language Proficiency Standards and CAN DO Performance Rubrics to draft and implement each ELL student's I-ELP, and accommodations checklist. Teachers will maintain documentation of the accommodations made. The EL teacher will monitor student progress and goal completion.	Academic Support Program	08/08/2017	02/23/2018	\$0 - No Funding Required	Administrators, general classroom teachers, and EL teacher

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

Individual parent conferences (as requested by parent or teacher) and parent conference nights (1st and 3rd nine weeks) are used to disseminate academic achievement results and interpretation of the results to parents. The ELL Coach is available to interpret results to parents of English Learners in a language they can understand. Translation programs (TransAct) are used by faculty members to discuss grades and achievement results. Achievement results are interpreted during LEP meetings for parents of English Learners and at other times as needed. Progress reports or report cards are sent home every 4.5 weeks. Parents have access to their child's electronic gradebook on the internet. Graded student work is also sent home weekly or biweekly for parent review.

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

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		Paraprofessional Certification

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

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

Pike County Board of Education does not accept principal recommendations for teacher hires who have not met the state requirements for highly qualified in the content area or grade level they will be teaching. No out of field teachers are hired. Principals actively recruit teachers with experience and expertise in the content area they will be teaching especially in the accountability groups of 3-6 where each grade level is departmentalized and the master schedule reflects 3-120 minute blocks of time to teach reading/language, math/writing, and social studies/science.

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

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

Goshen Elementary School experiences very little teacher turnover (9%). Openings occur when teachers retire or younger teachers relocate. This school year we lost three units due to a lack of funding and one teacher retired. During the summer, two teachers resigned and enabled us to rehire two teachers that were released and the retired teacher was replaced with a teacher already employed in the school.

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

6 of 32 teachers have 4 years or less teaching experience while the remaining teachers have 5-27 years of experience.

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

There is no high turnover rate.

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

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

Data is analyzed and strengths/weaknesses are identified. Based on the results of the analysis, professional development is provided to address the needs of teachers.

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

District oversees all professional development activities provided in the local school. All professional development is high quality and research-based. Agendas and sign-in sheets are retained at the local school and district levels to ensure all professional staff is participating. If a staff member misses a session they are required to make that session up prior to the next session offering.

1) District-wide book study: The Power of Positive Leadership by Jon Gordon led by the Central Office Administrators (3 sessions)

2) Local School book study: Teach Like a Pirate by Dave Burgess led by the school administrators (3 sessions)

3) CLAS Leadership Institutes:

9/13 An Educator's Guide to Special Education

10/19 Family Engagement: Building Connections to Impact Student Success

11/29 The Last Straw: Warning Signs of Destructive Behaviors and Multi-disciplinary Threat Assessment

1/10 From Chaos to Control: Clear and Concise Classroom Management Strategies

2/14 Rules of Engagement: Winning the War Against Student Apathy

3/14 Using Connectedness to Empower Learning

4/18 Disrupting Poverty: How Schools Do It

4) eLearning On-line Classes

5) ARI Team Meetings for Administrators and Reading Coaches

6) Vertical planning teachers of core courses.

7) Human Empowerment Leadership Principles (HELP)

8) Educator Effectiveness

9) Classroom Management

10) Mandatory Reporting

11) Erin's Law

12) Suicide Awareness

13) Child Abuse & Prevention

14) Special Education

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

The district provides the initial two day new teacher orientation for all new hires prior to the beginning of school: ARI Strategic Teaching Strategies, INOW Student Data Management System, Harry Wong's First Day's of School, and Alabama Ethics for Educators, etc. In addition to the initial teacher orientation, the district conducts additional monthly meetings for novice teachers.

Each principal assigns a mentor for all new staff. They are required to meet monthly or as needed to discuss: local school Faculty Handbooks, INOW Student Data Management System: grades, attendance, and discipline, lesson plans, local school accounting procedures, field trip requirement, district policies and procedures. Agendas and sign-in sheets are retained for documentation purposes.

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

Professional development sessions are held at least monthly, the first Monday of each month, sometimes twice per month according to state and local requirements. Administrators, reading coach, and district walk-throughs ensure new learning is transferred to the classroom and students. Monthly sign-in sheets and agendas are retained and forwarded to district for validation of attendance. Teachers are given a 3-2-1 graphic organizer at the end of each learning session to enter as evidence in Educate Alabama. Teachers are also required to use STI-PD to enter training sessions and validation of certificate renewals when that is required. Weekly lesson plan checks is another validation of strategy implementation. Monthly data meetings are also required as teachers learn to use data to drive the instructional process. Quarterly school wide data meetings are lead by administrators and the reading coach. During quarterly data meetings, all formative and benchmark assessments are examined and teachers convert all data to their data boards for presentation and discussion. Lists of students in need of additional academic support are targeted for intense instruction during Tier II and III if needed.

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

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

Goal 1:

To develop and implement a plan for parent engagement.

Measurable Objective 1:

collaborate to improve parent/family engagement by 05/25/2018 as measured by parent/family participation as documented by sign-in sheets at parent involvement activities.

Strategy1:

Parent Visitations - parents/families will be invited to various events designed for them

Category: Develop/Implement Student and School Culture Program

Research Cited: SREB

Activity - Parent Visitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents/families will be invited to various activities	Parent Involvement Community Engagement	08/08/2017	05/25/2018	\$0 - Title I Part A	Teachers, administrators

Narrative:

Seventh grade orientation: the guidance counselor and sixth grade teachers will collaborate with high school administration, guidance counselor, and teachers to attend seventh grade orientation each school year during the month of May. Students will meet personnel, tour the campus and classrooms, take a seventh grade math placement test, complete a schedule request and learn about all extra curricular activities and the requirements to participate in those activities.

Kindergarten Registration: Goshen Elementary School administration and kindergarten staff hosts a kindergarten pre-registration each year in April. Parents complete all registration forms, students are pre-tested by kindergarten teachers for basic prior learning experiences, and each family receives a welcome bag with paper, pencil, pens, and a book. The week before schools begins the school hosts an Open House/Night to meet teachers, visit the classrooms, and complete necessary paperwork before the first day of school.

Additionally, Goshen Elementary has been fortunate to receive one of the Office of School Readiness Pre-K grants for the third year that serves 18 four year old children. Students who participate in structured four year old programs are more prepared as kindergarten students and learn to read quicker. Also, Pike County Schools and Goshen Elementary School serves 3 and 4 year old students who are in need in speech, occupational, and physical therapies through IDEA Early Intervention. Parents bring these students to the school site to receive

these services.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Teachers serve as viable members of the Continuous Improvement Plan team. The team and grade level teams are responsible for disaggregating student assessment data, ACT Aspire, as well as other benchmark assessment: the Global Scholar Performance Series and STAR Reading. This school year we will continue administering the ACT Aspire Interim assessment that will be administered two times for the Spring 18 ACT Aspire Summative Assessment. Teachers are responsible for determining percentages of students proficient-Ready, Close, and in Need of Support, strengths and weaknesses by subtest and area, gender, ethnicity, and economic status. Results are then used to determine goals, strategies, and activities that are research-based to increase student achievement to the next level. We now hold monthly data meetings using whatever data is available for the month including classroom assessments to determine students in need of additional support through the Positive Support Team (meets monthly) and/or Special Education referral for a complete evaluation. Teachers will be required to document and bring results of interventions and strategies to each monthly meeting to determine if we were able to move students to the next level or acquire proficiency of a particular standard.

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

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

According to district guidelines students are identified from the state assessment, ACT Aspire, results as soon as those scores are available. Additional data used by the team include Global Scholar, STAR Reading, and classroom assessments. General classroom teachers are required to provide students Tier 1 and Tier 2 instruction in Reading and Math within the general classroom. When students do not progress or achieve proficiency, teachers are required to bring those students before the Positive Support Team (PST) to begin Tier 3 instruction with research-based strategies and interventions provided to the teacher by the team. A special education teacher is a member of the PST so that when strategies and interventions do not work are not successful a referral for special education testing can be made in which parents will be included. Please note that reading and math curriculums presently adopted by the district all research-based. Additionally, the PST team is responsible for developing a watch list based on students from the prior school year who were brought to PST, those students scoring "In Need of Support" of the 2018 ACT Aspire assessment and students who failed the Dyslexia screening administered by our reading coach for students who did not benchmark on the last DIBELS assessment in the spring of 2018.

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?

According to district guidelines, classroom teachers are required to provide Tier 1 and Tier 2 instruction within the classroom in reading and math. When students do not master state standards teachers are required to gather data and make a referral to the Positive Support Team, which meets the last Tuesday of each month. That team will make recommendations for Tier 3 instruction with research-based strategies and interventions. Tier 3 instruction can take place within the general classroom, with a special services teacher, or the academic coach. If students do not make progress during Tier 3 instruction a referral for special education testing can be made by the team, teacher, or parent.

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.

Goshen Elementary School does not have an after school tutoring program in place. Individual teachers often provide after school tutoring and we also make recommendations to the Troy Public Library where Troy University students provide after school tutoring in math and reading. Local high school students also provide tutoring for students as well.

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.

The same services (Tier 1, Tier 2, Positive Support Team, Tier 3, Special Education Services) mentioned previously are provided to all students at Goshen Elementary School. For English Language Learners, the district employs a full time EL teacher. She provides services to

Goshen Elementary School on Tuesday mornings. She works with students individually and in small group to acquire state standards. She provides assistance to students on classwork from the general education classroom. She works with the general classroom teacher on strategies that work with EL students. She also utilizes the software/applications for language acquisition.

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 (Sec.1114(b)(V))

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

Scientific research-based reading, mathematics, science and social studies standards and programs, ARI Strategic Teaching strategies, Positive Support Teams, English Language Learners program and teacher, anti-bullying, drug awareness, Indian Education, special education, Section 504 services, Parent Month workshops (fall and spring), AMSTI, ARI, 4-H, AIM, School Pays, Character Counts, Good Touch-Bad Touch, partnerships with the Troy Council for the Arts and Troy University Art Program, East Central Mental Health Counseling Team and our SOAR (Students Optimizing & Achieving Results) Academies.

All students at Goshen Elementary School have access to all programs. All programs are implemented by grade level and across the curriculum throughout the school day to achieve the maximum level of participation, success, and to ensure the well-being of the whole child.

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

Scientific research-based reading and mathematics standards and programs, ARI Strategic Teaching strategies, Positive Support Teams, English Language Learners program and teacher, anti-bullying, violence prevention, drug awareness, Indian Education, special education, Section 504 services, Parent Month workshops (fall and spring), AMSTI, ARI, 4-H, AIM, School Pays, Character Counts, Good Touch-Bad Touch, partnerships with the Troy Council for the Arts and Troy University art students, East Central Mental Health Counseling Team and our Students Optimizing & Achieving Results (SOAR) student mentoring program.

Goshen Elementary School is also very fortunate to have received the Office of School Readiness Grant for a pre-kindergarten again this year. The program currently serves eighteen students. Students entering kindergarten are now much more prepared academically. We are also very excited about the possibilities of expansion in the future. We currently have 18 students enrolled and 24 students on the waiting list. Therefore, we have a great need to fully implement a 2 unit pre-kindergarten program.

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

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

The school-wide program implementation is evaluated yearly during the annual Title I Parent Information night and during Quarterly CIP Team Meetings. Agendas are predetermined, sign-in sheets document participation, and minutes are kept. Additionally, parents and teachers are surveyed on a yearly basis. We utilize the SACS on-line survey process during the March Report Card Conference night. We also hold monthly data meetings which is another way of evaluating all programs and curricular.

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

The results from our state assessment, the ACT Aspire, Global Scholar, STAR Reading, and DIBELS are disaggregated each fall when the state assessment reports are made available to schools. The accountability teachers in grades 3-6 and CIP team use this data to write the goals, strategies, and activities contained in the Continuous Improvement Plan. Other indicators used by the team includes data from the Positive Support Team, demographics, attendance (students and teachers), and discipline. The final evaluation each year will be determined by how well our students do on the ACT Aspire after one year of instruction using research-based materials and strategies to advance students forward.

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

The school determines whether a school-wide program has been effective in increasing student achievement by using student data reports (teacher, group, and individual) from the ACT Aspire, our statewide assessment instrument. Secondly, whether or not we meet the benchmarks set forth by the state in our individual school growth plan.

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?

Quarterly CIP Team Meetings, our Annual Title I Parent Night, parent-teacher surveys, monthly data and grade level team meetings are all used to ensure the continuous improvement of all students. High quality professional development is also consistently provided for parents and teachers.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	24.75

Provide the number of classroom teachers.

24.75

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1192115.0

Total

1,192,115.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	90844.0

Total

90,844.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0.0

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

Total

0.00

Counselor

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

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	26713.0

Total

26,713.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	44091.0

Total

44,091.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5763.65

Total

5,763.65

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2113.24

Total

2,113.24

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	11486.15

Total

11,486.15

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	829.49

Total

829.49

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	135048.73

Provide a brief explanation and breakdown of expenses.

135048.73	Total Budget
1537.63	Parental Involvement (newsletters 322.91, Parent Expo 300.00, 914.72 local school)
115210.97	Salaries & Benefits (1.25 Teachers, .50 Counselor, .6 Reading Coach)
2000.00	Professional Development (Teachers & Administrators-In-State)
1204.95	Substitutes (Title I paid teachers-10 days)
2008.25	Professional Development Substitutes (vertical planning/data meetings teachers grades 3-6)
500.00	Mentor
99.85	Mentor Benefits (19.97%)
1585.92	PC Hardware/Tech
5016.30	Renaissance Learning
3831.67	Odysseyware
25.00	Schools-in-Site (local school website)
1011.62	Goldstar Learning
716.57	Materials & Supplies (Title I paid teachers 1.25)
300.00	Materials & Supplies (Teacher of the Year)

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	109047.0

Provide a brief explanation and a breakdown of expenses.

Title II funds are retained at the central office level and dispersed as needed to the schools for class size reduction, professional development and recruitment of high qualified teachers

Title III

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

Provide a brief explanation and a breakdown of expenses.

Not Applicable

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not Applicable

Title V

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

Provide a brief explanation and a breakdown of expenses.

Professional Development (Administrators & Teachers)

Classroom Materials & Supplies Science and Strategic Teaching Strategies

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Not Applicable

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Not Applicable

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

Provide a brief explanation and breakdown of expenses.

Not Applicable

Other

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

Provide a brief explanation and a breakdown of expenses.

Not Applicable

Local Funds

Label	Question	Value
1.	Provide the total	112418.45

Provide a brief explanation and breakdown of expenses.

This balance is month ending July 31, 2017. This amount includes a PTO Certificate of Deposit in the amount of 10,753.36. Local school funds are used to purchase classroom materials and supplies, laminating film, copy paper, upkeep of copy machines for administration and teachers (2 Rizzo copy machines, 2 teacher copiers, and 1 office copier (report cards, progress reports, professional development activities, etc.)).

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The annual meeting to inform parents of the school's participation in Title I and Title I requirements will be held on September 26, 2017, at 6:00 p.m. jointly with Goshen High School in the Goshen High School gym. An invitation will sent home by the students and a reminder call from School Messenger and Notify Me inviting parents to attend. This event will also be posted on the home page of INOW and the www.goshenelem.com website. Parents will be presented a PowerPoint presentation covering participation and all requirements including the 1% set-aside for parental involvement activities and the right of parents to be involved. For the past eight years this meeting has been held on the last Tuesday night of September at Goshen Elementary School gym. This year due to sports activities at the school we will host the meeting at the high school in hopes of getting better parent participation. An agenda and sign-in sheet will be retained for evidence of conducting this this required meeting.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1) The original planning meeting for the Continuous Improvement Plan team began on August 14 - 31, 2017, and is ongoing throughout this two week window. Parent team members are invited to attend at their convenience from 7:00 a.m to 5:00 p.m. to review the Parent Student Compact and the Parental Involvement Plan. We have not provided transportation, however child care is available if needed.

2) Parent team members are involved in the planning, review, and improvement of the Parent Student Compact and Parental Involvement Plan during the planning weeks of August 14-31, 2017. All Title I parents are invited and have the opportunity to be involved in the decision-making process during the Annual Parent Meeting on September 26, 2017. A question, answer and feedback time is given at the end of the presentation. Parents can provide feedback orally or written. The plan is posted on our school website and parents may also offer feedback via phone, email, text messaging or in writing at the main office.

3) The 1% set aside for parental involvement is used to purchase student planners, parent newsletter in all content areas, student supplies for the annual parent expo held in October, brochures for fall and spring parent conference night, local school news and programs throughout the school year, kindergarten welcome bags for registration in April.

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

The school provides parents timely information in a number of formats, in their native language, about programs under Title I, current curriculum across the content areas, academic assessments, and student achievement. The first line of communication with parents begins with the classroom teacher. Each teacher sends home a weekly newsletter for each grade level, with classroom information (upcoming tests, spelling words, projects, etc.) in each subject area. Teachers also utilize student planners as a communication tool for homework, tests and behavior. Transact is available to all personnel to translate newsletters, student work, or school information in the preferred language of the family. Goshen Elementary School has an open door policy and parents can request a meeting with teachers or administration at any time. Parents give input to the Continuous Improvement Plan team during August meetings about the Parental Involvement Plan and School-Parent-Student Compact for Learning.

Additionally, parents are invited to attend the Annual Federal Programs Parent Night scheduled for September 26, 2017, at 6:00 at the Goshen High School gym. All required information is presented in a PowerPoint presentation with a question, answer, feedback time at the end of the presentation. Parents can provide feedback orally or written. The plan is also placed on the school website and a hard copy available in the principal's office. Parents can provide feedback via written notice, email, phone, or text messaging.

Pike County Schools provide two parent conference nights each year, Fall on October 12th and Spring on March 22nd. During both meetings various parent workshops will be presented to parents. The tentative fall schedule is as follows: Technology Tools for Parents, Cyber Awareness, STEM Science and Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, and ACT Aspire Student Report. Through participation in various workshops parents are afforded opportunities to learn about curriculum, forms of academic assessments, and achievement expectations. Parents can request meetings with administrators and teachers at any time to offer suggestions and participate in the decision-making process as related to their child.

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

During the week of August 14-31, 2017, parent team members review the School-Parent-Student Compact and offer suggestions for revisions. The Compact is then printed and given to each homeroom teacher. The teacher and students complete and sign the Compact during scheduled class time. Teachers work closely with student on completing the area of improvement according to the most current assessment data of which is discussed individually with students at the beginning of each school year. The compact is then sent home for parent signatures. Additionally, parents will receive copies of the Spring 2017 ACT Aspire assessment with the fall report card on October 12th. A workshop will be provided for parents on interpreting that data and expectations for continuous improvement at each grade level.

Goshen Elementary School faculty, staff and administration firmly believe that parents are our "Partners in Education. First, parents are provided school planners that are utilized as a communication too between school and home. Each grade level provides a newsletter that is sent home Mondays informing parents about school events as well as homework, projects, etc for each content area. Teachers also post newsletters on the Goshen Elementary School website. Teachers and administrators communicate with parents via phone, email, text message, Remind 101, Class DoJo, and conferences as requested or needed. Goshen Elementary School faculty and staff employ an open door policy and parents may visit the school at the most convenient time for their schedules.

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

During the Annual Federal Programs Night on September 26, 2017, at 6:00 at the Goshen High School Gym, parents will be presented all required information regarding Title I via a PowerPoint presentation. Parents will be given an opportunity to offer suggestions or changes to the Parent Involvement Plan, School-Parent-Student Compact, budgetary requirements, and the workshops offered during Report Card Conference Night on October 12, 2017. Parents have just completed our yearly survey in the Advanc-Ed system. We did not get enough participation during the Spring of 2017, so we sent home paper surveys and had those entered into the system to get the appropriate number of participants. Goshen Elementary teachers and administrators will use the data to make improvements as needed school-wide. Parents may submit suggestions via written notice, email, phone, or text messaging. Additionally, comments of dissatisfaction with the CIP or Parental Involvement Plan may be submitted from 7:00 a.m. to 4:30 p.m daily with the principal or assistant principal.

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

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

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

Goshen Elementary School will work to build capacity for parental involvement first by selecting parents to serve as members of the Continuous Improvement Plan Team. These parents will offer feedback on the Parental Involvement Plan, workshops, School-Parent-Student Compact for Learning. Secondly, by administering yearly surveys and using this data to improve all services relating to our students and parents. Goshen Elementary School faculty, staff, and administration are firm believers that parents are our "Partners in Education". Parents are provided weekly newsletters from their teachers each Monday informing parents about school events, homework, tests, and/or projects for that week. Teachers post newsletters on www.goshenelem.com website. Teachers communicate via school phone, email, text messaging, Remind 101, Class DoJo, and conferences as needed or required. Goshen Elementary School faculty and staff employ an open door policy and parents may visit the school at the most convenient time for the family or work schedule.

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 values each parent as the child's first teacher. We will always be open to all information provided by the family to enhance each child's learning and experiences on a daily basis. Goshen Elementary School faculty, staff, and administration employs an open door policy, our parents are always welcome at our school to visit classrooms, have lunch and conduct conferences regarding academic or behavioral concerns. Additionally, parents are provided weekly newsletter each Monday to keep parents informed about classroom assignments, homework, projects, or school events. Teachers also post newsletters on www.goshenelem.com website. Teachers communicate with parents via school phone, email, text messaging, school planners, and conferences as needed or required.

Goshen Elementary School shall provide materials and training to help parents work with their children to improve their child/children to improve academic achievement, literacy training and effective use of technology to foster parental involvement through workshops offered during the fall, October 12, 2017, and spring, March 22, 2018 Report Card Conference Nights. A tentative agenda has been developed and we are presently receiving parent feedback from team members. Workshops for October 12, 2017 are as follows: Technology Tools for Parents, Cyber Awareness, STEM Science and STEM Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, and the ACT Aspire Student Report. We have a Parent Resource Center located in the main office and guidance counselor's office.

Additionally, we hosted the first Standards Based Grading workshop for parents on August 29, 2017, for students and parents in grades 4, 5, and 6. Due to low attendance by parents, this workshop will be repeated on October 12th during the Report Card Conference Night.

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

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

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

Goshen Elementary School will work to build capacity for parental involvement first by selecting parents to serve as members of the Continuous Improvement Plan Team. These parents will offer feedback on the Parental Involvement Plan, School-Parent-Student Compact for Learning, and proposed workshops for October 12th Report Card Conference Night. Secondly, by administering yearly surveys and using this data to improve all services relating to our students and parents. Goshen Elementary School faculty, staff, and administration are firm believers that parents are our "Partners in Education". Parents are provided weekly newsletters from their teachers each Monday informing parents about school events, homework, tests, and/or projects for that week. Teachers post newsletters on www.goshenelem.com website. Teachers communicate via school phone, email, text messaging, Remind 101, Class DoJo, and conferences as needed or required. Goshen Elementary School faculty and staff employ an open door policy and parents may visit the school at the most convenient time for the family or work schedule.

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 values each parent as the child's first teacher. We will always be open to all information provided by the family to enhance each child's learning and experiences on a daily basis. Goshen Elementary School faculty, staff, and administration employs an open door policy, our parents are always welcome at our school to visit classrooms, have lunch, and conduct conferences regarding academic or behavioral concerns. Additionally, parents are provided a weekly newsletter each Monday to stay informed about classroom assignments, homework, projects, or school events. Teachers also post newsletters on www.goshenelem.com website. Teachers communicate with parents via school phone, email, text messaging, school planners, and conferences as needed or required.

Goshen Elementary 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 through workshops offered during the fall, October 12, 2017, and spring, March 22, 2018 Report Card Conference Nights. A tentative agenda has been developed and we are presently receiving parent feedback from team members. Workshops for October 12, 2017 are as follows: Technology Tools for Parents, Cyber Awareness, STEM Science and STEM Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, and the ACT Aspire Student Report. We have a Parent Resource Center located in the main office and guidance counselor's office. Additionally, we hosted the first Standards Based Grading workshop for parents on August 29, 2017, for students and parents in grades 4, 5, and 6. Due to low attendance by parents, this workshop will be repeated on October 12th during the Report Card Conference Night.

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

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

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

Goshen Elementary School will work to build capacity for parental involvement first by selecting parents to serve as members of the Continuous Improvement Plan Team. These parents will offer feedback on the Parental Involvement Plan, School-Parent-Student Compact for Learning and proposed workshops for October 12th Report Card Conference Night. Secondly, by administering yearly surveys and using this data to improve all services relating to our students and parents. Goshen Elementary School faculty, staff, and administration are firm believers that parents are our "Partners in Education". Parents are provided weekly newsletters from their teachers each Monday informing parents about school events, homework, tests, and/or projects for that week. Teachers post newsletters on www.goshenelem.com website. Teachers communicate via school phone, email, text messaging, Remind 101, Class DoJo, and conferences as needed or required. Goshen Elementary School faculty and staff employ an open door policy and parents may visit the school at the most convenient time for the family or work schedule.

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 values each parent as the child's first teacher. We will always be open to all information provided by the family to enhance each child's learning and experiences on a daily basis. Goshen Elementary School faculty, staff, and administration employs an open door policy, our parents are always welcome at our school to visit classrooms, have lunch, and conduct conferences regarding academic or behavioral concerns. Additionally, parents are provided a weekly newsletter each Monday to keep parents informed about classroom assignments, homework, projects, or school events. Teachers also post newsletters on www.goshenelem.com website. Teachers communicate with parents via school phone, email, text messaging, school planners, and conferences as needed or required.

Goshen Elementary 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 through workshops offered during the fall, October 12, 2017, and spring, March 22, 2018 Report Card Conference Nights. A tentative agenda has been developed and we are presently receiving parent feedback from team members. Workshops for October 12, 2017 are as follows: Technology Tools for Parents, Cyber Awareness, STEM Science and STEM Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, and the ACT Aspire Student Report. We have a Parent Resource Center located in the main office and guidance counselor's office. Additionally, we hosted the first Standards Based Grading workshop for parents on August 29, 2017, for students and parents in grades 4, 5, and 6. Due to low attendance by parents, this workshop will be repeated on October 12th during the Report Card Conference Night.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of

participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Goshen Elementary School will work to build capacity for parental involvement first by selecting parents to serve as members of the Continuous Improvement Plan Team. These parents will offer feedback on the Parental Involvement Plan, School-Parent-Student and proposed workshops for October 12th Report Card Conference Night. Compact for Learning. Secondly, by administering yearly surveys and using this data to improve all services relating to our students and parents. Goshen Elementary School faculty, staff, and administration are firm believers that parents are our "Partners in Education". Parents are provided weekly newsletters from their teachers each Monday informing parents about school events, homework, tests, and/or projects for that week. Teachers post newsletters on www.goshenelem.com website. Teachers communicate via school phone, email, text messaging, Remind 101, Class DoJo, and conferences as needed or required. Goshen Elementary School faculty and staff employ an open door policy and parents may visit the school at the most convenient time for the family or work schedule.

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 values each parent as the child's first teacher. We will always be open to all information provided by the family to enhance each child's learning and experiences on a daily basis. Goshen Elementary School faculty, staff, and administration employs an open door policy, our parents are always welcome at our school to visit classrooms, have lunch, and conduct conferences regarding academic or behavioral concerns. Additionally, parents are provided a weekly newsletter each Monday to stay informed about classroom assignments, homework, projects, or school events. Teachers also post newsletters on www.goshenelem.com website. Teachers communicate with parents via school phone, email, text messaging, school planners, and conferences as needed or required.

Goshen Elementary School shall provide materials and training to help parents to work with their children to improve their child/children's academic achievement, literacy training and effective use of technology to foster parental involvement through workshops offered during the fall, October 12, 2017, and spring, March 22, 2018 Report Card Conference Nights. A tentative agenda has been developed and we are presently receiving parent feedback from team members. Workshops for October 12, 2017 are as follows: Technology Tools for Parents, Cyber Awareness, STEM Science and STEM Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, and the ACT Aspire Student Report. We have a Parent Resource Center located in the main office and guidance counselor's office. Additionally, we hosted the first Standards Based Grading workshop for parents on August 29, 2017, for students and parents in grades 4, 5, and 6. Due to low attendance by parents, this workshop will be repeated on October 12th during the Report Card Conference Night.

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

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

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

Goshen Elementary School provides parents progress reports every 4/12 weeks and report cards every 9 weeks. Two annual Report Card Conference Nights are held each year, fall-October 12th and spring-March 22nd from 3:00 to 7:00 p.m. During these conferences parents pick up student report cards, discuss grades, attendance and behavior. Parents are invited to attend various workshops on the following topics for October 13th: technology tools for parents, cyber awareness, signs and symptoms of sexual abuse, science fair projects, Alabama history scrapbooks, students with special needs, standards based grading, and ACT Aspire student report. The annual Federal Programs

parent night will be held on September 26th this year in collaboration with the high school in their gymnasium. Parents will be informed of federal programs, the budget, and the school's parental involvement plan. Parents can provide input or ask questions in person, on paper, email, or phone. Additionally, parents can provide input via the online survey through ASSIST beginning March 22, 2018, through May 24, 2018. Title I parental involvement monies are used to purchase student planners, student code of conducts, district calendars, and two parent conference night brochures. Teachers communicate with parents through the student planners, behavior folders, newsletters, email, phone, and school website. For parents who need information in their native language we offer MicroSoft Word and TransAct.

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

The Pike County School District employs a full time EL teacher. The EL teacher serves all three elementary schools. She is a liaison with limited English proficiency parents and attends all meetings we have with those parents to ensure an understanding of education requirements. She works with general classroom teachers to ensure they understand how to work with EL students and parents. She assists teachers and administration with transferring documents into the native language of the parents. Additionally, we have Microsoft Word and TransAct available when the EL teacher is not available.

Goshen Elementary School employs three special education teachers and two paraprofessionals to assist students with disabilities and their parents. The district employs a full time psychometrist to assist with referrals and reevaluations. During the fall and spring parent conference nights, special education teachers provide workshops for parents of students with disabilities.