



ACIP

Geneva Middle School

Geneva City Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Geneva Middle School is a public school with 306 students served in grades 6-8 by 20 teachers. It is one of three schools in the Geneva City School System. Geneva Middle School opened at the beginning of the 1990-1991 school year. The school is located in the county seat of Geneva County, Alabama. The city's racial makeup is 82.1% white, 13.8% black, 1.8% Hispanic, 1.4% two or more races, 0.4% American Indian, 0.4% Asian, and 0.1% other races. The city of Geneva has experienced a downward turn in the past decade in reference to its overall economy. The majority of economic concerns were due to the closing of three textile industries. However, newly established businesses has created improved economic conditions, which in turn has brought new families into the community. Geneva Middle School is an accredited school with Advanced Ed. Geneva Middle School is also a Title I school. Technologically, Geneva Middle School has 20 classrooms, with 180 computers throughout, 15 elmos, two sets of thirty clickers each for a total of sixty clickers, 18 Smartboards, 18 LCD projectors, 30 NEO2s and 8 iPads. Title I budgetary components have allowed the school to enhance its advancement in the area of technology over the past few years. Technological hardware, software, and professional development were purchased with a portion of these funds. The safety component of the school has also been enhanced as a result of technology with the purchase of sixteen cameras located throughout the school and a camera system for all the school buses.

School's Purpose

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

The mission of Geneva Middle School is to educate every student and produce graduates prepared for success. The system's leaders, school leaders, teachers, staff, students, parents, and community members all believe that this is the guiding principle of the school system. Geneva Middle School offers a variety of opportunities for student instruction and development for all grade levels. Program opportunities cover a very broad range of academic levels. The following represents a hierarchy of the program listings here at Geneva Middle School from the more remedial to the most advanced. Special education services are offered in any needed subject area. In addition, Geneva Middle School offers a gifted program for sixth, seventh and eighth grade students. Upon entering the 7th and 8th grades, students have the opportunity to take advanced math classes, computer classes, enrichment classes and a foreign language class. Geneva Middle School has numerous clubs, teams, and organizations in which students can participate. The school draws its commitment to this mission from a caring faculty, supportive parents, dedicated community, and students who want to enjoy all the educational opportunities available to them.

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.

The school offers students the opportunity to enroll in a variety of classes, clubs, and athletic teams for both girls and boys. Geneva Middle School has also purchased a formative software program called Renaissance Learning that enables teachers to monitor and provide interventions for students in the areas of math and reading. Within this program, students have the ability to participate in Accelerated Reader (AR). The school has two computer labs. One lab is dedicated for students to enroll in a year-long computer applications course. The other lab is designed for any teacher to utilize with their classes, including teaching lessons from their assigned disciplines and allowing students to conduct research and create power points, prezis, and other computer-generated documents. The school has also purchased two rolling labs that has 30 laptop computers each that can be used in the classroom with the wireless network. Each classroom is equipped with computer(s), LCD projectors, Elmo's, and Smartboards that have enhanced the teachers' ability to present their content. Geneva Middle School also was awarded a grant that enabled the school to purchase Edgenuity. The program allows teachers to chose from a lesson-driven model that aligns to their class and sequence. Teachers can enable individual learning progressions based on diagnostic results so each student receives precisely the right instruction when it is needed. Students identified with reading deficits have available the research based computer program Mindplay to assist them with improving their reading ability.

Additional Information

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

Geneva Middle School is a small school in a small district which can still offer many of the opportunities of larger schools and districts. Stakeholder involvement is very strong in the community and often provides much needed financial and volunteer assistance.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Geneva Middle School Leadership Team met in August to review the improvement plan in order to revise and update. An initial meeting was held on August 1, 2018 with members of the Leadership Team to establish roles and responsibilities. Once the state assessment reports were received, the team met to continue the revision process and to begin an analysis and interpretation of the various data. Assessment data utilized was primarily the Scantron scores. Other data incorporated was the School Incident Report, EducateAlabama, Renaissance STAR Math and Reading scores, AAA assessment, Access for EL's and the GMS parent survey. The results of the Scantron assessments were shared during a faculty meeting and a discussion was held regarding improvement related goals in reading and math. From August through September, the Leadership Team and various faculty members met at intervals to continue documentation of data within the plan. The data recorded in the Summary of Needs section was used to revise the plan's goals and strategies. In September, team members met to begin finalization of the CIP draft. Copies were then distributed to committee parents and GMS faculty members to review and provide input. Suggestions from parents and faculty were incorporated, and the CIP draft was completed.

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

The Leadership Team was composed of the following stakeholders:

Danny Bedsole, Principal

Gerid White, Assistant Principal/Teacher

Betty Belisle, Guidance Counselor

Erica Wright, Federal Programs Coordinator

Melissa Kilpatrick, Special Education Teacher

Julie Nowling, 6th grade English/History Teacher

Terri McGowan, 7th grade English Teacher

Sherrie Aycock - 8th grade English Teacher

Ellen Cospers, Parent

Andrea Coskrey, Parent

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

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

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Student Performance document is attached. The document has Scantron Performance Series data for 2017-2018 only, due to this being the first year of administration, making it the baseline data.	Student Performance Document 2018

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

The subgroup all 7th grade students, who took the Scantron Science, scored in level 3 or 4 indicating 60.4% proficiency.

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

Eighth grade students taking the ACT Aspire Math improved proficiency by 7% from the baseline data administration. This is evident according to the 2016-2017 Student Performance Diagnostic Worksheet comparing baseline data of 2013-2014 to the 2016-2017 administration.

On the 2017-2018 Scantron state calculations the overall highest performance areas of were the 7th grade Science with 60.40% of students scoring proficient and 8th grade Math 54.60% (30.90% classified as a distinguished learner) scoring proficient.

Due to 2017-2018 being the baseline data for Scantron, a formative assessment, and previously used state test ACT Aspire being a summative assessment, the data is not comparable for trends.

Which area(s) indicate the overall highest performance?

In 2017-2018, the overall highest performance areas of Scantron state calculations are the 7th grade Science with 60.40% of students scoring proficient and 8th grade Math 54.60% (30.90% classified as a distinguished learner) students scoring proficient.

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

ACT Aspire for 8th grade Math indicated the proficiency levels as follows:

2013-2014 at 28%

2014-2015 at 42%

2015-2016 at 43%

2016-2017 at 42%

The Scantron 8th grade Math indicates the proficiency levels in 2017-2018 at 54.60%.

Trend data is not applicable due to the state department's first year utilizing Scantron assessment. Scantron is a formative test and the ACT Aspire is a summative which is not comparable..

Between which subgroups is the achievement gap closing?

In 2016-2017, there was a 43% gap between all students (43%) and special education (0%) students who scored in the Ready or Above range on the ACT Aspire Reading.

In 2017-2018, there is a 17% gap between all students (67%) and special education (50%) students who met their Reading Gains Target.

Trend data is not applicable due to the state department's first year utilizing Scantron assessment. Scantron is a formative test and the ACT Aspire is a summative which is not comparable.

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

Geneva Middle School uses two formative assessments to monitor student performance: Scantron Performance Series and Star Renaissance. The findings are inconsistent between the two assessments.

The Star Renaissance progress monitoring system indicated that 6th grade students proficient in Math is 52.50% compared to the Scantron is 40.73%. The 7th grade Star Renaissance Math indicates 60.50% proficient while Scantron Math proficiency indicates 44.20%.

Trend data is not applicable due to the state department's first year utilizing Scantron assessment. Scantron is a formative test and the ACT Aspire is a summative which is not comparable.

Areas in Need of Improvement

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

In 2017-2018, Scantron Reading scores indicate that 7th grade students are 39.60% proficient.

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

On the ACT Aspire Reading, in 2013-2014 57% of all eighth grade students were proficient. In 2014-2015, 56% of all eighth grade students were proficient. 2015-2016 only 49% of eighth grade students were proficient.

The 2017-2018 Scantron Reading subtest indicates that 41.20% of 8th grade students were proficient.

Which area(s) indicate the overall lowest performance?

IN 2017-2018, only 39.60% of all 7th grade students that were administered the Scantron Reading assessment scored proficient.

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

The subgroup showing a trend toward decreasing performance occurs on the ACT Aspire Reading is all students. All students scoring In Need of Support has increased from 20% in 2013-2014 to 26% in 2016-2017.

In 2017-2018, the Scantron Reading test indicates that all students scoring in Level I (Emerging) is 16.37%.

Between which subgroups is the achievement gap becoming greater?

According to the 2014 ACT Aspire Reading, the gap between special education students and all students in need of support was 53%. The 2017 ACT Aspire Reading gap between special education students and all students, in need of support, is 65%. The gap increased by 12%. In 2017-2018, Scantron Reading indicates a 41.13% gap between all students and special education students who are proficient.

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

The Star Renaissance progress monitoring system indicated that 47% of all students score at or above benchmark on Star Reading test. This is consistent with the ACT Aspire Reading scores for all students. In 2016-2017, overall Aspire Reading scores indicate that 43% of students were in the ready or above range.

Geneva Middle School uses two formative assessments to monitor student performance: Scantron Performance Series and Star Renaissance. The findings are inconsistent between the two assessments.

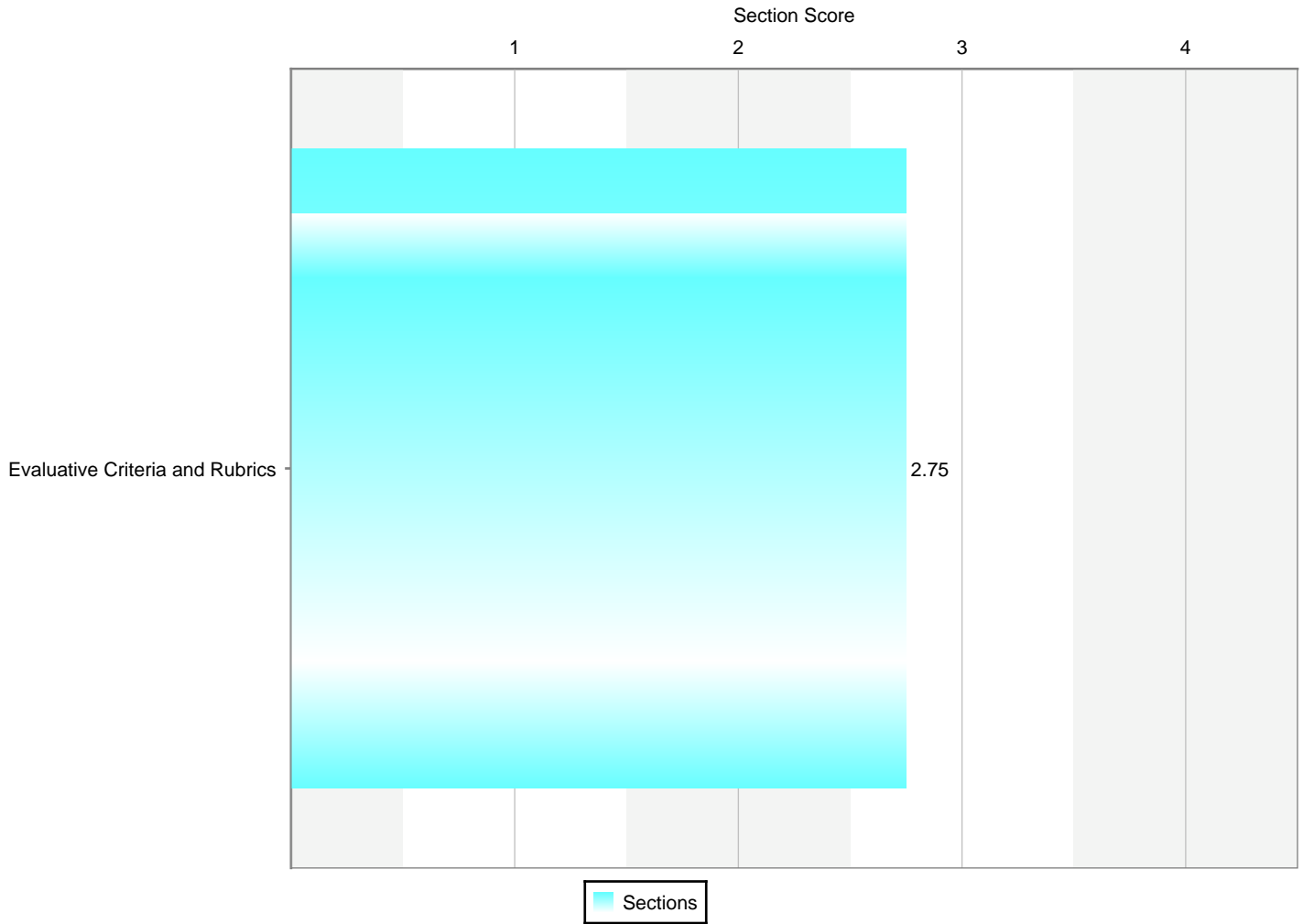
The Star Renaissance progress monitoring system indicated that 6th grade students proficient in Reading is 29.80% compared to the Scantron is 42.58%. The 7th grade Star Renaissance Reading indicates 33.30% proficient while Scantron Reading proficiency indicates

SY 2018-2019

39.60%.

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	The assurance is met by those on Geneva Middle School's Continuous Plan team. The principal, assistant principal, guidance counselor, four teachers, two parents, and our Federal Programs Director all work collaboratively to create this document. With a small system, these individuals wear multiple hats. For example, our assistant principal also teaches math classes so he has input from the administrative side & the classroom viewpoint. Our Federal Programs Director is our Special Education Coordinator. Sign-in sheets are utilized at meeting throughout the year and are maintained on site.	Board Approval Signatures

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The Superintendent, who is our Title IX Coordinator, is the designated employee who oversees the system's compliance with nondiscrimination policies. The name, position, and contact information of this individual is posted on the system's website as part of the personnel and employment information page.	Title IX Document

ACIP

Geneva Middle School

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	As part of our Title I requirements, Geneva Middle School has a Parent Involvement Policy and Plan. We also have a Parents' Right-to Know which is published in our student handbook.	Parent Right to Know 2018-2019 Parent Involvement Plan Consolidated Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	As part of our Title I requirements, Geneva Middle School has a School-Parent Compact. Meeting were held with stakeholders to gather input to help form this compact.	Compact Form Signed

2018-2019 Geneva Middle School 30-60-90 Plan

Overview

Plan Name

2018-2019 Geneva Middle School 30-60-90 Plan

Plan Description

30-60-90 Plan

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Conduct a root cause analysis to identify possible sources of academic program needs	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
2	Improve students proficiency in reading	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$16347
3	Improve student's proficiency in mathematics	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$14224
4	Improve student's proficiency in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

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

Measurable Objective 1:

collaborate to identify and gather available resources and data by 02/08/2019 as measured by listing resources and data sources.

Strategy 1:

Data Identification and Compilation - Faculty members will gather and organize data for the three-year period 2015-2018

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: State and formative assessments along with STI.

Activity - Data Compilation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will gather and organize data from a variety of sources including but not limited to state assessment scores, progress monitoring results, discipline records, teacher attendance, and special education enrollment summaries for the three-year period in question.	Policy and Process	08/03/2018	05/23/2019	\$0	No Funding Required	School Administration, Guidance Counselor, and teachers

Strategy 2:

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

Category: Develop/Implement Learning Supports

Research Cited: 4 Communities in Schools. 2007."National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act." Alexandria, VA.

NEA/PTA Parent Guides. A series of 10 parent guides were developed to give parents and caregivers some tips to help their children with a variety of subjects and school transition experiences.

www.nea.org/parents/parent-guides.html

Activity - Observation and review of current practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State support agencies with background in targeted subject areas will visit the campus to observe and review current instructional policies and practices.	Policy and Process	08/06/2018	05/23/2019	\$0	No Funding Required	State academic support personnel including ARI and AMSTI specialist.

Goal 2: Improve students proficiency in reading

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 05/23/2019 as measured by data from the Scantron assessment..

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing. Compass Learning software will be utilized for interventions for all students.	Academic Support Program	08/06/2018	05/23/2019	\$2123	Title I Part A	Teachers
Activity - Seventh and Eighth Grade Reading Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program	08/06/2018	05/23/2019	\$0	State Funds	Seventh and Eighth Grade Reading Skills Teacher
Activity - After School Reading Tutorial Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program	09/27/2018	04/18/2019	\$13217	Title I Part A	Three certified teachers and one administrator
Activity - Star Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program. Once a STAR assessment is given, students will use Compass Learning for interventions identified as growth opportunities.	Academic Support Program	08/06/2018	05/23/2019	\$1007	Title I Part A	All grade level reading teachers.
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Goal 3: Improve student's proficiency in mathematics

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 05/23/2019 as measured by results from the Scantron assessment.

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Mathematics Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Math teachers
Activity - Seventh and Eighth Grade Math Skills Elective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Seventh and Eighth Grade Math Skills Teacher
Activity - After School Math Tutorial Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

An after school tutorial program is provided to students that have been identified as needing additional assistance in math. Four certified teachers provide instruction. Resources are provided though Title I Part A.	Academic Support Program	09/27/2018	04/24/2019	\$13217	Title I Part A	Three certified teachers and one administrator
Activity - Star Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Math program. This is a computer based test that provides data regarding students' math level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/06/2018	05/23/2019	\$1007	Title I Part A	All grade level math teachers.

Goal 4: Improve student's proficiency in science.

Measurable Objective 1:

40% of Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science standards contained in the Alabama Course of Study in Science by 05/23/2019 as measured by data from the Scantron assessment..

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Science Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts. Science teachers will participate in PD hosted by AMSTI throughout the year.	Academic Support Program	08/06/2018	05/23/2019	\$0	No Funding Required	Science Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI Inquiry Based Learning	Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2018	05/23/2019	\$0	Math teachers
AMSTI Inquiry Based Learning	Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts. Science teachers will participate in PD hosted by AMSTI throughout the year.	Academic Support Program	08/06/2018	05/23/2019	\$0	Science Teachers
Data Compilation	Faculty will gather and organize data from a variety of sources including but not limited to state assessment scores, progress monitoring results, discipline records, teacher attendance, and special education enrollment summaries for the three-year period in question.	Policy and Process	08/03/2018	05/23/2019	\$0	School Administration , Guidance Counselor, and teachers
Observation and review of current practices	State support agencies with background in targeted subject areas will visit the campus to observe and review current instructional policies and practices.	Policy and Process	08/06/2018	05/23/2019	\$0	State academic support personnel including ARI and AMSTI specialist.
Seventh and Eighth Grade Math Skills Elective	Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/06/2018	05/23/2019	\$0	Seventh and Eighth Grade Math Skills Teacher
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Seventh and Eighth Grade Reading Skills Elective	Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program	08/06/2018	05/23/2019	\$0	Seventh and Eighth Grade Reading Skills Teacher
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Star Reading	Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program. Once a STAR assessment is given, students will use Compass Learning for interventions identified as growth opportunities.	Academic Support Program	08/06/2018	05/23/2019	\$1007	All grade level reading teachers.
TWIRL	The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing. Compass Learning software will be utilized for interventions for all students.	Academic Support Program	08/06/2018	05/23/2019	\$2123	Teachers
After School Reading Tutorial Program	An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program	09/27/2018	04/18/2019	\$13217	Three certified teachers and one administrator
After School Math Tutorial Program	An after school tutorial program is provided to students that have been identified as needing additional assistance in math. Four certified teachers provide instruction. Resources are provided though Title I Part A.	Academic Support Program	09/27/2018	04/24/2019	\$13217	Three certified teachers and one administrator
Star Math	Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Math program. This is a computer based test that provides data regarding students' math level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/06/2018	05/23/2019	\$1007	All grade level math teachers.
Total					\$30571	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Attached are the Student, Staff and Parent Survey results.	Parent Survey GMS Student Survey GMS

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

The areas that indicate the overall highest level of satisfaction or approval, according to the stakeholder feedback provided through the online survey process, can be identified in or through all 5 standards associated with the AdvancED accreditation process. In the area of Standard 1: Purpose and Direction, respondents indicated high levels of satisfaction with scores from 4.00 to 4.75. In the area of Standard 2: Governance and Leadership, respondents provided scores from 3.9 to 4.6. In the area of Standard 3: Teaching and Assessing for Learning, respondents provided scores from 4 to 4.3. In the area of Standard 4: Resources and Support Systems, respondents provided scores from 3.75 to 4.60. In the area of Standard 5: Using Results for Continuous Improvement, respondents provided scores of 3.7 to 4.6.

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

The following trends indicated stakeholder satisfaction by highest indicator response:

Standard 1: Purpose and Directions--1.1

Standard 2: Governance and Leadership--2.4

Standard 3: Teaching and Assessing for Learning--3.9

Standard 4: Resources and Support Systems--4.3

Standard 5: Using Results for Continuous Improvement--5.4

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

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

Areas in Need of Improvement

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

A few parents noted their concern over 6th graders adjusting to the middle school environment. Parents surveyed (4.10) stated that their child's teacher failed to meet his/her learning needs by individualizing instruction. Students surveyed stated that students help each other even if they are not friends (3.33) was the lowest approval rating for the students.

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

Student surveys indicated a score of 3.33 for students helping each other even if they are not friends.

What are the implications for these stakeholder perceptions?

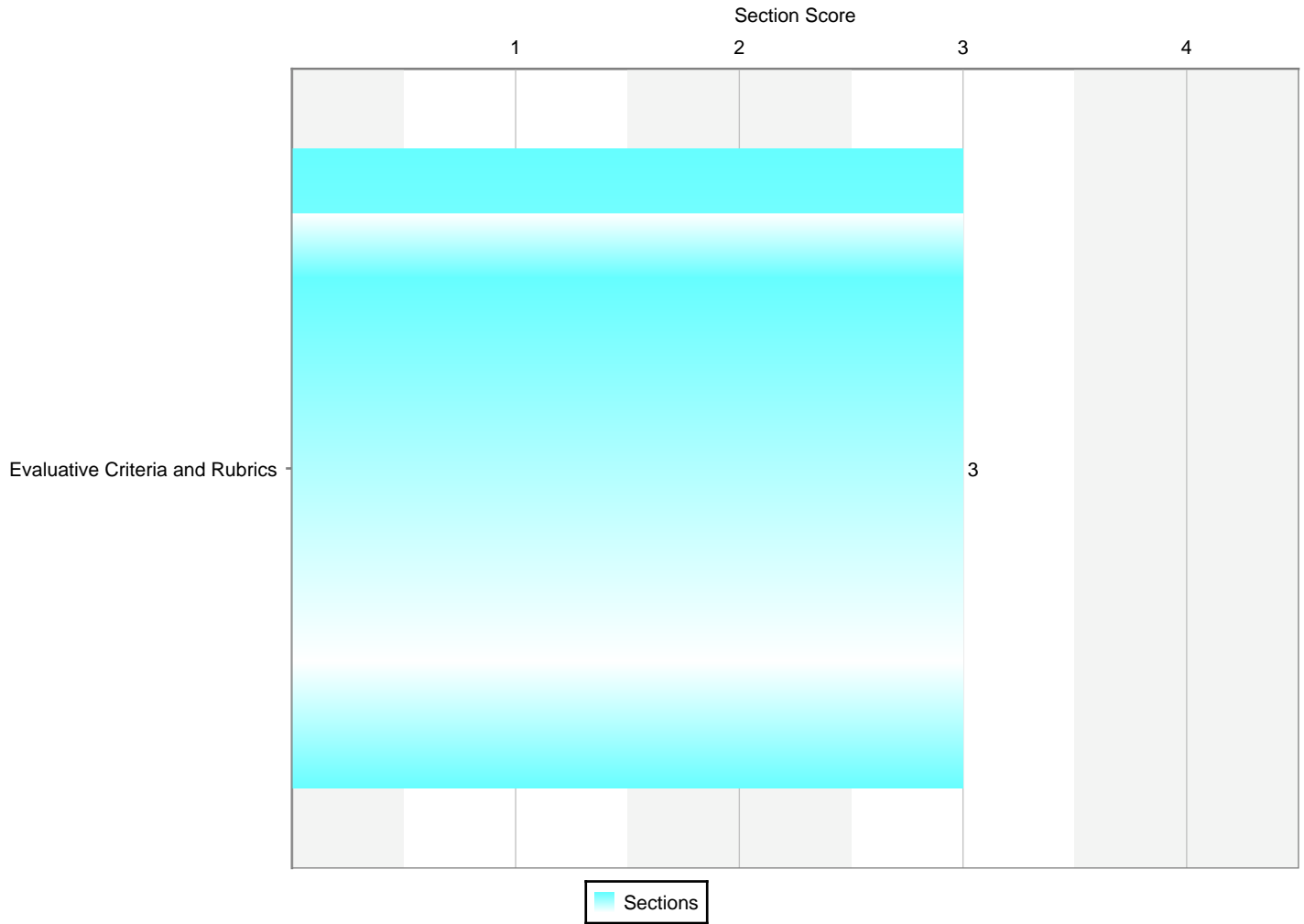
GMS will continue to host an annual Open House. Personal/social issue concerns will continue to be addressed on all grade levels. The 6th grade adjustment to the middle school environment will continually be an area of focus, as well.

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

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

Report Summary

Scores By Section



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?

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

What were the results of the comprehensive needs assessment?

The CIP Leadership Team used multiple sources of data to identify strengths and weaknesses at Geneva Middle School. One source of data was pulled from our teacher evaluation website, EducateAlabama. The EducateAlabama Evaluation System enabled our team to identify the strengths and weaknesses of our certified and teaching in field teachers. In addition, the leadership team also identified data in the areas of student discipline, student attendance, student reading and comprehension of different genres of literature, teacher attendance and teacher retention. Furthermore, we analyzed data collected from surveys that addressed parent perceptions and parents' needs. Finally, we analyzed the alignment of the curriculum, instructional materials, instructional strategies, and or extended learning opportunities. Mind Play, a reading intervention program, was purchased for students identified as having difficulties in this area.

What conclusions were drawn from the results?

The conclusions that were drawn show the following:

Strength: Scantron Science for 7th grade students indicates a 60.40% level of proficiency. Scantron Math for 8th grade indicates a 54.80% proficiency with 30.90% scoring on the distinguished learner level.

Weakness: Scantron Reading indicates only 39% of 7th grade students scored proficient.

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

Strengths:

- 1) The GMS student attendance rate in 2017-2018 was 94.80%.
- 2) There were no students retained for the 2017-2018 school year.
- 3) The number of in school suspensions decrease from the 2016-2017 school year to the 2017-2018 school year. The percentage dropped from 22% in 2016-2017 to 20.2% in 2017-2018, which accounted for a 1.8% decrease.

Weaknesses:

- 1) Student discipline has seen an increase from 8% to 8.5% in the area of out of school suspensions from the school year 2016-2017 to the school year 2017-2018.

EducateAlabama shows these strengths and weaknesses:

Strengths:

- 1) Content Knowledge- Demonstrates deep knowledge of subject-matter and an ability to organize related facts, concepts, and skills (64% Integrating/Innovating)
- 2) Teaching and Learning- Creates a positive climate that promotes respect and responsibility (64% Integrating/Innovating)
- 3) Professionalism- Promotes professional ethics and integrity (55% Integrating/Innovating)

Weaknesses:

- 1) Supports learners to accelerate language acquisition by utilizing their native language and linguistic background (59% Beginning/Emerging)
- 2) Integrates narrative and expository reading strategies across the curriculum (45% Beginning/Emerging)

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

Geneva Middle School goals are based on the priority needs and the needs assessments which were identified. These goals are being -addressed according to all of the data that was reviewed from the 2017-2018 school year.

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

The goals portray a clear and detailed analysis of multiple types of data because the CIP team gathered data from the Scantron, SIR reports, STAR testing, EducateAlabama and surveys.

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

The reading goals address all students in grades 6-8 that attend Geneva Middle School. The mathematics goals address all students that attend Geneva Middle School as well. The goals and strategies set for school attendance, discipline, and increasing teacher attendance all address the needs of the entire school. When all of these things are improved upon, the school environment will be even more conducive to learning and working.

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:

Engage and empower the learner through technology

Measurable Objective 1:

90% of Eighth grade students will demonstrate a proficiency in conducting research, preparing reports, completing assignments, and collaborating on projects using appropriate digital tools and resources in Social Studies by 05/23/2019 as measured by the students reports and their final projects that demonstrate mastery of State Course of Study standards.

Strategy1:

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

Category: Develop/Implement Learning Supports

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

Activity - Prezi Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prezi presentations will be completed after topics are chosen and research is compiled. These presentations will be shared with classes for further learning.	Technology	10/01/2018	05/22/2019	\$0 - No Funding Required	Core teachers will be responsible for monitoring these projects.

Measurable Objective 2:

40% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Scantron assessment in Mathematics by 05/23/2019 as measured by Scantron growth results..

Strategy1:

Digital Tools Math - Students will actively engage in the use of digital technology

Category: Develop/Implement Learning Supports

Research Cited: Alabama Plan 2020 ESEA Flexibility Request (May 3, 2013). Approved by the U. S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess students using the Scantron Performance Series	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	System Testing Coordinator

Activity - Renaissance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Renaissance to monitor students' strengths and weaknesses in the areas of mathematics. Students will take STAR Math Test on a regular basis.	Academic Support Program	08/06/2018	05/23/2019	\$1007 - Title I Part A	Mathematics teachers

Measurable Objective 3:

49% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on the Scantron assessment in Reading by 05/23/2019 as measured by Scantron growth results..

Strategy1:

Digital Tools - Students will actively engage in the use of digital tools.

Category: Develop/Implement Learning Supports

Research Cited: Alabama Plan 2020 ESEA Flexibility Request. (May 3, 2013). Approved by the U. S. Dept. of Education, 2013. Retrieved from http://www.alsde.edu/home/general/plan_2020_esea.aspx

Activity - Renaissance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Renaissance to monitor students' strengths and weaknesses in the area of reading. Students will take STAR Reading and Accelerated Reader Test on a regular basis.	Academic Support Program	08/06/2018	05/23/2019	\$2867 - Title I Part A	Reading and English teachers

Activity - Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess students using the Global Scholars Performance Series	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	System Testing Coordinator

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency in integrating technology in classrooms by 05/23/2019 as measured by lesson plans, peer observations, and

administrative observations as measure by EducateAlabama and the Elot tool.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on ways to increase digital collaboration for both teachers and students. Teachers will attend PD related to this activity.	Professional Learning	08/03/2018	05/23/2019	\$0 - No Funding Required	School administrators.

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification. Technology in Motion offers professional development classes in reference to technology.	Professional Learning	08/03/2018	05/23/2019	\$0 - No Funding Required	All faculty have access to these opportunities.

Goal 3:

All educators and students will have tools to access a comprehensive viable Infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a proficiency using the ALEX website to access the School Insight tool that allows educators to unpack the standards that correlate to the College and Career Readiness Standards by 05/23/2019 as measured by observations and interviews with teachers, students, and administrators.

Strategy1:

Provide checklists - The website will allow teachers to help monitor their responsibilities and obligations in regards to meeting the College and Career Readiness Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://alex.state.al.us/showpage.php?Ink=cosdircommentsselectsys>

Activity - Unpacking the standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the Insight tool to unpack their standards. This will give the teachers a checklist of the standards that are necessary for their students to be successful in their classes using the new Science course of study	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Science teachers will be responsible for this.

Measurable Objective 2:

collaborate to provide necessary technology components for each classroom by 05/23/2019 as measured by student use of technology in the classroom.

Strategy1:

Classroom Instruction - Teachers will pool technology funds to provide each classroom teacher with \$200 for 2018-2019 school year. These funds will be utilized for the following: upgrades/maintenance to computer hardware and/or software, including subscriptions to online resources, or other technological components to enhance student learning for Geneva Middle School. Also for classroom printers to provide additional resources via the internet and ancillary textbook material for classroom instruction.

Category: Develop/Implement Learning Supports

Research Cited: Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teachers. Alexandria, VA: ASCD.

Activity - Classroom Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology funds will be contributed to a technology pool to provide each classroom teacher with \$200 for 2018-2019 school year to be utilized for the following: upgrades/maintenance to computer hardware and/or software, including subscriptions to online resources, or other technological components to enhance student learning for Geneva Middle School.	Technology	10/01/2018	09/30/2019	\$5562 - State Funds	Geneva Middle School principal and technology committee

Measurable Objective 3:

collaborate to increase leadership in technology initiatives by 05/23/2019 as measured by Technology Committee meeting sign-in sheets, agendas, and minutes..

Strategy1:

Technology Committee - Membership on the Technology Committee at both the school and system level will rotate so that more teachers and administrators will have the opportunity to serve on these committees and increase their involvement in the school and system technology initiatives.

Category: Develop/Implement Learning Supports

Research Cited: ISTE National Educational Technology Standards for Teachers

http://cnets.iste.org/teachers/t_stands.html

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Activity - Technology Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Membership on the school and system technology committee will be on a rotating basis.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	System Technology Coordinator

Goal 4:

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

Measurable Objective 1:

collaborate to identify and gather available resources and data by 05/24/2019 as measured by listing resources and data sources.

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: 4 Communities in Schools. 2007."National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act." Alexandria, VA.

NEA/PTA Parent Guides. A series of 10 parent guides were developed to give parents and caregivers some tips to help their children with a variety of subjects and school transition experiences.

www.nea.org/parents/parent-guides.html

Activity - Observation and review of current practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State support agencies with background in targeted subject areas will visit the campus to observe and review current instructional policies and practices.	Policy and Process	08/03/2018	05/23/2019	\$0 - No Funding Required	State academic support personnel including ARI and AMSTI specialist.

Strategy2:

Data Identification and Compilation - Faculty members will gather and organize data for the three-year period 2015-2018

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: State and formative assessments along with STI.

Activity - Data Compilation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will gather and organize data from a variety of sources including but not limited to state assessment scores, progress monitoring results, discipline records, teacher attendance, and special education enrollment summaries for the three-year period in question.	Policy and Process	08/03/2018	05/23/2019	\$0 - No Funding Required	School Administration, Guidance Counselor, and teachers

Goal 5:

Improve students proficiency in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Star Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program. Once a STAR assessment is given, students will use Compass Learning for interventions identified as growth opportunities.	Academic Support Program	08/03/2018	05/23/2019	\$1007 - Title I Part A	All grade level reading teachers.

Activity - Seventh and Eighth Grade Reading Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program	08/03/2018	05/23/2019	\$0 - State Funds	Seventh and Eighth Grade Reading Skills Teacher

Activity - After School Reading Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program	09/25/2018	04/24/2019	\$13236 - Title I Part A	Three certified teachers and one administrator

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing. Compass Learning software will be utilized for interventions for all students.	Academic Support Program	08/03/2018	05/23/2019	\$2123 - Title I Part A	Teachers

Goal 6:

Improve student's proficiency in mathematics

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 05/23/2019 as measured by results from the Scantron assessment.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Mathematics Course of Study

Activity - Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Math program. This is a computer based test that provides data regarding students' math level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/03/2018	05/23/2019	\$1007 - Title I Part A	All grade level math teachers.

Activity - Seventh and Eighth Grade Math Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Seventh and Eighth Grade Math Skills Teacher

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Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Math teachers

Activity - After School Math Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in math. Four certified teachers provide instruction. Resources are provided through Title I Part A.	Academic Support Program	09/25/2018	04/24/2019	\$13236 - Title I Part A	Three certified teachers and one administrator

Goal 7:

Improve student's proficiency in science.

Measurable Objective 1:

50% of Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science standards contained in the Alabama Course of Study in Science by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Science Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts. Science teachers will participate in PD hosted by AMSTI throughout the year.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Science Teachers

Goal 8:

All students at Geneva Middle School will have a four year educational plan and career interest inventory prior to completing the eighth grade.

Measurable Objective 1:

demonstrate a proficiency 100% of Geneva Middle School eighth grade students will utilize the Alabama Career Information Network online

planning tool by 05/23/2019 as measured by completion of the KUDER career interest inventory, work values assessment and educational plan.

Strategy1:

All students at Geneva Middle School will have a four year educational plan prior to completing the eighth grade. - The guidance counselor and classroom teacher will assist each student in setting up their personal online profile in the Kuder online system. Each student will take a career interest inventory. By April of the student's eighth grade year, the results will serve as a decision making tool. Each students' individualized four year educational plan will be formulated based on test results, student input and parental request. Parents will review and sign the four year plan which will guide the students in selection of classes during high school.

Category: Implement Guidance and Counseling Plan

Research Cited: American School Counselor Association. (2011). Student-to-school-counselor ratio. Retrieved from www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf.

Chung, Y.B. & Gfroerer, M.C.A. (2003). Career coaching: practice, training, professional, and ethical issues. *The Career Development Quarterly*, 52, 141-152.

Low, D.K.S., Yoon, M., Roberts, B. W., & Rounds. J. (2005). The stability of interests from early adolescence to middle adulthood: A quantitative review of longitudinal studies. *Psychological Bulletin*, 131, 713-737.

Activity - Monitor the implementation of the Alabama Career Planning System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will successfully complete a career interest inventory	Other - Monitor the implementation of the Alabama Career Planning System through the use of Administrative tools in the Kuder online system	08/03/2018	04/26/2019	\$0 - No Funding Required	Guidance Counselor

Measurable Objective 2:

demonstrate student proficiency (pass rate) in obtaining a high school carnegie unit. by 05/23/2019 as measured by the passing rate upon completion of the course.

Strategy1:

Computer Applications - 7th and 8th Grade students will have an opportunity to participate in a full year computer class designed to improve basic computer skills.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Computer Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Applications class offered to 7th and 8th Grade students in order to improve basic computer skills and digital citizenship.	Academic Support Program	08/03/2018	05/23/2019	\$61040 - Title I Part A	Computer Teacher

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:

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

Measurable Objective 1:

demonstrate a proficiency in integrating technology in classrooms by 05/23/2019 as measured by lesson plans, peer observations, and administrative observations as measure by EducateAlabama and the Elot tool.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

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

Activity - Digital Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction on ways to increase digital collaboration for both teachers and students. Teachers will attend PD related to this activity.	Professional Learning	08/03/2018	05/23/2019	\$0 - No Funding Required	School administrators.

Activity - e-Learning Courses and Technology in Motion PD Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
E-learning courses are offered throughout the year. Teachers can complete these courses free of charge and earn thirty CEUs. PLUs are also available for those with administrative certification. Technology in Motion offers professional development classes in reference to technology.	Professional Learning	08/03/2018	05/23/2019	\$0 - No Funding Required	All faculty have access to these opportunities.

Goal 2:

All educators and students will have tools to access a comprehensive viable Infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a proficiency using the ALEX website to access the School Insight tool that allows educators to unpack the standards that correlate to the College and Career Readiness Standards by 05/23/2019 as measured by observations and interviews with teachers, students, and administrators.

Strategy1:

Provide checklists - The website will allow teachers to help monitor their responsibilities and obligations in regards to meeting the College and Career Readiness Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <http://alex.state.al.us/showpage.php?lnk=cosdircommentsselectsys>

Activity - Unpacking the standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the Insight tool to unpack their standards. This will give the teachers a checklist of the standards that are necessary for their students to be successful in their classes using the new Science course of study	Academic Support Program	08/06/2018	05/23/2019	\$0 - No Funding Required	Science teachers will be responsible for this.

Measurable Objective 2:

collaborate to provide necessary technology components for each classroom by 05/23/2019 as measured by student use of technology in the classroom.

Strategy1:

Classroom Instruction - Teachers will pool technology funds to provide each classroom teacher with \$200 for 2018-2019 school year. These funds will be utilized for the following: upgrades/maintenance to computer hardware and/or software, including subscriptions to online resources, or other technological components to enhance student learning for Geneva Middle School. Also for classroom printers to provide additional resources via the internet and ancillary textbook material for classroom instruction.

Category: Develop/Implement Learning Supports

Research Cited: Danielson, C. (2007). Enhancing Professional Practice: A Framework for Teachers. Alexandria, VA: ASCD.

Activity - Classroom Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology funds will be contributed to a technology pool to provide each classroom teacher with \$200 for 2018-2019 school year to be utilized for the following: upgrades/maintenance to computer hardware and/or software, including subscriptions to online resources, or other technological components to enhance student learning for Geneva Middle School.	Technology	10/01/2018	09/30/2019	\$5562 - State Funds	Geneva Middle School principal and technology committee

Measurable Objective 3:

collaborate to increase leadership in technology initiatives by 05/23/2019 as measured by Technology Committee meeting sign-in sheets,

agendas, and minutes..

Strategy1:

Technology Committee - Membership on the Technology Committee at both the school and system level will rotate so that more teachers and administrators will have the opportunity to serve on these committees and increase their involvement in the school and system technology initiatives.

Category: Develop/Implement Learning Supports

Research Cited: ISTE National Educational Technology Standards for Teachers

http://cnets.iste.org/teachers/t_stands.html

Activity - Technology Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Membership on the school and system technology committee will be on a rotating basis.	Policy and Process	08/06/2018	05/23/2019	\$0 - No Funding Required	System Technology Coordinator

Goal 3:

Improve students proficiency in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Star Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program. Once a STAR assessment is given, students will use Compass Learning for interventions identified as growth opportunities.	Academic Support Program	08/03/2018	05/23/2019	\$1007 - Title I Part A	All grade level reading teachers.

Activity - After School Reading Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program	09/25/2018	04/24/2019	\$13236 - Title I Part A	Three certified teachers and one administrator

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing. Compass Learning software will be utilized for interventions for all students.	Academic Support Program	08/03/2018	05/23/2019	\$2123 - Title I Part A	Teachers

Activity - Seventh and Eighth Grade Reading Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program	08/03/2018	05/23/2019	\$0 - State Funds	Seventh and Eighth Grade Reading Skills Teacher

Goal 4:

Improve student's proficiency in mathematics

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 05/23/2019 as measured by results from the Scantron assessment.

Strategy1:

CCRS Math Strategies - They will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to

various learning needs and style of students. Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in math. Compass Learning will be utilized for identified interventions for all students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Mathematics Course of Study

Activity - Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Math program. This is a computer based test that provides data regarding students' math level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/03/2018	05/23/2019	\$1007 - Title I Part A	All grade level math teachers.

Activity - After School Math Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in math. Four certified teachers provide instruction. Resources are provided though Title I Part A.	Academic Support Program	09/25/2018	04/24/2019	\$13236 - Title I Part A	Three certified teachers and one administrator

Activity - Seventh and Eighth Grade Math Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Seventh and Eighth Grade Math Skills Teacher

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Math teachers

Goal 5:

Improve student's proficiency in science.

Measurable Objective 1:

50% of Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science standards contained in the Alabama Course of Study in Science by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Science Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts. Science teachers will participate in PD hosted by AMSTI throughout the year.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Science Teachers

Goal 6:

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

Measurable Objective 1:

collaborate to identify and gather available resources and data by 05/24/2019 as measured by listing resources and data sources.

Strategy1:

Data Identification and Compilation - Faculty members will gather and organize data for the three-year period 2015-2018

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: State and formative assessments along with STI.

Activity - Data Compilation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will gather and organize data from a variety of sources including but not limited to state assessment scores, progress monitoring results, discipline records, teacher attendance, and special education enrollment summaries for the three-year period in question.	Policy and Process	08/03/2018	05/23/2019	\$0 - No Funding Required	School Administration, Guidance Counselor, and teachers

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: 4 Communities in Schools. 2007."National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act." Alexandria, VA.

NEA/PTA Parent Guides. A series of 10 parent guides were developed to give parents and caregivers some tips to help their children with a variety of subjects and school transition experiences.

www.nea.org/parents/parent-guides.html

Activity - Observation and review of current practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State support agencies with background in targeted subject areas will visit the campus to observe and review current instructional policies and practices.	Policy and Process	08/03/2018	05/23/2019	\$0 - No Funding Required	State academic support personnel including ARI and AMSTI specialist.

Goal 7:

All students at Geneva Middle School will have a four year educational plan and career interest inventory prior to completing the eighth grade.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in obtaining a high school carnegie unit. by 05/23/2019 as measured by the passing rate upon completion of the course.

Strategy1:

Computer Applications - 7th and 8th Grade students will have an opportunity to participate in a full year computer class designed to improve basic computer skills.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Computer Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Applications class offered to 7th and 8th Grade students in order to improve basic computer skills and digital citizenship.	Academic Support Program	08/03/2018	05/23/2019	\$61040 - Title I Part A	Computer Teacher

Measurable Objective 2:

demonstrate a proficiency 100% of Geneva Middle School eighth grade students will utilize the Alabama Career Information Network online planning tool by 05/23/2019 as measured by completion of the KUDER career interest inventory, work values assessment and educational plan.

Strategy1:

All students at Geneva Middle School will have a four year educational plan prior to completing the eighth grade. - The guidance counselor and classroom teacher will assist each student in setting up their personal online profile in the Kuder online system. Each student will take a career interest inventory. By April of the student's eighth grade year, the results will serve as a decision making tool. Each students' individualized four year educational plan will be formulated based on test results, student input and parental request. Parents will review and sign the four year plan which will guide the students in selection of classes during high school.

Category: Implement Guidance and Counseling Plan

Research Cited: American School Counselor Association. (2011). Student-to-school-counselor ratio. Retrieved from www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf.

Chung, Y.B. & Gfroerer, M.C.A. (2003). Career coaching: practice, training, professional, and ethical issues. *The Career Development Quarterly*, 52, 141-152.

Low, D.K.S., Yoon, M., Roberts, B. W., & Rounds. J. (2005). The stability of interests from early adolescence to middle adulthood: A quantitative review of longitudinal studies. *Psychological Bulletin*, 131, 713-737.

Activity - Monitor the implementation of the Alabama Career Planning System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will successfully complete a career interest inventory	Other - Monitor the implementation of the Alabama Career Planning System through the use of Administrative tools in the Kuder online system	08/03/2018	04/26/2019	\$0 - No Funding Required	Guidance Counselor

Goal 8:

Provide students with counseling programs

Measurable Objective 1:

75% of All Students will demonstrate a behavior for healthy decision making choices in Practical Living by 05/24/2019 as measured by student participation by internal and external agencies.

Strategy1:

Healthy decisions - The counselor will provide lessons for healthy decisions along with other reliable extension services provided to local schools.

Category: Implement Guidance and Counseling Plan

Research Cited: wiregrasshope.com C.A.R.E. Character and Relationship Education

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The activity will be about self-awareness, healthy relationships, and providing practice in applying insights to real-world relationships.	Behavioral Support Program	08/03/2018	05/24/2019	\$0 - No Funding Required	Counselor

Goal 9:

Improve student performance in 6th grade Language Arts.

Measurable Objective 1:

60% of Sixth grade students will demonstrate a proficiency determining a theme or central idea of a text in English Language Arts by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

Improve student recognition of theme - The strategy will be implemented during whole group instruction.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>

Activity - Close Reading Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to an unfamiliar text and required to read it in its entirety, without taking notes. Then the student will reread the text and annotate it using a teacher produced code. Next, the teacher will facilitate a discussion in which students identify and discuss important aspects of the text. Through the discussion, students will identify similarities in their responses which will help lead them to identifying the theme.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Language Arts Teachers

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:

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

Measurable Objective 1:

collaborate to identify and gather available resources and data by 05/24/2019 as measured by listing resources and data sources.

Strategy1:

Data Identification and Compilation - Faculty members will gather and organize data for the three-year period 2015-2018

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: State and formative assessments along with STI.

Activity - Data Compilation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will gather and organize data from a variety of sources including but not limited to state assessment scores, progress monitoring results, discipline records, teacher attendance, and special education enrollment summaries for the three-year period in question.	Policy and Process	08/03/2018	05/23/2019	\$0 - No Funding Required	School Administration, Guidance Counselor, and teachers

Strategy2:

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

Category: Develop/Implement Learning Supports

Research Cited: 4 Communities in Schools. 2007."National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act." Alexandria, VA.

NEA/PTA Parent Guides. A series of 10 parent guides were developed to give parents and caregivers some tips to help their children with a variety of subjects and school transition experiences.

www.nea.org/parents/parent-guides.html

Activity - Observation and review of current practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State support agencies with background in targeted subject areas will visit the campus to observe and review current instructional policies and practices.	Policy and Process	08/03/2018	05/23/2019	\$0 - No Funding Required	State academic support personnel including ARI and AMSTI specialist.

Goal 2:

Improve students proficiency in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

Strategic Teaching - Teachers will implement ARI Strategic Teaching Strategies to increase reading proficiency. We will use strategies including Before, During, and After along with TWIRL. Also formative assessments utilizing STAR, lesson plans, and small group instruction during the assigned Intervention period will be used as well. Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills. An after school tutorial program is provided to students that have been identified as needing additional assistance in reading. Students will have interventions provided by Edgenuity (Compass Learning) SY 2018-2019

during their scheduled Intervention Period. Mindplay software will also be utilized for students identified needing reading interventions.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Star Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program. Once a STAR assessment is given, students will use Compass Learning for interventions identified as growth opportunities.	Academic Support Program	08/03/2018	05/23/2019	\$1007 - Title I Part A	All grade level reading teachers.

Activity - Seventh and Eighth Grade Reading Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program	08/03/2018	05/23/2019	\$0 - State Funds	Seventh and Eighth Grade Reading Skills Teacher

Activity - After School Reading Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program	09/25/2018	04/24/2019	\$13236 - Title I Part A	Three certified teachers and one administrator

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing. Compass Learning software will be utilized for interventions for all students.	Academic Support Program	08/03/2018	05/23/2019	\$2123 - Title I Part A	Teachers

Goal 3:

Improve student's proficiency in mathematics

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics in Mathematics by 05/23/2019 as measured by results from the Scantron assessment.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Mathematics Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Math teachers

Activity - Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Math program. This is a computer based test that provides data regarding students' math level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program.	Academic Support Program	08/03/2018	05/23/2019	\$1007 - Title I Part A	All grade level math teachers.

Activity - After School Math Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in math. Four certified teachers provide instruction. Resources are provided though Title I Part A.	Academic Support Program	09/25/2018	04/24/2019	\$13236 - Title I Part A	Three certified teachers and one administrator

Activity - Seventh and Eighth Grade Math Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in math are encouraged to select as their elective a supplemental support class to reinforce math skills.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Seventh and Eighth Grade Math Skills Teacher

Goal 4:

Improve student's proficiency in science.

Measurable Objective 1:

SY 2018-2019

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50% of Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science standards contained in the Alabama Course of Study in Science by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Science Course of Study

Activity - AMSTI Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the resources provided by AMSTI to engage students in relevant real world concepts. Science teachers will participate in PD hosted by AMSTI throughout the year.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Science Teachers

Goal 5:

All students at Geneva Middle School will have a four year educational plan and career interest inventory prior to completing the eighth grade.

Measurable Objective 1:

complete a portfolio or performance objective by utilizing the Alabama Career Planning System to formulate a four year educational plan by 05/23/2019 as measured by the KUDER career interest inventory and educational plan located within Alabama Career Information Network website.

Strategy1:

All students at Geneva Middle School will have a four year educational plan prior to completing the eighth grade. - The guidance counselor and classroom teacher will assist each student in setting up their personal online profile in the Kuder online system. Each student will take a career interest inventory. By April of the student's eighth grade year, the results will serve as a decision making tool. Each students' individualized four year educational plan will be formulated based on test results, student input and parental request. Parents will review and sign the four year plan which will guide the students in selection of classes during high school.

Category: Implement Guidance and Counseling Plan

Research Cited: American School Counselor Association. (2011). Student-to-school-counselor ratio. Retrieved from www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf.

Chung, Y.B. & Gfroerer, M.C.A. (2003). Career coaching: practice, training, professional, and ethical issues. *The Career Development Quarterly*, 52, 141-152.

Low, D.K.S., Yoon, M., Roberts, B. W., & Rounds. J. (2005). The stability of interests from early adolescence to middle adulthood: A quantitative review of longitudinal studies. *Psychological Bulletin*, 131, 713-737.

Activity - Monitor the implementation of the Alabama Career Planingng System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will successfully complete a career interest inventory	Other - Monitor the implemntatio n of the Alabama Career Planning System through the use of Administrativ e tools in the Kuder online system	08/03/2018	04/26/2019	\$0 - No Funding Required	Guidance Counselor

Measurable Objective 2:

demonstrate a proficiency 100% of Geneva Middle School eighth grade students will utilize the Alabama Career Information Network online planning tool by 05/23/2019 as measured by completion of the KUDER career interest inventory, work values assessment and educational plan.

Strategy1:

All students at Geneva Middle School will have a four year educational plan prior to completing the eighth grade. - The guidance counselor and classroom teacher will assist each student in setting up their personal online profile in the Kuder online system. Each student will take a career interest inventory. By April of the student's eighth grade year, the results will serve as a decision making tool. Each students' individualized four year educational plan will be formulated based on test results, student input and parental request. Parents will review and sign the four year plan which will guide the students in selection of classes during high school.

Category: Implement Guidance and Counseling Plan

Research Cited: American School Counselor Association. (2011). Student-to-school-counselor ratio. Retrieved from www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf.

Chung, Y.B. & Gfroerer, M.C.A. (2003). Career coaching: practice, training, professional, and ethical issues. *The Career Development Quarterly*, 52, 141-152.

Low, D.K.S., Yoon, M., Roberts, B. W., & Rounds. J. (2005). The stability of interests from early adolescence to middle adulthood: A quantitative review of longitudinal studies. *Psychological Bulletin*, 131, 713-737.

Activity - Monitor the implementation of the Alabama Career Planingng System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will successfully complete a career interest inventory	Other - Monitor the implemntatio n of the Alabama Career Planning System through the use of Administrativ e tools in the Kuder online system	08/03/2018	04/26/2019	\$0 - No Funding Required	Guidance Counselor

Measurable Objective 3:

demonstrate student proficiency (pass rate) in obtaining a high school carnegie unit. by 05/23/2019 as measured by the passing rate upon completion of the course.

Strategy1:

Computer Applications - 7th and 8th Grade students will have an opportunity to participate in a full year computer class designed to improve basic computer skills.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Computer Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Applications class offered to 7th and 8th Grade students in order to improve basic computer skills and digital citizenship.	Academic Support Program	08/03/2018	05/23/2019	\$61040 - Title I Part A	Computer Teacher

Goal 6:

Provide students with counseling programs

Measurable Objective 1:

75% of All Students will demonstrate a behavior for healthy decision making choices in Practical Living by 05/24/2019 as measured by student participation by internal and external agencies.

Strategy1:

Healthy decisions - The counselor will provide lessons for healthy decisions along with other reliable extension services provided to local schools.

Category: Implement Guidance and Counseling Plan

Research Cited: wiregrasshope.com C.A.R.E. Character and Relationship Education

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The activity will be about self-awareness, healthy relationships, and providing practice in applying insights to real-world relationships.	Behavioral Support Program	08/03/2018	05/24/2019	\$0 - No Funding Required	Counselor

Goal 7:

Improve student performance in 6th grade Language Arts.

Measurable Objective 1:

60% of Sixth grade students will demonstrate a proficiency determining a theme or central idea of a text in English Language Arts by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

Improve student recognition of theme - The strategy will be implemented during whole group instruction.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>

Activity - Close Reading Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to an unfamiliar text and required to read it in its entirety, without taking notes. Then the student will reread the text and annotate it using a teacher produced code. Next, the teacher will facilitate a discussion in which students identify and discuss important aspects of the text. Through the discussion, students will identify similarities in their responses which will help lead them to identifying the theme.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Language Arts Teachers

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

Improve students proficiency in reading.

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in comprehending literacy and recreational materials in Reading by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Geneva Middle School

Activity - After School Reading Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An after school tutorial program is provided to students that have been identified as needing additional assistance in reading.	Academic Support Program	09/25/2018	04/24/2019	\$13236 - Title I Part A	Three certified teachers and one administrator

Activity - Star Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress is monitored in the Fall, Midyear, and Spring with the Renaissance Star Reading program. This is a computer based test that provides data regarding students' reading level. The test is administered a minimum of three times per year. Identified students have goals and plans which are established by this program. Once a STAR assessment is given, students will use Compass Learning for interventions identified as growth opportunities.	Academic Support Program	08/03/2018	05/23/2019	\$1007 - Title I Part A	All grade level reading teachers.

Activity - Seventh and Eighth Grade Reading Skills Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as having difficulty in reading are encouraged to select as their elective a supplemental support class to reinforce reading skills.	Academic Support Program	08/03/2018	05/23/2019	\$0 - State Funds	Seventh and Eighth Grade Reading Skills Teacher

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students will discuss answers in groups or with a partner. The students will write responses to informational and literacy text. Students will use higher order thinking and problem solving. Renaissance Learning will be used to test and monitor students' progress in reading. Small group instruction for all students that are not performing. Compass Learning software will be utilized for interventions for all students.	Academic Support Program	08/03/2018	05/23/2019	\$2123 - Title I Part A	Teachers

Goal 2:

Improve student performance in 6th grade Language Arts.

Measurable Objective 1:

60% of Sixth grade students will demonstrate a proficiency determining a theme or central idea of a text in English Language Arts by 05/23/2019 as measured by data from the Scantron assessment..

Strategy1:

Improve student recognition of theme - The strategy will be implemented during whole group instruction.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>

Activity - Close Reading Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to an unfamiliar text and required to read it in its entirety, without taking notes. Then the student will reread the text and annotate it using a teacher produced code. Next, the teacher will facilitate a discussion in which students identify and discuss important aspects of the text. Through the discussion, students will identify similarities in their responses which will help lead them to identifying the theme.	Academic Support Program	08/03/2018	05/23/2019	\$0 - No Funding Required	Language Arts 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.

Student academic achievement results and interpretations to parents are able to be translated through the Transact (eConvene) website as well as the google online translator, by the guidance counselor.

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	Geneva Middle School has three paraprofessionals that meet the ESSA requirements for certified personnel.	

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	All teachers meet the ESSA requirements for certified and teaching in field.	

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

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

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?

We have two new teachers this year at Geneva Middle School. This represents a 10% turn over from last year to this year. However, the previous year we retained our entire staff.

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

Geneva Middle School has an experienced staff. Our teachers' experience ranges from one year of experience to a maximum of 30 years of experience. Thirteen members of the certified staff have a bachelors degree and thirteen have a masters degree. GMS has three teachers with 0 to 5 years teaching experience, one teachers with 6 - 10 years teaching experience, twelve teachers with 11 - 19 years of teaching experience, and ten teachers with over 20 years of teaching experience.

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

Geneva Middle School does not have a high turn over rate.

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

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

Geneva Middle School (GMS) provides professional growth in many areas based on state academic assessments and our own formative assessments. GMS uses Renaissance Learning, Scantron Assessment, and Compass Learning (Edgenuity). The faculty at GMS participated in Compass Learning (Edgenuity) professional development last year. In addition, GMS will participate in professional development instructed by Scantron Performance Series. This will be used for our state testing this year. Geneva Middle School is an AMSTI school. Science teachers completed two weeks of training for two consecutive years. Two of the three science teachers have remained in their assigned grade levels since the training nine years ago. One teacher was reassigned to science and has completed AMSTI training for his grade level. The math teachers completed eight days of training during the summer of both 2014 and 2015. In addition, the seventh and eighth grade general math teacher completed this past summer the new AMSTI math initiative. AMSTI math training was needed as a result of reassignments and a retiree. Most of the teachers have received training using the Strategic Teaching Model hosted by ARI to help promote high levels of active engagement and student learning. Teachers have also utilized Technology in Motion professional development hosted on this campus. For two consecutive years, the teachers were provided training on the use of the Smartboard to increase instructional technology integration in the classroom. Many teachers utilize professional development workshops hosted by the Southeast Alabama Regional In-service Center. Language Arts teachers have successfully completed Laying the Foundation training. Selected teachers were trained with the Mindplay software program to enhance struggling readers.

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

Geneva Middle School provides professional growth in many areas. Geneva Middle School is a AMSTI school. Science teachers completed two weeks of training for two consecutive years. Two of the three Science teachers have remained in their assigned grade levels since the training eight years ago. One teacher was reassigned to science and has completed AMSTI training for the assigned grade. The math teachers completed eight days of training during the summer of 2014 and 2015. In addition, he seventh and eighth grade general math teacher completed this past summer the new AMSTI math initiative. AMSTI math training was needed as a result of reassignments and a retiree. All teachers have been trained using the Strategic Teaching Model hosted by ARI to help promote high levels of active engagement and student learning. Teachers have also utilized Technology in Motion professional development hosted on this campus. Two consecutive years the teachers were provided training on the use of the SmartBoard to increase instructional technology integration in the classroom. Formative student assessment data training has been provided by both Renaissance Learning and Scantron Performance Series. Teachers have also participated in Edgenuity Professional development. Edgenuity links with Renaissance Learning to help improve students lowest areas of learning. Many teachers utilize professional development workshops hosted by the Southeast Alabama Regional In-service Center. Parents received INOW Home Portal utilization credentials during our well attended (96% of stakeholders) open house. They are also provided information pertaining to the Renaissance Home Connect.

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

New teachers are paired with veteran teachers to assist with day to day school operations and procedures. Assistance includes utilizing
SY 2018-2019

Chalkable for grade book, attendance, and other pertinent applications. The principal provides an orientation for school procedures and polices before the beginning of school each year during an in-service. Each teacher is required to conduct two peer observations each year and collaborate with their colleague after the observation. One of the two observations is in their assigned subject area while the other is not. The administration uses EducateAlabama and Eleot as a tool to help create dialogue for new and inexperienced teachers

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

The faculty and staff of Geneva Middle School has sustained an ongoing professional development in the areas of Strategic Teaching, math and science (supported by AMSTI Regional Specialist), College and Career Ready Standards (supported by Alabama Department of Education), and technology integration (supported by Edgenuity). Language Arts teachers for grades 7 & 8 have completed two years of LTF. The goal is to make sure teachers are comfortable in their classrooms in order to enhance student learning.

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:
All students at Geneva Middle School will have a four year educational plan and career interest inventory prior to completing the eighth grade.

Measurable Objective 1:
demonstrate a proficiency 100% of Geneva Middle School eighth grade students will utilize the Alabama Career Information Network online planning tool by 05/23/2019 as measured by completion of the KUDER career interest inventory, work values assessment and educational plan.

Strategy1:
All students at Geneva Middle School will have a four year educational plan prior to completing the eighth grade. - The guidance counselor and classroom teacher will assist each student in setting up their personal online profile in the Kuder online system. Each student will take a career interest inventory. By April of the student's eighth grade year, the results will serve as a decision making tool. Each students' individualized four year educational plan will be formulated based on test results, student input and parental request. Parents will review and sign the four year plan which will guide the students in selection of classes during high school.

Category: Implement Guidance and Counseling Plan

Research Cited: American School Counselor Association. (2011). Student-to-school-counselor ratio. Retrieved from www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf.

Chung, Y.B. & Gfroerer, M.C.A. (2003). Career coaching: practice, training, professional, and ethical issues. *The Career Development Quarterly*, 52, 141-152.

Low, D.K.S., Yoon, M., Roberts, B. W., & Rounds. J. (2005). The stability of interests from early adolescence to middle adulthood: A quantitative review of longitudinal studies. *Psychological Bulletin*, 131, 713-737.

Activity - Monitor the implementation of the Alabama Career Planingng System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will successfully complete a career interest inventory	Other - Monitor the implemntatio n of the Alabama Career Planning System through the use of Administrativ e tools in the Kuder online system	08/03/2018	04/26/2019	\$0 - No Funding Required	Guidance Counselor

Measurable Objective 2:

complete a portfolio or performance objective by utilizing the Alabama Career Planning System to formulate a four year educational plan by 05/23/2019 as measured by the KUDER career interest inventory and educational plan located within Alabama Career Information Network website.

Strategy1:

All students at Geneva Middle School will have a four year educational plan prior to completing the eighth grade. - The guidance counselor and classroom teacher will assist each student in setting up their personal online profile in the Kuder online system. Each student will take a career interest inventory. By April of the student's eighth grade year, the results will serve as a decision making tool. Each students' individualized four year educational plan will be formulated based on test results, student input and parental request. Parents will review and sign the four year plan which will guide the students in selection of classes during high school.

Category: Implement Guidance and Counseling Plan

Research Cited: American School Counselor Association. (2011). Student-to-school-counselor ratio. Retrieved from www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf.

Chung, Y.B. & Gfroerer, M.C.A. (2003). Career coaching: practice, training, professional, and ethical issues. *The Career Development Quarterly*, 52, 141-152.

Low, D.K.S., Yoon, M., Roberts, B. W., & Rounds. J. (2005). The stability of interests from early adolescence to middle adulthood: A quantitative review of longitudinal studies. *Psychological Bulletin*, 131, 713-737.

Activity - Monitor the implementation of the Alabama Career Planning System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will successfully complete a career interest inventory	Other - Monitor the implementation of the Alabama Career Planning System through the use of Administrative tools in the Kuder online system	08/03/2018	04/26/2019	\$0 - No Funding Required	Guidance Counselor

Measurable Objective 3:

demonstrate student proficiency (pass rate) in obtaining a high school carnegie unit. by 05/23/2019 as measured by the passing rate upon completion of the course.

Strategy1:

Computer Applications - 7th and 8th Grade students will have an opportunity to participate in a full year computer class designed to improve basic computer skills.

Category: Develop/Implement Student and School Culture Program

Research Cited:

ACIP

Geneva Middle School

Activity - Computer Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Applications class offered to 7th and 8th Grade students in order to improve basic computer skills and digital citizenship.	Academic Support Program	08/03/2018	05/23/2019	\$61040 - Title I Part A	Computer Teacher

Goal 2:

Geneva Middle School anticipates that 75% of students and parent/guardians will attend an orientation prior to the beginning of the school year.

Measurable Objective 1:

collaborate to increase student and parent/guardian engagement by 08/21/2018 as measured by the percent of student and parent/guardians who attend the orientation.

Strategy1:

Notification - Stakeholders will be notified by various media outlets and with a telephone communication system inviting them to attend.

Category: Develop/Implement Learning Supports

Research Cited: NEA Education Policy and Practice Department | Center for Great Public Schools | 1201 16th St., NW, Washington, D.C. 20036

An NEA policy brief 4 2008 (PB11)

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A survey will be conducted in order to get stakeholder input regarding the upcoming school year by the assist parent survey.	Parent Involvement	09/03/2018	09/24/2018	\$0 - No Funding Required	school administration

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Start-of-School orientation	Parent Involvement	08/02/2018	08/02/2018	\$0 - No Funding Required	district and school administration, faculty, and staff

Narrative:

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

1. GMS counselor visits the fifth grade classes to review classes at GMS.
2. Fifth grade students visit the middle school in May for orientation, a lunch, tour of the campus, and vote in SCA elections.
3. School supply lists are published in the newspaper and are posted at the school and local businesses prior to the beginning of the school year and can be found on the school website.
4. Eighth grade students complete the "Kuder Career Inventory" during the school year and a four year plan.
5. Eighth grade students are given the requirements for high school graduation and a description of the courses. The information is also sent home to parents.
6. Eighth grade students take part in the high school SCA assembly and election.

7. FFA students talk to eighth grade students about the FFA program at the high school.
8. Geneva Middle School hosts an open house before school begins. Students and guardians are encouraged to attend in order to become more familiar with their location of classes and meet their new teachers.
9. Eight grade students participate in Wiregrass Works for career exploration.

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?

Geneva Middle School uses formative assessments generated from Renaissance STAR, Scantron, Edgenuity, and teacher created tests. Specifically the science, math and language arts teachers were provided with a detailed description of the strengths and weaknesses of their students based on subject proficiency reports from the Scantron Assessment. The principal, counselor, and lead teachers looked at the findings to help create a plan to help improve student achievement. Scantron Assessment scores will be used to help steer decisions during data meetings. We will also look closely at student growth based on Renaissance assessments. The principal and assistant principal utilize this data as a source of dialogue between administration and teachers when evaluating through EducateAlabama. The Eleot observation tool is used for walk-throughs and a pdf is sent to each teacher at the completion of the observation.

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?

Formative assessments, for both STAR reading and math, Scantron reading, math, and science are used to identify students who are experiencing difficulty achieving the performance levels that have been established by the Alabama State Department of Education. Our after school program, along with school day interventions, are utilized to improve student proficiency. Students can also benefit from RTI/PST (Problem SolvingTeam). Once a student is placed on PST, a detailed plan of interventions will be utilized for their identified weaknesses.

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

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

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

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

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

We will continue and expand professional learning in research based strategies for students from diverse backgrounds. Faculty members have received training from a certified MCS (Managing Crisis Safely) trainer which provided techniques to help teachers have a better understanding of what causes behaviors in diverse populations. Geneva Middle School has established a community organization called PRIDE (Parents Responsible In Developing Education). This organization helps secure support for the students that are economically disadvantaged. For special education students, Geneva Middle School develops a master schedule designed to promote learning based on the Individualized Education Plans of our students. The schedule focuses on small group settings in an inclusive

environment to promote more intensive instruction. The school works along with the Geneva County Juvenile Authorities for delinquent students. Each EL student has an individual plan based on his/her language proficiency need. Transact is utilized for communication with parents in their respective language.

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

Geneva Middle School has an organization called PRIDE (Parents Responsible In Developing Education). This organization helps economically disadvantaged students by providing such things as school and classroom supplies, membership fees and field trip monies. Economically disadvantaged families receive free or reduced breakfast and lunch. Students receive additional assistance through the Intervention period embedded in the middle school schedule. Students preparing for non-traditional fields are addressed through the Alabama Career Information System. The Career Interest Assessment and Skills Confidence Assessments taken in the 8th grade help student pair a career and skill with their interest. A four year plan is then developed to identify strengths and interest as related to the students education during his/her high school career. The procedure for dealing with single parents include setting up conferences at a convenient time for the parent and offering guidance counseling services for students, at the parent request, to deal with relevant issues concerning single parent families. Also, the After School Program assists students with homework, reading skills improvement, math skills improvement and provides a free snack.

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.

State programs include foundation units. Federal programs includes funding for the following: After-school program, Renaissance STAR program, supplies, substitutes for professional development days, technology, and teacher units (salaries and benefits). Local programs include the Geneva County Extension Office-Auburn University, Wiregrass Hope organization, Geneva High School FFA and various guest speakers from the community. After we complete the needs assessment, we begin planning our goals and working on strategies to reach these goals.

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)?

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

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

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

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

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?

We currently use data provided from the Scantron assessment and formative assessments provided for both Renaissance STAR reading and math. This year we will use Compass Learning This data is utilized in helping steer decisions for the school wide program.

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

All assessments given at Geneva Middle School are utilized to help determine if achievement is occurring, especially with struggling students. Formative results are used as a resource to determine if achievement is occurring. Students that are identified as struggling will be strongly encouraged to take advantage of the after school program. Teachers also use the Intervention Period to provide assistance to students that have been identified as needing some extra help. Students are tracked with the progress monitoring tool that is available through STAR math and reading. Intervention teachers will also incorporate a dual computer rotation to engage students with the Compass Learning program designed to increase their weakest areas in math and reading. Students may also be placed on PST (Problem Solving Team) to be provided with a detailed plan of interventions to encourage student academic/behavioral success. If the students does not show progressions with PST, they maybe referred for special education testing.

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

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

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	15.04

Provide the number of classroom teachers.

20.17

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	777815.33

Total

777,815.33

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.	112689.52

Total

112,689.52

Assistant Principal

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

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	47805.49

Total

47,805.49

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	85032.5

Total

85,032.50

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.	73877.72

Total

73,877.72

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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

Total

0.00

Technology

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5562.0

Total

5,562.00

Professional Development

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1669.0

Total

1,669.00

EL Teachers

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

Provide the number of EL Teachers.

0.0

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

Total

0.00

Instructional Supplies

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	9939.0

Total

9,939.00

Library Enhancement

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

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

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1782.0

Total

1,782.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	156513.12

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits = \$117,026.51 (A. Newton - 100% - \$61,040.12, H. Ward - 63% - \$35,511.96, J. Nowling - 30% - \$20,474.43)

\$50.00 = Postage for the After School Program \$50.00

\$13,236.61 = Salaries/Benefits for the After School Program

\$1,800.00 = Substitutes

\$2,000.00 = Professional Development

\$3,000.00 = Classroom Supplies

\$8,000.00 = Software

\$7,000.00 = Computer (hardware)

\$4,400.00 = Focus School Set Aside

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	48005.0

Provide a brief explanation and a breakdown of expenses.

\$47,773.68 = J. Nowling (70% of her salary/benefits)

\$231.32 = sub costs

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	126.0

Provide a brief explanation and a breakdown of expenses.

All of the \$126.00 will go towards instructional supplies.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	24926.0

Provide a brief explanation and a breakdown of expenses.

This funding will be used system-wide (all three schools) to purchase digital signage.

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.

n/a

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.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

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.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	128548.67

Provide a brief explanation and breakdown of expenses.

There are two teachers being paid (salaries/benefits) out of local funds.

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))

An overview of the Continuous Improvement Plan is presented at the annual Title 1 Meeting by the Federal Programs Coordinator. Parents are informed of academic status, areas of improvement, expenditures, and an explanation of why the school is funded by Title 1. The plan is available online through our school website, in the principal's office, school library, and the Geneva City Board of Education

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))

Geneva Middle School will hold flexible meeting times to accommodate parent schedules. During the annual meeting, parents were provided with the objectives and goals of the school wide plan. If parents disagree with any aspect or component of the school wide plan, they may schedule an appointment with the principal or the federal programs coordinator to discuss their concerns. Geneva City Schools receive less than \$500,000 for Title 1 for the school year 2018-2019. Geneva Middle School is not mandated to use Title I funds for Parent and Family Engagement.

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

At our annual meeting for parents, held at the beginning of the school year, Geneva Middle School presented information about its Title 1 program to the public. During this meeting, teachers described the curriculum that will be used for the school year and how it relates to the College and Career Ready Standards. Information was provided to the parents as it relates to both state and formative assessments. They also learned how to schedule parent teacher conferences. In addition, students and parents were provided a student handbook which includes more detail information about these topics.

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))

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

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

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

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)

Geneva Middle School will accomplish much of this through its annual parents' meeting. An explanation will be given regarding Title 1, what services will be offered, and how parents have the right to be involved in their children's education. Parent surveys are utilized at Open House each year to help build capacity for parental involvement.

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)

Geneva Middle School will accomplish much of this through its annual parents' meeting. An explanation will be given regarding Title 1, what services will be offered, and how parents have the right to be involved in their children's education. Parent surveys are utilized at Open House each year to help build capacity for parental involvement.

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)

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

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)

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

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)

Geneva Middle School will make every effort to work with parents in meeting their request as related to the involvement in their children's education. Faculty and grade level meetings are held to stress the importance of parental involvement. Parents are encouraged to sign up for Chalkable Home Portal feature to monitor their child throughout the school year.

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))

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