



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-k through sixth grade public school located in rural southwest Pike County in the town of Goshen, Alabama. Goshen is a small town with approximately 2500 residents. This is a farming community with both row crop (peanuts, corn, cotton, wheat, and soybeans) and chicken farmers. Pike County has a population of approximately 40,000 residences, with numerous business and industries and a four year college, Troy University.

The current enrollment is 480 students with 36 professional staff members including a principal, assistant principal, guidance counselor, library media specialist, music/art teacher, physical education coach, reading specialist, three special education teachers, twenty-five general classroom teachers, two instructional assistants, and a full time nurse share with our feeder high school. We have one Office of School Readiness Pre-K classroom serving eighteen students. This equates to an 18 to 1 student-teacher ratio for homeroom classes. The ethnic makeup of the school is as follows: American Indian .4%, Asian .8%, Black African American 43%, White 54%, Hispanic 2%, 274 male students and 206 female students. For the 2018-2019 school the entire student body will eat free breakfast and lunch due to a federal grant.

Goshen Elementary School boasts a dedicated, highly qualified professional staff with high levels of student achievement across grade levels. Challenges faced by the school include the need for a full time nurse, the academic achievement of special education students, chronic teacher and student absenteeism, and improvements in technology school-wide.

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.

Notable achievements include a high qualified, collaborative administrative and teaching staff. The success of all students is our major goal. Goshen Elementary School 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 well. Administrators and teachers are provided the very best professional development across content areas, classroom management, technology, book studies, and student mentoring program. We have provided vertical planning/data meetings for grades 3-6 teachers over the past two years, teachers present data, plan curriculum projects, address gaps in students knowledge from one grade to the next, and plan intervention for students in need of additional supports. This has become a very powerful practice at Goshen Elementary School.

Notable achievements include the successful implementation of Standards Based Grading, Teaching, and Learning in grades 4-6 and this year third grade was added across the district. Act Aspire Summative (of which our district has continue to purchased until a new state assessment can be acquired) Mathematics data for Spring 2018 is as follows: 3rd grade 56% proficient, 4th grade 48% proficient, 5th grade 37% proficient, and 6th grade 59% proficient. Additionally, the achievement gap continues to close between white and black students as well as male and female students.

Areas of Improvement over the last three years continues to be the academic achievement of special education students. Special education teachers collaboration with the general education teachers continues to move these students from "In Need of Support" to "Close", however we need for the students to be moved academically to "Ready" and "Exceeding". This past year special education teachers extracted their students' data and presented along with the general education teachers during vertical planning/data meetings, which has none become another powerful practice in our school where teachers work together to increase the achievement of special education students developing strategies and small group sessions. Overall, third grade students need to continue improvements in all content areas: 3rd grade reading 34% proficient, 3rd grade science 36% proficient, and math was the highest at 56% proficient.

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 at this time.

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 process used to engage a variety of stakeholders in the development of the institution's improvement plan is first to organize the Continuous Improvement Plan (CIP) Team. Teachers are nominated and rotate on and off this team at least every three years. Parent team members also rotate on and off every year. Teachers are asked to recommend parents, leadership meets with parents to ask if they are willing to serve on the team.

Once the team is formed the annual process of developing the new CIP begins. Teachers begin their work when student data is received. Teachers meet to disaggregate the data and begin work on the Math, English Language Arts, and Science Implementation Plans. Teachers work to develop action plans, goals, and strategies for students in need of support; as well as how to accelerate those students scoring Close and moving them to Ready; and those students scoring Ready and moving them to Exceeding. Teachers work together in content area teams: reading, math, and science, as well as with their own grade level teams when disaggregating data and updating the action plans.

The initial Parent and Family Engagement Plan and the School Parent Student Compact for learning are reviewed and updated by parent team members. They are asked to provide input on plans for the upcoming school year. Parents are invited to attend throughout the day or week as their work schedule permits. They are also invited to attend formal team meetings that are normally held after school. The continuous improvement process takes the entire month of August and into September as teams meet at various times and days as schedules and other school requirements permit.

The annual Federal Programs Night was held on August 27th at 6:00 in the Goshen Elementary School Library. We held this meeting jointly with the Goshen High School team. Parents are notified of this annual meeting numerous ways: teacher newsletters, paper note home by the student, School Messenger, and Notify Me. The team members present the information regarding Title I school via a Power Point presentation. Parents learn what it means to be a Title I school, 1% set aside for parental involvement, the budget, Parental and Family Engagement Plan, and The Compact for Learning. An agenda and sign-in sheet as well as notifications are retained for documentation purposes.

Additionally, the plan is reviewed quarterly as new benchmark assessments become available through quarterly vertical planning/data meetings for grades 3-6 and monthly data meetings for K-2. Implementation Plans are revised on an as needed basis and instructional adjustments as well.

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

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

Ruth Qualls-Kindergarten

Ucella Jones-2nd Grade

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Sonya Galloway-4th Grade

Deana Elmore-6th Grade

Pam Gardner-Special Services

Danielle Butts-Guidance Counselor

Kelly Kelly-Reading Specialist

Lindsey Longchamp-Library Media Specialist

Joseph Boswell-Assistant Principal

Wanda Corley-Principal

Parents: Jessica Adair, Brooke Murphy, and Tania Jean

Dr. Donnella 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 improvement plan is approved first by the committee during a schedule meeting. The plan is then presented to the entire faculty during a regularly scheduled meeting in October. The annual Federal Programs night was held on August 27th this school year at 6:00, however the plan was not yet completed at that time.

The final improvement plan is made available to all stakeholders during the school day from 7:00 to 4:30 daily. The plan will also be placed on the www.goshenelem.com website for view by all stakeholders. The parents will also be presented an overview of the plan during the October 11th parent conference night.

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	Please find the Goshen Elementary School Longitudinal Data Presentation attached.	GES Longitudinal Data Fall 2018

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

This is the fifth administration of the ACT Aspire for Pike County Schools and Goshen Elementary. This will be the second year that Pike County Schools has purchased the ACT Aspire to provide continuity in data collection and analysis until a new state assessment can be provided by the Alabama State Department of Education. We administered the Scantron assessment, however our school and district believes as the developers of Scantron that it was not designed to be a summative assessment. The Scantron assessment will move students scoring in the high above range to grade level standards that they have not yet been taught, when in fact students have not mastered current content standards.

Goshen Elementary School scores on the ACT Aspire declined across grade levels and content areas in grades 3-6 from the Spring 2017 to Spring 2018 administrations with the exception of 5th grade science which increased from 35% Proficient in 2017 to 41% Proficient in 2018. Even that score is not above the 50th percentile or higher as expected.

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

The achievement gap continues to decline between male and female students, general education and special education students and black and white students. Again all scores declined from the Spring 2017 to Spring 2018 across grade levels and content areas with the exception of 5th grade science which increased from 35% Proficient Spring 2017 to 41% Proficient Spring 2018.

Even though there was a decline the following grade levels and content areas were at the 50th percentile or higher Proficiency rates:

ACT Aspire Reading

Fourth grade reading 52% Proficient

ACT Aspire Science

Fourth grade science 51% Proficient

Sixth grade science 56% Proficient

ACT Aspire Math

3rd grade math 56% Proficient

Sixth grade math 59% Proficient

Which area(s) indicate the overall highest performance?

Even though there was an overall decline the following grade levels and content areas were at the 50th percentile or higher proficiency rates. There are the overall highest performance scores on the Spring 2018 ACT Aspire:

ACT Aspire Reading

SY 2018-2019

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Fourth grade reading 52% Proficient

ACT Aspire Science

Fourth grade science 51% Proficient

Sixth grade science 56% Proficient

ACT Aspire Math

3rd grade math 56% Proficient

Sixth grade math 59% Proficient

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

There continues to be an increase the following subgroups:

Special education, black student, and male/female students.

Between which subgroups is the achievement gap closing?

The achievement gap continues to decrease between the following subgroups:

Special education and general education students

Black and white students

Male and female students

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

Goshen Elementary School Continuous Improvement Plan team compared the ACT Aspire Spring 2018 scores with the Scantron Spring 2018 scores and there was a strong correlations between the two data sources even though the team projected there would not be a correlation at all. The Alabama State Department of Education Changed the Quartile cut scores to closely math the ACT Aspire from the Quartile cut scores the schools were given for the 17-18 school year from Scantron.

3rd Grade

Scantron Aspire

Math Math

60% P 40% NP 56% P 44% NP

Reading Reading

27% P 74% NP 34% P 66% NP

Science Science

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NA 36% P 64% NP

4th Grade

Scantron Aspire

Math Math

47% P 54% NP 48% P 56% NP

Reading Reading

56% P 44% NP 52% P 48% NP

Science Science

NA 51% P 49% NP

5th Grade

Scantron Aspire

Math Math

34% P 66% NP 37% P 63% NP

Reading Reading

37% P 63% NP 37% P 63% NP

Science Science

33% P 67% NP 41% P 59% NP

6th Grade

Scantron Aspire

Math Math

44% P 55% NP 59% P 41% NP

Reading Reading

50% P 50% NP 47% P 53% NP

Science Science

NA 56% P 44% NP

Areas in Need of Improvement

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

The CIP teams compared the Spring 2017 ACT Aspire with the Spring 2018 ACT Aspire and all grade levels and content areas were below the expected levels of performance with the exception of 5th grade Science with a 6% increase. Please find our analysis below:

Spring 2017	Spring 2018	+/-
Math	Math	
3rd Grade 78% Proficient	3rd Grade 56% Proficient	-22%
4th Grade 66% Proficient	4th Grade 48% Proficient	-18%
5th Grade 43% Proficient	5th Grade 37% Proficient	-6%
6th Grade 80% Proficient	6th Grade 59% Proficient	-21%

Reading	Reading	
3rd Grade 56% Proficient	3rd Grade 34% Proficient	-22%
4th Grade 65% Proficient	4th Grade 52% Proficient	-13%
5th Grade 50% Proficient	5th Grade 37% Proficient	-13%
6th Grade 67% Proficient	6th Grade 47% Proficient	-20%

Science	Science	
3rd Grade 55% Proficient	3rd Grade 36% Proficient	-19%
4th Grade 58% Proficient	4th Grade 51% Proficient	-7%
5th Grade 35% Proficient	5th Grade 41% Proficient	+6%
6th Grade 73% Proficient	6th Grade 56% Proficient	-17%

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

The CIP team compared the ACT Aspire Spring 2017 with the Spring 2018 proficiency scores and all grade levels and content areas decreased in proficiency with the exception of 5th grade science with a 6% increase. Please see analysis below:

Spring 2017	Spring 2018	+/-
Math	Math	
3rd Grade 78% Proficient	3rd Grade 56% Proficient	-22%
4th Grade 66% Proficient	4th Grade 48% Proficient	-18%
5th Grade 43% Proficient	5th Grade 37% Proficient	-6%
6th Grade 80% Proficient	6th Grade 59% Proficient	-21%

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Reading	Reading			
3rd Grade 56% Proficient	3rd Grade	34% Proficient	-22%	
4th Grade 65% Proficient	4th Grade	52% Proficient	-13%	
5th Grade 50% Proficient	5th Grade	37% Proficient	-13%	
6th Grade 67% Proficient	6th Grade	47% Proficient	-20%	

Science	Science			
3rd Grade 55% Proficient	3rd Grade	36% Proficient	-19%	
4th Grade 58% Proficient	4th Grade	51% Proficient	-7%	
5th Grade 35% Proficient	5th Grade	41% Proficient	+6%	
6th Grade 73% Proficient	6th Grade	56% Proficient	-17%	

Which area(s) indicate the overall lowest performance?

The overall lowest performance on the Spring 2018 ACT Aspire Summative (all below 50th percentile in proficiency) were as follows:

3rd grade reading 34% Proficient

3rd grade science 36% Proficient

4th grade math 48% Proficient

5th grade math 37% Proficient

5th grade reading 37% Proficient

5th grade science 41% Proficient

6th grade reading 47% Proficient

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

Special education students continue to score "In Need of Support and "Close".

Between which subgroups is the achievement gap becoming greater?

None

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

ACT Aspire Spring 2018 compared with Scantron Spring 2018. All content areas and grade levels are in need of improvement as all scores declined from Spring 2017 to Spring 2018 with the exception of 5th grade science which increase from 35% Proficient to 41% Proficient

3rd Grade

Scantron Aspire

Math Math

60% P 40% NP 56% P 44% NP

Reading Reading

27% P 74% NP 34% P 66% NP

Science Science

NA 36% P 64% NP

4th Grade

Scantron Aspire

Math Math

47% P 54% NP 48% P 56% NP

Reading Reading

56% P 44% NP 52% P 48% NP

Science Science

NA 51% P 49% NP

5th Grade

Scantron Aspire

Math Math

34% P 66% NP 37% P 63% NP

Reading Reading

37% P 63% NP 37% P 63% NP

Science Science

33% P 67% NP 41% P 59% NP

6th Grade

Scantron Aspire

Math Math

44% P 55% NP 59% P 41% NP

Reading Reading

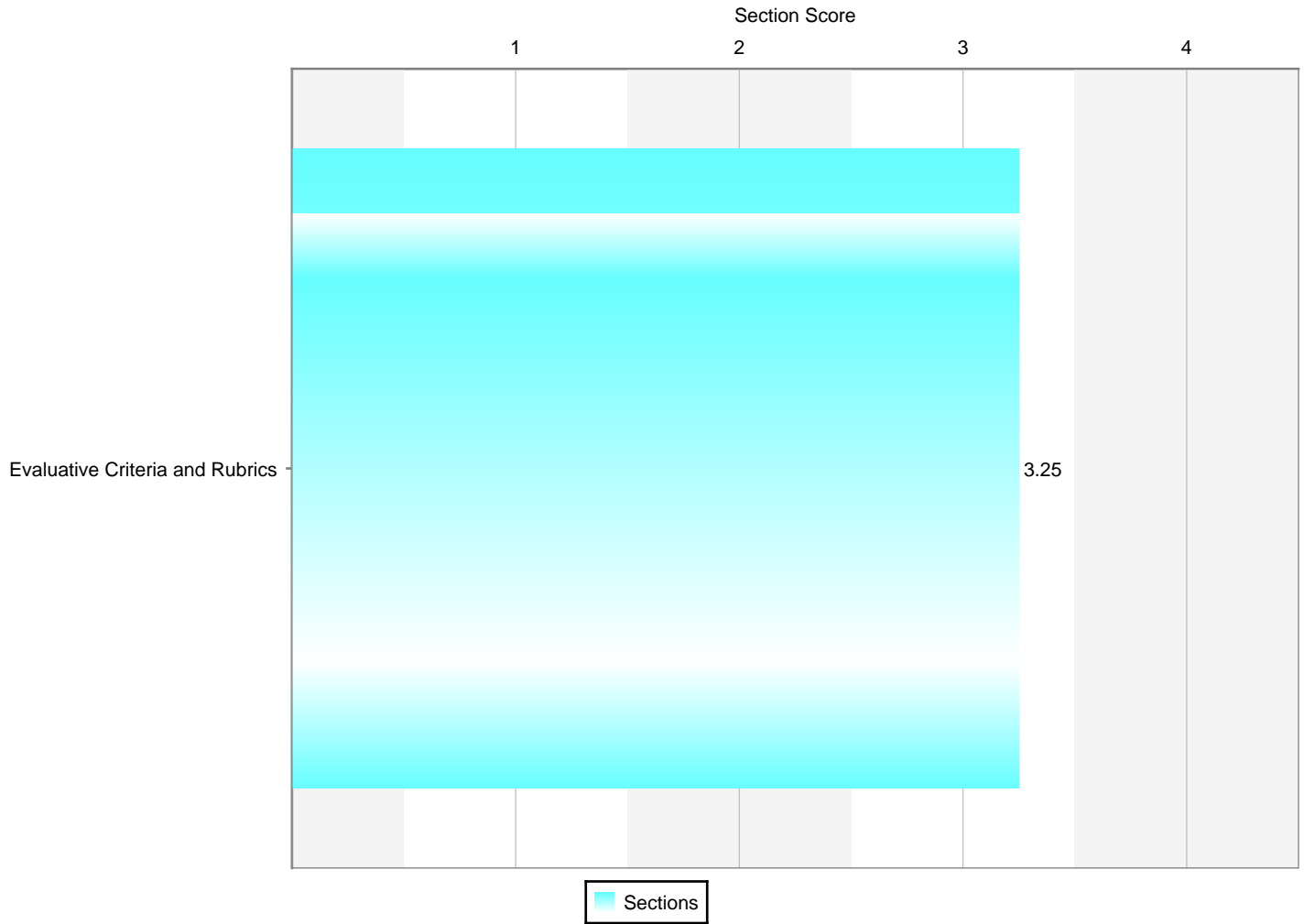
50% P 50% NP 47% P 53% NP

Science Science

NA 56% P 44% NP

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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	GES ACIP ASsurances 2018

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	

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	

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 Parental 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.	

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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 Parent-Student Compact for Learning for the 2018-2019 school year.	

2018-2019 Math Implementation Plan

Overview

Plan Name

2018-2019 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 scoring Ready or Exceeding on the 2019 ACT Aspire Summative.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$1350

Goal 1: All students in grades 3-6 will become proficient in CCRS mathematics standards scoring Ready or Exceeding on the 2019 ACT Aspire Summative.

Measurable Objective 1:

demonstrate a proficiency in CCRS mathematics standards by 05/23/2019 as measured by 2019 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	08/08/2018	05/23/2019	\$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
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	08/08/2018	05/23/2019	\$700	Title I Part A	Administrators, teachers, and federal programs coordinator

Strategy 3:

Standards Based Teaching, Learning, and Grading - Grades 3-6 - Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 3-6 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.

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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 3-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Administrator s, teachers, and district Standards Based Grading Team

Strategy 4:

Justification and Explanation - The RACE (Restate, 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 - RACE Method	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the RACE (Restate, Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Administrator s and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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	08/08/2018	05/23/2019	\$700	Administrators, teachers, and federal programs coordinator
Total					\$700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RACE Method	Teachers will implement the RACE (Restate, Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2018	05/23/2019	\$0	Administrators and teachers
Standards Based Teaching, Learning and Grading	Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 3-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2018	05/23/2019	\$0	Administrators, teachers, and district Standards Based Grading Team
Total					\$0	

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	08/08/2018	05/23/2019	\$650	Administrators and teachers
Total					\$650	

2018-2019 English Language Arts Implementation Plan

Overview

Plan Name

2018-2019 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 scoring Ready or Exceeding on the 2019 ACT Aspire Summative.	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 scoring Ready or Exceeding on the 2019 ACT Aspire Summative.

Measurable Objective 1:

demonstrate a proficiency in CCRS English Language Arts standards by 05/23/2019 as measured by 2019 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	08/08/2018	05/23/2019	\$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 and Scantron

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

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

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 purchased the ACT Aspire Interim and Summative Assessments to assess student progress towards proficiency on the ACT Aspire and to keep continuity in our assessment data collection until the state provides a new assessment instrument. We will also administer the current state assessment, Scantron.	Academic Support Program	08/08/2018	05/23/2019	\$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 and Total Participation Techniques 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, Total Participation Techniques

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 and Total Participation Techniques 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, CLOSE reading, visualization, and inferring.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Administrator s, 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 reading.	Professional Learning	08/08/2018	05/23/2019	\$700	Title I Part A	Administrator s, teachers, and federal programs coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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 reading.	Professional Learning	08/08/2018	05/23/2019	\$700	Administrator S, teachers, and federal programs coordinator
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 purchased the ACT Aspire Interim and Summative Assessments to assess student progress towards proficiency on the ACT Aspire and to keep continuity in our assessment data collection until the state provides a new assessment instrument. We will also administer the current state assessment, Scantron.	Academic Support Program	08/08/2018	05/23/2019	\$650	Administrator s, teachers, reading coach, and federal programs coordinator
Total					\$1350	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2018	05/23/2019	\$0	Academic coach, teachers, and administrators
Strategic Teaching Strategies	Teachers will implement various ARI strategic teaching strategies and Total Participation Techniques 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, CLOSE reading, visualization, and inferring.	Academic Support Program	08/08/2018	05/23/2019	\$0	Administrator s, teachers, and academic coach
Total					\$0	

2018-2019 Science Implementation Plan

Overview

Plan Name

2018-2019 Science Implementation Plan

Plan Description

All students in third through sixth grades will become proficient in Alabama Course of Study 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 scoring Ready or Exceeding on the spring 2019 ACT Aspire Summative.	Objectives: 1 Strategies: 5 Activities: 5	Organizational	\$1350

Goal 1: All students in grades 3-6 will become proficient in CCRS Science standards scoring Ready or Exceeding on the spring 2019 ACT Aspire Summative.

Measurable Objective 1:

demonstrate a proficiency in CCRS Science standards by 05/23/2019 as measured by the the 2019 Spring Aspire Summative Test and Scantron.

Strategy 1:

AMSTI Modules & Pearson Hands-On Activities Grades 3-6 - Teachers will implement AMSTI Science Modules (3-6), Pearson Interactive (3-5) 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 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	08/08/2018	05/23/2019	\$0	No Funding Required	Administrators and teachers

Strategy 2:

AMSTI Interactive Journals-Grades 3-6 - Teachers have participated in AMSTI science journal training and this strategy will be implemented 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.

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

Research Cited: Alabama Math Science Technology Initiative

ACIP

Goshen Elementary School

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	08/08/2018	05/08/2019	\$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, ELEOT observations

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	08/08/2018	05/23/2019	\$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
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ACIP

Goshen Elementary School

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	08/08/2018	05/23/2019	\$650	General Fund	Administrators and Teachers
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Strategy 5:

Picture Perfect Science - The district science team adopted Picture Perfect Science from the National Science Teachers Association for second through fifth grades. Additionally, administration also purchased for kindergarten and first grade teachers and students. A pacing guide for implementation was also developed for teachers to follow. This curriculum resource will cover numerous science standards across the grade levels based a trade book and several hands on investigations for teachers and students to select for each trade book. Additionally, Goshen Elementary School was fortunate to have state textbook money and were able to purchase Picture Perfect Science for Pre-K, Kindergarten and First grades as well.

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

Research Cited: National Science Teachers Association

Activity - Picture Perfect Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Picture Perfect Science in Pre-K through fifth grades. The district science developed a pacing guide by the nine weeks for this program. The program is based on a trade book with numerous investigations per book for teachers and students to select from.	Academic Support Program	08/07/2018	05/23/2019	\$0	Other	Administration and Pre-K through fifth grade teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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	08/08/2018	05/23/2019	\$700	Administrators, teachers, and federal programs coordinator
Total					\$700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/08/2018	05/08/2019	\$0	Administrators and teachers
AMSTI Modules (grades 3-6), Pearson (grades 3-6) Hands-On Activities, and Picture Perfect Stem activities (3-5)	Teachers will implement 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	08/08/2018	05/23/2019	\$0	Administrators and teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Picture Perfect Science	Teachers will implement Picture Perfect Science in Pre-K through fifth grades. The district science developed a pacing guide by the nine weeks for this program. The program is based on a trade book with numerous investigations per book for teachers and students to select from.	Academic Support Program	08/07/2018	05/23/2019	\$0	Administration and Pre-K through fifth grade teachers
Total					\$0	

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	08/08/2018	05/23/2019	\$650	Administrators and Teachers
Total					\$650	

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	GES Stakeholders completed the following Advanc-Ed Parent Surveys in May 2018: Climate & Culture Staff Survey 2018-2019 Climate & Culture Teacher Survey 2018-2019 Climate & Culture 3rd-5th Survey 2018-2019 3rd - 5th Student Engagement Survey 2018-2019 3rd - 5th Student Inventory Survey 2018-2019 Climate & Culture 6th -12th Grade Survey 2018-2019 6th-12th Grade Student Inventory Survey 2018-2019 6th-8th Student Engagement Survey 2018-2018	Advanc-Ed Survey Results May 2018

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Parent Survey Results: 71% of respondents feel respected at GES, 67% felt GES was supportive, 54% believe that their children are learning to work with others. Apparent weakness 58% feel the emphasis at GES is testing and only 8% felt that students were learning to give project demonstrations. Parent involvement in school continues to be an area of improvement.

Teacher/Staff Survey Results: the majority of teachers and staff agreed there are high expectations for student learning, 85% indicated students are often asked to explain, expecting to students to memorize was not given high priority, 81% indicated students often work with others and expected to think, student-teacher interactions centered students being asked to explain again focusing on critical thinking, 74% of teachers felt challenged at work and 63% felt supported and a high percentage describe colleagues as caring. An area of focus for improvement would be a high percentage of teachers felt rushed and they don't have enough time.

Student Survey Results: 84% of students feel safe at school, 80% felt their teachers were honest and fun, 57% indicated they felt happy and challenged about school, 75% felt that they had materials, supplies and technology necessary to be successful at their school work, and 68% indicated they were challenged in their classes. From the student engagement survey 71% indicated that they do their best to get a good grade, 68% feel their work is important. Concerns include 50% of students feel bored and 71% felt they take tests.

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

Parent Survey Results: 71% of respondents feel respected at GES, 67% felt GES was supportive, 54% believe that their children are learning to work with others. Apparent weakness 58% feel the emphasis at GES is testing and only 8% felt that students were learning to give project demonstrations. Parent involvement in school continues to be an area of improvement.

Teacher/Staff Survey Results: the majority of teachers and staff agreed there are high expectations for student learning, 85% indicated students are often asked to explain, expecting to students to memorize was not given high priority, 81% indicated students often work with others and expected to think, student-teacher interactions centered students being asked to explain again focusing on critical thinking, 74% of teachers felt challenged at work and 63% felt supported and a high percentage describe colleagues as caring. An area of focus for improvement would be a high percentage of teachers felt rushed and they don't have enough time.

Student Survey Results: 84% of students feel safe at school, 80% felt their teachers were honest and fun, 57% indicated they felt happy and challenged about school, 75% felt that they had materials, supplies and technology necessary to be successful at their school work, and 68% indicated they were challenged in their classes. From the student engagement survey 71% indicated that they do their best to get a good grade, 68% feel their work is important. Concerns include 50% of students feel bored and 71% felt they take tests.

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

There were no other stakeholder feedback sources available. We attempted the Title I Parent Survey in March 2018 and only 37 stakeholders completed the survey.

Areas in Need of Improvement

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

Parent Survey Results: 71% of respondents feel respected at GES, 67% felt GES was supportive, 54% believe that their children are learning to work with others. Apparent weakness 58% feel the emphasis at GES is testing and only 8% felt that students were learning to give project demonstrations. Parent involvement in school continues to be an area of improvement.

Teacher/Staff Survey Results: the majority of teachers and staff agreed there are high expectations for student learning, 85% indicated students are often asked to explain, expecting to students to memorize was not given high priority, 81% indicated students often work with others and expected to think, student-teacher interactions centered students being asked to explain again focusing on critical thinking, 74% of teachers felt challenged at work and 63% felt supported and a high percentage describe colleagues as caring. An area of focus for improvement would be a high percentage of teachers felt rushed and they don't have enough time.

Student Survey Results: 84% of students feel safe at school, 80% felt their teachers were honest and fun, 57% indicated they felt happy and challenged about school, 75% felt that they had materials, supplies and technology necessary to be successful at their school work, and 68% indicated they were challenged in their classes. From the student engagement survey 71% indicated that they do their best to get a good grade, 68% feel their work is important. Concerns include 50% of students feel bored and 71% felt they take tests.

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

Parent Survey Results: 71% of respondents feel respected at GES, 67% felt GES was supportive, 54% believe that their children are learning to work with others. Apparent weakness 58% feel the emphasis at GES is testing and only 8% felt that students were learning to give project demonstrations. Parent involvement in school continues to be an area of improvement.

Teacher/Staff Survey Results: the majority of teachers and staff agreed there are high expectations for student learning, 85% indicated students are often asked to explain, expecting to students to memorize was not given high priority, 81% indicated students often work with others and expected to think, student-teacher interactions centered students being asked to explain again focusing on critical thinking, 74% of teachers felt challenged at work and 63% felt supported and a high percentage describe colleagues as caring. An area of focus for improvement would be a high percentage of teachers felt rushed and they don't have enough time.

Student Survey Results: 84% of students feel safe at school, 80% felt their teachers were honest and fun, 57% indicated they felt happy and challenged about school, 75% felt that they had materials, supplies and technology necessary to be successful at their school work, and 68% indicated they were challenged in their classes. From the student engagement survey 71% indicated that they do their best to get a good grade, 68% feel their work is important. Concerns include 50% of students feel bored and 71% felt they take tests.

What are the implications for these stakeholder perceptions?

Parent Survey Results: 71% of respondents feel respected at GES, 67% felt GES was supportive, 54% believe that their children are learning to work with others. Apparent weakness 58% feel the emphasis at GES is testing and only 8% felt that students were learning to give project demonstrations. Parent involvement in school continues to be an area of improvement.

Teacher/Staff Survey Results: the majority of teachers and staff agreed there are high expectations for student learning, 85% indicated students are often asked to explain, expecting to students to memorize was not given high priority, 81% indicated students often work with others and expected to think, student-teacher interactions centered students being asked to explain again focusing on critical thinking, 74% of teachers felt challenged at work and 63% felt supported and a high percentage describe colleagues as caring. An area of focus for improvement would be a high percentage of teachers felt rushed and they don't have enough time.

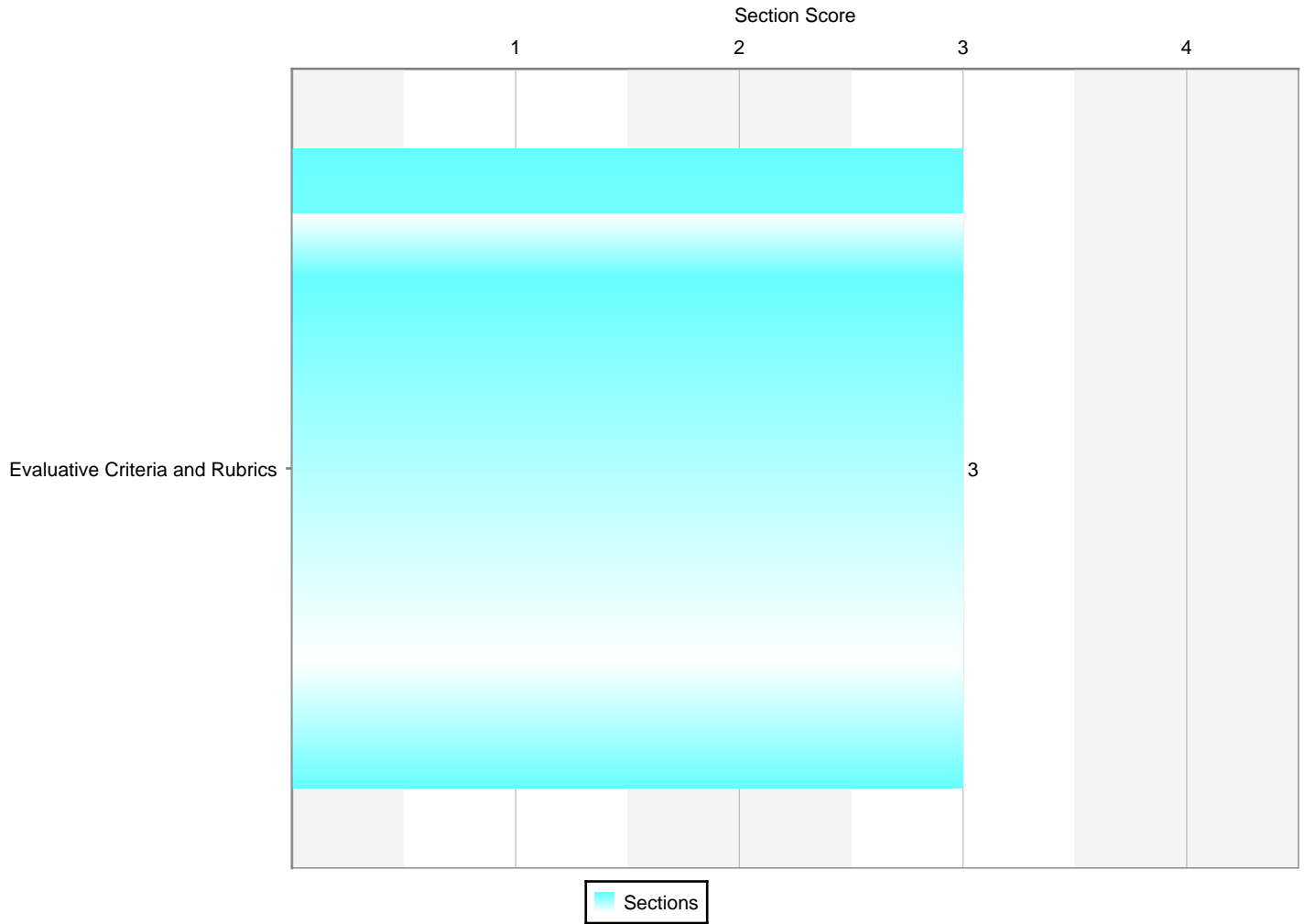
Student Survey Results: 84% of students feel safe at school, 80% felt their teachers were honest and fun, 57% indicated they felt happy and challenged about school, 75% felt that they had materials, supplies and technology necessary to be successful at their school work, and 68% indicated they were challenged in their classes. From the student engagement survey 71% indicated that they do their best to get a good grade, 68% feel their work is important. Concerns include 50% of students feel bored and 71% felt they take tests.

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

There were no other feedback sources available. We attempted the Title I Parent Survey in March 2018 and only 37 stakeholders participated.

Report Summary

Scores By Section



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 2018. 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 2018-2019 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.

What were the results of the comprehensive needs assessment?

Goshen Elementary School parents participated in the Parent Survey provided by AdvancED. Goshen Elementary had several strengths in our 2018-2019 parent survey. According to the survey, 71% of respondents stated that they feel respected at Goshen Elementary School. In addition, 67% responded that they felt Goshen Elementary School was supportive. Another strength was that 54% of respondents believe that their children are learning to work with others.

Goshen Elementary School also had apparent weaknesses according to the parent survey. 58% of respondents stated that they feel the emphasis of student learning at Goshen Elementary School is testing. In addition, only 8 % respondents felt that students were learning to give project demonstrations.

The professional development areas with the highest priority needs were Classroom Management, Effective Use of Classroom Technology, and Standards Based Instruction. Other professional development areas listed by teachers that were not on the checklist were Standards Based Grading and ABA Strategies. The needs expressed by the 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 2018 ACT Aspire administration revealed that students in grades were not proficient (scoring below 50%) on the reading sub-test scores (third grade 34%, fourth grade 52%, fifth grade 37%, and sixth grade 47%. Grades 3 and 6 were proficient in Math while 4th was at 48% and 5th was at 37% proficient. All science subtests were at the proficient level except 3rd grade at 36% and 5th grade at 41%.

Student and teacher absenteeism was also analyzed. Teachers were absent 469 total days during the 2017-2018 school year with 297.5 of those logged as sick leave days. The data shows a reduction of 149 teacher absences as compared to the 2016-2017 school year. Students averaged 9.71 absences and 9.076 tardies each based on the enrollment at the end of the 2017-2018 school year which was 460. The data shows an increase of 1.3 absences and .3 tardies.

What conclusions were drawn from the results?

Parents feel welcome at Goshen Elementary School and feel encouraged to be involved in their child's education.

Through an analysis of these survey results, Goshen Elementary School teachers were found to have high expectations for their students in the areas of working with others and explaining their work. Relationships between staff were generally positive, collaborative, and supportive. The school environment is comfortable and inviting. One area to focus on for improvement would be the high percentage of teachers who feel rushed and that they do not have enough time. Efforts can be made to prioritize teacher duties and time expectations to minimize teacher stress. Parents feel respected at Goshen Elementary School and that their children are learning how to work well with others.

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 stated that they feel the emphasis of student learning at Goshen Elementary School is testing. In addition, parents indicated that students were learning to give project demonstrations.

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

Through an analysis of these survey results, Goshen Elementary School teachers were found to have high expectations for their students in the areas of working with others and explaining their work. Relationships between staff were generally positive, collaborative, and supportive. The school environment is comfortable and inviting. One area to focus on for improvement would be the high percentage of teachers who feel rushed and that they do not have enough time. Efforts can be made to prioritize teacher duties and time expectations to minimize teacher stress.

Our school is implementing several ways to improve our weaknesses. We are in the process of shifting to Standards Based Grading, which places emphasis on mastery rather than test scores. We are also planning and incorporating more project based learning as well as more hands-on learning. This will be complimented by a greater emphasis on student-led conferences. We feel that these steps will greatly enhance our students' learning.

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. Our school is implementing several ways to improve our weaknesses. We are in the process of shifting to Standards Based Grading, which places emphasis on mastery rather than test scores. We are also planning and incorporating more project based learning as well as more hands-on learning. This will be complimented by a greater emphasis on student-led conferences. We feel that these steps will greatly enhance our students' learning. Everything that we do at Goshen Elementary School is all about student achievement. All professional development needs are based on the spring 2018 Needs Assessment, student data, and tiers of instruction.

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 2017-2018 data sources which included three administrations of the ACT Aspire Interim Testing, ACT ASPIRE Summative, STAR 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 scoring Ready or Exceeding on the 2019 ACT Aspire Summative.

Measurable Objective 1:
demonstrate a proficiency in CCRS mathematics standards by 05/23/2019 as measured by 2019 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	08/08/2018	05/23/2019	\$650 - General Fund	Administrators and teachers

Strategy2:
Justification and Explanation - The RACE (Restate, 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 - RACE Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the RACE (Restate, Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators and teachers

Strategy3:
Standards Based Teaching, Learning, and Grading - Grades 3-6 - Teacher will implement standards based teaching, learning, and grading to SY 2018-2019

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ensure student acquisition of 3-6 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 3-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2018	05/23/2019	\$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	08/08/2018	05/23/2019	\$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 scoring Ready or Exceeding on the 2019 ACT Aspire Summative.

Measurable Objective 1:

demonstrate a proficiency in CCRS English Language Arts standards by 05/23/2019 as measured by 2019 Spring ACT Aspire Summative.

Strategy1:

Strategic Teaching Strategies 3-6 - Teachers will implement ARI Strategic Teaching Strategies and Total Participation Techniques 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, Total Participation Techniques

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Activity - Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement various ARI strategic teaching strategies and Total Participation Techniques 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, CLOSE reading, visualization, and inferring.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators, teachers, and academic coach

Strategy2:

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	08/08/2018	05/23/2019	\$0 - No Funding Required	Academic coach, teachers, and administrators

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 and Scantron

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

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

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 purchased the ACT Aspire Interim and Summative Assessments to assess student progress towards proficiency on the ACT Aspire and to keep continuity in our assessment data collection until the state provides a new assessment instrument. We will also administer the current state assessment, Scantron.	Academic Support Program	08/08/2018	05/23/2019	\$650 - Title I Part A	Administrators, teachers, reading coach, and federal programs coordinator

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 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 reading.	Professional Learning	08/08/2018	05/23/2019	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Goal 3:

All students in grades 3-6 will become proficient in CCRS Science standards scoring Ready or Exceeding on the ACT Aspire Summative.

Measurable Objective 1:

demonstrate a proficiency in CCRS Science standards by 05/23/2019 as measured by the the 2019 Spring Aspire Summative Test 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: 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	08/08/2018	05/23/2019	\$650 - General Fund	Administrators and Teachers

Strategy2:

Picture Perfect Science - The district science team adopted Picture Perfect Science from the National Science Teachers Association for second through fifth grades. Additionally, administration also purchased for kindergarten and first grade teachers and students. A pacing guide for implementation was also developed for teachers to follow. This curriculum resource will cover numerous science standards across the grade levels based a trade book and several hands on investigations for teachers and students to select for each trade book. Additionally, Goshen Elementary School was fortunate to have state textbook money and were able to purchase Picture Perfect Science for Pre-K, Kindergarten and First grades as well.

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

Research Cited: National Science Teachers Association

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Activity - Picture Perfect Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Picture Perfect Science in Pre-K through fifth grades. The district science developed a pacing guide by the nine weeks for this program. The program is based on a trade book with numerous investigations per book for teachers and students to select from.	Academic Support Program	08/07/2018	05/23/2019	\$0 - Other	Administration and Pre-K through fifth grade teachers

Strategy3:

AMSTI Modules & Pearson Hands-On Activities Grades 3-6 - Teachers will implement AMSTI Science Modules (3-6), Pearson Interactive (3-5) 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 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	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators and teachers

Strategy4:

AMSTI Interactive Journals-Grades 3-6 - Teachers have participated in AMSTI science journal training and this strategy will be implemented 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.

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	08/08/2018	05/08/2019	\$0 - No Funding Required	Administrators and teachers

Strategy5:

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, ELEOT observations

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	08/08/2018	05/23/2019	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Goal 4:

100% 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 100% of English Learner students will by 02/22/2019 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	08/06/2018	02/22/2019	\$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	08/06/2018	02/22/2019	\$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 scoring Ready or Exceeding on the 2019 ACT Aspire Summative.

Measurable Objective 1:

demonstrate a proficiency in CCRS mathematics standards by 05/23/2019 as measured by 2019 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	08/08/2018	05/23/2019	\$650 - General Fund	Administrators and teachers

Strategy2:

Justification and Explanation - The RACE (Restate, 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 - RACE Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the RACE (Restate, Assert, Cite, Explain) Method to assist students in justification and explanation problem solving.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators and teachers

Strategy3:

Standards Based Teaching, Learning, and Grading - Grades 3-6 - Teacher will implement standards based teaching, learning, and grading to ensure student acquisition of 3-6 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 3-6 grade standards and skills to mastery level.	Academic Support Program	08/08/2018	05/23/2019	\$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	08/08/2018	05/23/2019	\$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 scoring Ready or Exceeding on the 2019 ACT Aspire Summative.

Measurable Objective 1:

demonstrate a proficiency in CCRS English Language Arts standards by 05/23/2019 as measured by 2019 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 and Scantron

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

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

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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 purchased the ACT Aspire Interim and Summative Assessments to assess student progress towards proficiency on the ACT Aspire and to keep continuity in our assessment data collection until the state provides a new assessment instrument. We will also administer the current state assessment, Scantron.	Academic Support Program	08/08/2018	05/23/2019	\$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 and Total Participation Techniques 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, Total Participation Techniques

Activity - Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement various ARI strategic teaching strategies and Total Participation Techniques 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, CLOSE reading, visualization, and inferring.	Academic Support Program	08/08/2018	05/23/2019	\$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 reading.	Professional Learning	08/08/2018	05/23/2019	\$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

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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	08/08/2018	05/23/2019	\$0 - No Funding Required	Academic coach, teachers, and administrators

Goal 3:

All students in grades 3-6 will become proficient in CCRS Science standards scoring Ready or Exceeding on the ACT Aspire Summative.

Measurable Objective 1:

demonstrate a proficiency in CCRS Science standards by 05/23/2019 as measured by the the 2019 Spring Aspire Summative Test and Scantron.

Strategy1:

Picture Perfect Science - The district science team adopted Picture Perfect Science from the National Science Teachers Association for second through fifth grades. Additionally, administration also purchased for kindergarten and first grade teachers and students. A pacing guide for implementation was also developed for teachers to follow. This curriculum resource will cover numerous science standards across the grade levels based a trade book and several hands on investigations for teachers and students to select for each trade book.

Additionally, Goshen Elementary School was fortunate to have state textbook money and were able to purchase Picture Perfect Science for Pre-K, Kindergarten and First grades as well.

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

Research Cited: National Science Teachers Association

Activity - Picture Perfect Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Picture Perfect Science in Pre-K through fifth grades. The district science developed a pacing guide by the nine weeks for this program. The program is based on a trade book with numerous investigations per book for teachers and students to select from.	Academic Support Program	08/07/2018	05/23/2019	\$0 - Other	Administration and Pre-K through fifth grade 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

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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	08/08/2018	05/23/2019	\$650 - General Fund	Administrators and Teachers

Strategy3:

AMSTI Modules & Pearson Hands-On Activities Grades 3-6 - Teachers will implement AMSTI Science Modules (3-6), Pearson Interactive (3-5) 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 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	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrators and teachers

Strategy4:

AMSTI Interactive Journals-Grades 3-6 - Teachers have participated in AMSTI science journal training and this strategy will be implemented 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.

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	08/08/2018	05/08/2019	\$0 - No Funding Required	Administrators and teachers

Strategy5:

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, ELEOT observations

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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	08/08/2018	05/23/2019	\$700 - Title I Part A	Administrators, teachers, and federal programs coordinator

Goal 4:

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:

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	08/06/2018	05/24/2019	\$0 - No Funding Required	Principal, Assistant Principal, and all certified staff.

Strategy2:

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	08/06/2018	05/24/2019	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, and Teachers

Strategy3:

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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	08/06/2018	05/24/2019	\$0 - No Funding Required	Physical education coach and special education teachers.

Goal 5:

All students in grades K-6 will be given Tier I, Tier II, Tier III Positive Behavior Supports as needed to support their behavior.

Measurable Objective 1:

demonstrate a behavior by reducing discipline referrals by 05/20/2019 as measured by demonstrating positive behavior in class, during transition times, and extra curricular times measure by a 5% reduction in discipline referrals. .

Strategy1:

PBIS strategies - Professional development on PBIS strategies, Tier II classroom incentive systems, Tier III behavior supports such as Check In-Check Out systems, outside agency referrals, and social skills instruction. Students will be recognized for courage and kindness through monthly Kindness Club activities. Weekly Kindness Challenges will be posted and announced in the mornings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Richardson, E., et al. Positive Behavior Interventions and Supports: Advisory Committee Recommendations: Alabama State Department of Education

Activity - SOAR Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will implement The Growth Mindset Coach monthly activities with their homeroom classes. SOAR Academy activities will continue in the area of Growth Mindset. Students will participate in monthly activities that focus on growth, improvement, and learning from mistakes. Teachers will document lessons and regularly share with colleagues on the progress of the program. Specialists will be assigned small groups to work with during SOAR Academy lessons.	Behavioral Support Program	10/04/2018	05/20/2019	\$0 - No Funding Required	Administrators, teachers, and specialists

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Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Check In Check Out Systems Teachers will implement a point system for students needing Tier III Behavior Supports.	Behavioral Support Program	10/04/2018	05/20/2019	\$0 - No Funding Required	Administrators, teachers, and specialists

Goal 6:

Overall student and staff attendance will improve.

Measurable Objective 1:

demonstrate a proficiency student and staff attendance. by 05/20/2019 as measured by Overall Student Attendance will be maintained at 95% or better for the 2018-2019 school year as measured by the ADA yearly report. Staff attendance will improve by 20%. Progress will be monitored monthly..

Strategy1:

School-wide attendance initiatives - Students will participate in school-wide attendance initiatives. Each nine weeks students with perfect attendance will attend an Attendance Celebration. Student absences will be monitored and students with excessive absences will be contacted via letter, parent conference, or phone call. Parents of students who are truant will participate in truancy prevention services.

Category: Other - Incentive Program

Research Cited: Sentence, M., Alabama Attendance Manual: Alabama State Department of Education.

Activity - Staff Attendance Incentive Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with perfect attendance for the year will earn an I-Pad for their classroom. Monthly incentives will be given for perfect staff attendance such as duty free lunch and chances to win classroom supplies and gifts.	Other - Staff Attendance Incentive	09/07/2018	05/20/2019	\$0 - No Funding Required	Administration

Activity - Attendance Incentive Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide attendance initiatives will include an attendance incentive program to reward students with perfect or 95% attendance. This will occur school wide four times a year. Classroom celebrations will be used at the teachers' discretion.	Other - School Wide Attendance Program	09/07/2018	05/20/2019	\$0 - No Funding Required	Administrators, teachers, and specialists

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 K-6 will be given Tier I, Tier II, Tier III Positive Behavior Supports as needed to support their behavior.

Measurable Objective 1:

demonstrate a behavior by reducing discipline referrals by 05/20/2019 as measured by demonstrating positive behavior in class, during transition times, and extra curricular times measure by a 5% reduction in discipline referrals. .

Strategy1:

PBIS strategies - Professional development on PBIS strategies, Tier II classroom incentive systems, Tier III behavior supports such as Check In-Check Out systems, outside agency referrals, and social skills instruction. Students will be recognized for courage and kindness through monthly Kindness Club activities. Weekly Kindness Challenges will be posted and announced in the mornings.

Category: Develop/Implement Professional Learning and Support

Research Cited: Richardson, E., et al. Positive Behavior Interventions and Supports: Advisory Committee Recommendations: Alabama State Department of Education

Activity - SOAR Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will implement The Growth Mindset Coach monthly activities with their homeroom classes. SOAR Academy activities will continue in the area of Growth Mindset. Students will participate in monthly activities that focus on growth, improvement, and learning from mistakes. Teachers will document lessons and regularly share with colleagues on the progress of the program. Specialists will be assigned small groups to work with during SOAR Academy lessons.	Behavioral Support Program	10/04/2018	05/20/2019	\$0 - No Funding Required	Administrators, teachers, and specialists

ACIP

Goshen Elementary School

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Check In Check Out Systems Teachers will implement a point system for students needing Tier III Behavior Supports.	Behavioral Support Program	10/04/2018	05/20/2019	\$0 - No Funding Required	Administrators, teachers, and specialists

Goal 2:

Overall student and staff attendance will improve.

Measurable Objective 1:

demonstrate a proficiency student and staff attendance. by 05/20/2019 as measured by Overall Student Attendance will be maintained at 95% or better for the 2018-2019 school year as measured by the ADA yearly report. Staff attendance will improve by 20%. Progress will be monitored monthly..

Strategy1:

School-wide attendance initiatives - Students will participate in school-wide attendance initiatives. Each nine weeks students with perfect attendance will attend an Attendance Celebration. Student absences will be monitored and students with excessive absences will be contacted via letter, parent conference, or phone call. Parents of students who are truant will participate in truancy prevention services.

Category: Other - Incentive Program

Research Cited: Sentence, M., Alabama Attendance Manual: Alabama State Department of Education.

Activity - Attendance Incentive Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide attendance initiatives will include an attendance incentive program to reward students with perfect or 95% attendance. This will occur school wide four times a year. Classroom celebrations will be used at the teachers' discretion.	Other - School Wide Attendance Program	09/07/2018	05/20/2019	\$0 - No Funding Required	Administrators, teachers, and specialists

Activity - Staff Attendance Incentive Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with perfect attendance for the year will earn an I-Pad for their classroom. Monthly incentives will be given for perfect staff attendance such as duty free lunch and chances to win classroom supplies and gifts.	Other - Staff Attendance Incentive	09/07/2018	05/20/2019	\$0 - No Funding Required	Administration

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

100% 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 100% of English Learner students will by 02/22/2019 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 - 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	08/06/2018	02/22/2019	\$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	08/06/2018	02/22/2019	\$0 - No Funding Required	Administrators, EL and general classroom teachers

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.

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.

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

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

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

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

The Pike County Board of Education does not approve teacher hires unless they meet the high qualified status. Administration assesses the strengths of teacher(s) and the needs of the students in all hiring practices.

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 does not experience a teacher turnover rate. Teachers during the past school year retired and/or retired early to begin their own business. Teacher units were added back at two grade levels, 4th and 5th which attributed to the number of hires.

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

The experience level ranges from 25 years to three novice teachers

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 not a high turnover rate of teachers at Goshen Elementary School.

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.

Teachers complete a Needs Assessment each school year to determine their personal needs. The Needs Assessment revealed the following data:

Educate Alabama Dialogue Conversations and Observations and Eleot Observations are also used to determine the needs of individual teachers.

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

Goshen Elementary School & Pike County Schools

2018-2019 Professional Development

Educate Alabama Professional Learning Plans

1. Book Study: The Growth Mindset Coach by Annie Brock & Heather Hundley and Mindset: The New Psychology of Success by Carol Dweck (2.2, 2.3, 5.2)

2. Total Participation Techniques-August 3rd (3 hours @ PCH)
by Himmele & Himmele (2.6, 2.8, 3.7, 3.8)

3. HELP: Human Empowerment and Leadership Principles
A Safe Management Continuum Refresher Course (2.1, 2.2, 2.3)

4. www.compliancedirector.org (each session must be completed by October 1, 2018)

- a. Gifted Training
 - b. Special Education
 - c. Nursing
 - d. McKinney-Vento Homeless
 - e. Mandatory Reporting
 - f. Suicide Awareness & Prevention
- (5.5)

5. Educate Alabama and Educator Effectiveness-August 14th during your plan time (5.5)

6. Run, Fight, Hide & Safety Training (2.3, 5.5)

7. Safety Updates and Virtual Alabama-August 7th (2.3, 5.5)

8. AMSTI Science Summer and Fall Trainings for all Science Teachers and Empower Energy Education in Destin, FL

(1.1, 1.4)

9. Vertical Planning (3-6)/Data Meetings:

Continuous Improvement Plan (CIP): areas of improvement across the district in reading, math and science

Sources of data: ACT Aspire (3-6), Global Scholar Performance Series (2-12), DIBLES (K-3), STAR Reading, classroom tests, student grades (Ds & Fs), ACT Aspire Interim Assessment(s)-Grades 3-6 Data disaggregation charts and boards

(2.8, 2.9, 2.10, 2.11)

10. Standards Based Grading, Teaching, & Learning

Walker, Driggers, Chesser, & Brown (3.5, 3.6)

11. GES professional organizations and journal subscriptions of which we are a member. These will be housed in the professional section of library. Journal articles can be used for personal, team, or entire faculty professional development:

(5.2, 5.3)

a. Association of Supervision & Curriculum Development (ASCD)

Educational Leadership and monthly books

b. International Reading Association (IRA),

Reading Research Quarterly

The Reading Teacher

Journal of Adolescent & Adult Literacy

c. National Council for Teachers of Mathematics;

Teaching Children Mathematics

Mathematics Teaching in the Middle School

d. National Science Teachers Association

e. National Council for the Social Studies

f. National Association of Elementary School Principals & AAESP

g. Council for Leaders of Alabama Schools

(5.2., 5.3)

12. CLAS Leadership Institutes: we will attend Marriot Legends in Prattville (unless otherwise specified; 9:00 to 12: 30 sessions, sign up for sessions, only one person will be reimbursed for travel for group of 3-5, requires administration approval prior to registration

September 12th, Marriot Legends, Prattville, AL

Become a STEM Certified School or District

Presenter: Winfield City Schools (1.1, 1.4)

November 28th, Auburn Univ. In-Service Center, Auburn, AL

Hot Topics in Special Education Law & Preventing Legal Troubles: Effective Instruction for Students with Disabilities

Present: Julie Weatherly & Khristie Goodwin (4.7, 4.8, 5.2)

January 16th, Troy University In-Service Center, Troy, AL

Motivate & Manage a Differentiated Classroom

Presenter: Brian Mendler (2.3)

February 13th, Marriott Legends, Prattville:

Improving Parental Involvement in Schools

Presenter: Ako Kambon (4.1, 4.2, 5.1)

March 13th, Auburn University In-Service Center, Auburn, AL

Mental Health in Schools: The Hidden Crisis

Presenter: Kristen Berthiaume & Mobile County Schools (5.1, 5.2)

April 17th, Marriott Legends, Prattville:

Disrupting Poverty to Create High Performing Schools

Present: Kathleen Budge (5.1, 5.2)

12. eLearning classes: list of classes offered will be forwarded.

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

Teacher mentoring activities include 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 The Classroom Management, 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 Goshen Elementary School & Pike County Schools

2018-2019 Professional Development

Educate Alabama Professional Learning Plans

1. Book Study: The Growth Mindset Coach by Annie Brock & Heather Hundley and Mindset: The New Psychology of Success by Carol Dweck (2.2, 2.3, 5.2)

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4. www.compliancedirector.org (each session must be completed by October 1, 2018)

- a. Gifted Training
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 - f. Suicide Awareness & Prevention
- (5.5)

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7. Safety Updates and Virtual Alabama-August 7th (2.3, 5.5)

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Journal of Adolescent & Adult Literacy

c. National Council for Teachers of Mathematics;

Teaching Children Mathematics

Mathematics Teaching in the Middle School

d. National Science Teachers Association

e. National Council for the Social Studies

f. National Association of Elementary School Principals & AAESP

g. Council for Leaders of Alabama Schools

(5.2., 5.3)

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April 17th, Marriott Legends, Prattville:

Disrupting Poverty to Create High Performing Schools

Present: Kathleen Budge (5.1, 5.2)

12. eLearning classes: list of classes offered will be forwarded.

Professional development is sustained and ongoing throughout the school year, sponsored by both the district and local school:

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 transitioning students to the next grade.

Measurable Objective 1:

collaborate to improve parent/family engagement by 05/24/2019 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	Community Engagement Parent Involvement	08/06/2018	05/24/2019	\$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 Scantron 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 19 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 vertical planning quarterly and monthly data meetings for K-2 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 Scantron Performance Series, 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 2019 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 2019.

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 AdvancED 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, Scantron, 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.

Data meetings are ongoing throughout the school year. Teachers in grades 3-6 have quarterly vertical planning/data meetings set shortly after a benchmark assessment period. Teachers prepare and present their data in the form of a PowerPoint presentation. Teachers develop lists of students in need of target instruction in all four content areas. Our school has placed on emphasis on improving Tier I (whole group) instruction over the past two years which should decrease the number of students in need of Tier 2 instruction and referral to Positive Support Team (PST). However, when students do not meet specified benchmarks and fail academic classes, teachers are expected to bring them to PST for additional strategies and interventions to help each student succeed.

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 Pike County Board of Education assessment instrument. Secondly, whether or not we meet the benchmarks; the number of students scoring Ready and Exceeding on the ACT Aspire and Proficient and Distinguished on the Scantron state assessment. Teachers track the number of students moving from In Need of Support to Close, Close to Ready, and Ready to Exceeding.

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.

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.	26.18

Provide the number of classroom teachers.

26.18

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1289740.0

Total

1,289,740.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	92739.0

Total

92,739.00

Assistant Principal

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

Provide the number of Assistant Principals.

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.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	26769.0

Total

26,769.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	45193.0

Total

45,193.00

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

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	300.0

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

28.69

Label	Question	Value
3.	Provide the total of all funding for Technology.	8607.0

Total

8,607.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	90.0

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

28.69

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2582.1

Total

2,582.10

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.	536.07

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

28.69

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	15379.85

Total

15,379.85

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	96.14

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

28.69

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2758.26

Total

2,758.26

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	155155.46

Provide a brief explanation and breakdown of expenses.

Parental Involvement	1,739.21
Salaries & Benefits	119,611.12 (1.75 teachers, counselor, EL)
Professional Development	3,000.00 (2000.00 in state, 1000,00 out state, 500.00 registration)
Book Study	1,200.00
Substitutes	2,008.00 sick leave
Substitutes	2,410.00 professional development
Summer PD Salaries	2,000.00
Summer PD Counselor	402.00
PD Mentor	2,000.00
PD Mentor Benefits	402.00
PC Hardware/Tech	8,000.00
Renaissance Learning	4,098.07
School-In-Sites	25.00
Materials & Supplies (teachers)	1,340.18
School M & S	6,119.88
Teacher of the Year	300.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

No are no Title II funds received at this school.

Title III

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

Provide a brief explanation and a breakdown of expenses.

There are no funds in this budget for EL

Title IV

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

Provide a brief explanation and a breakdown of expenses.

This school does not receive 21st Century Schools Funds

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	4856.51

Provide a brief explanation and a breakdown of expenses.

PD Travel 1000.00
Materials & Supplies 1856.51
Technology 2000.00

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.

There are no funds received for Basic Grant, Title I

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.

There are not funds received for Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

No funds received for Tech Prep Title II

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.

There are no funds received for 21st Century, Learn and Serve, Even Start, School Improvement Grant

Local Funds

Label	Question	Value
1.	Provide the total	126799.26

Provide a brief explanation and breakdown of expenses.

Money utilized for upkeep and purchasing of copy machines (3-2 for teachers and 1 for office staff including the guidance counselor) and two Rizo machines for large quantity copying by teachers]

Paper

Classroom materials and supplies

Basic Office Supplies

Report Card Paper

Cumulative student folders

Local school projects such as new library furniture and new floor for foyer and office area of the 300 building

This amount also includes a PTO CD in the amount of 10,766.85

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 August 27, 2018, at 6:00 p.m. jointly with Goshen High School in the Goshen Elementary School Library. An invitation will be 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. Additionally, parents reviewed the Parental & Family Engagement Plan and were given an opportunity to provide input. They were also given the October 2018 Parent Month Agenda and again were given an opportunity to provide input on workshops for parents on Parent Conference Night, October 11th, 2018. An agenda and sign-in sheet will be retained for evidence of conducting 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 planning began on August 3, 2018, and is ongoing throughout the month of August. 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 month of August. All Title I parents are invited and have the opportunity to be involved in the decision-making process during the Annual Parent Meeting on August 27, 2018. A question, answer and feedback time is given at the end of the presentation. Parents can provide feedback orally or written. The plan will be 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 pre-registration held the first Thursday in April each year.

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 August 27 2018, at 6:00 in the Goshen Elementary School Library. 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 11th and Spring on March 21st. During both meetings various parent workshops will be presented to parents. The October 11, 2018, schedule is as follows: Alabama History Scrapbooks (4th grade), STEM Science and Fair (4th-6th grades), Re"Fresh", Relax & Read, Students with Special Needs, Standards Based Grading, INow Parent Portal & Helping Kids Develop Coping Skills. 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 month of August, 2018, 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. During the fall, October 11th, Parent Report Card Conference night, parents will visit classrooms, meet with teachers, and pick up report cards. Workshops will be provided for parents on the following topics: Alabama History Scrapbooks-4th grade, STEM Fair and Projects 4th-6th, students with special needs, and technology tools for parents.

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 their web pages of www.goshenelem.com 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 August 27, 2018, at 6:00 in the Goshen Elementary School Library, 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 Additionally, October 11, 2018, during our Fall Parent Report Card Conference Night, parents will be given an opportunity to provide input on the Title I Plan, Parental Engagement Plan, and /or the Parent-Student-Teacher Compact for Learning. 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 during our August, 2018, meetings. Parent members may visit the school to review specific documents at their convenience from 7:00 to 5:00 daily.

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 11, 2018, and spring, March 21, 2019 Report Card Conference Nights. A tentative agenda has been developed and we are presently receiving parent feedback from team members. Workshops for October 11, 2018 are as follows: STEM Science Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, Re"Fresh", Relax & Read, Inow Parent Portal and Helping Kids Develop Coping Skills. We have a Parent Resource Center located in the guidance counselor's office.

Additionally, we hosted the first Standards Based Grading workshop for parents on September 13th, 2018, for students and parents in grades 3, 4, 5, and 6. Standards Based Grading, Teaching, & Learning will be new for our 3rd grade students this school year.

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 11th, 2018, Report Card Conference Night during the August 27th, 2018, Title I Parent Night at 6:00 in the Goshen Elementary School gym.

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 11, 2018, and spring, March 21, 2019 Report Card Conference Nights. A tentative agenda has been developed and we are presently receiving parent feedback from team members. Workshops for October 11, 2018 are as follows: Re"Fresh", Relax, & Read, STEM Science Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, INow Parent Portal, and Helping Kids Develop Coping Skills. We have a Parent Resource Center located guidance counselor's office. Additionally, we hosted a Standards Based Grading workshop for parents on September 13, 2018, for students and parents in grades 3-6. This is new for our third grade students this year.

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 11th Report Card Conference Night during the Title I Parent Night on August 27, 2018.

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 11, 2018, and spring, March 21, 2019 Report Card Conference Nights. The October 11th agenda has been developed as follows: Re"Fresh", Relax, & Read, STEM Science Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, INow Parent Portal, and Helping Kids Develop Coping Skills. A Parent Resource Center located in the guidance counselor's office.

Additionally, we hosted Standards Based Grading workshop for parents on September 13, 2018, for students and parents in grades 3, 4, 5, and 6. This will be the first time students in third grade have participate in Standards Based Teacher, Learning, and Grading. The workshop will be repeated on October 11th during the Report Card Conference Night for parents who may not have been able to attend the September 13th workshop.

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 Compact for Learning and proposed workshops for October 11th Report Card Conference Night on Monday, August 27, 2018, Title I Parent Night on August 27, 2018.

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 11, 2018, and spring, March 21, 2019 Report Card Conference Nights. The agenda has been developed for October 11, 2018, the parent workshops are as follows: Re"Fresh", Relax, & Read, STEM Science Fair, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, INow Parent Portal, and Helping Kids Develop Coping Skills. We also have a parent resource center located in the guidance counselor's office.

Additionally, we hosted a Standards Based Grading workshop for parents on September 13, 2018, for students and parents in grades 3, 4, 5, and 6. This is the first time third grade has participated in Standards Based Grading, Teaching, and Learning. This workshop will be repeated on October 11th during the Report Card Conference Night for the convenience of those parents who may not have been able to attend the September 13th meeting.

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 11th and spring-March 21st 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 11th: Re"Fresh", Relax, & Read, STEM fair projects, Alabama History Scrapbooks, Students with Special Needs, Standards Based Grading, Inow Parent Portal, and Helping Kids Develop Coping Skills.

The annual Federal Programs parent night was held on August 27, 2018 in the Goshen Elementary School gym. 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. 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.