



## **ACIP**

Geneva County Elementary School

Geneva County Board of Education

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Geneva County Elementary School is a Pre-K through fifth grade public school serving the children of Hartford, Alabama. Hartford is a rural area located in Geneva County in the southeast corner of Alabama with a population of 2,645. Geneva County Elementary serves 409 students with a staff of 37 employees to include: Certified Teachers/Administrators - 31, Non-Certified Personnel - 8, and Contract Aide-1. A unique challenge facing our school is the poverty rate which has grown from 62 percent to 70 percent over the past several years. The persons falling below the poverty level in Geneva County has also raised in the past year from 20% to 22.7%. Another unique feature is that over the past three years, Geneva County Elementary has experienced a growth rate of 10% in its student population. The largest percent of growth over the past several years has occurred in the Hispanic sub-group. The chart below shows racial composition, population subgroups, socioeconomic demographics, percentage of free and reduced lunch, and ethnic language diversity for Geneva County Elementary.

	Total Enrollment	Number	Percentage
All Students	409		100%
ELL	10		2.4%
Special Education	41		10%
Homeless	0		0%
Gifted	17		4.1%
Free & Reduced Lunch	279		68%
Male	211		51.6%
Female	198		48.4%
Black	59		14.4%
White	284		69.4%
Hispanic	46		11.2%
Native American	0		0%
Asian	3		0.7%
Multi-Race/Bi-Racial	17		4.2%

## School's Purpose

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

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

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

In 2015, Geneva County Elementary School was awarded a First Class Pre-K Grant. In 2016, Geneva County Elementary was awarded an additional First Class Pre-K Grant and currently houses two First Class Pre-K classrooms. Geneva County Elementary began a technology initiative in 2014-2015. The goal was to have a SmartBoard in at least one classroom per grade level by the end of the school year. Along with the help of our countywide initiative, we were able to place SmartBoards in every K-5 classroom to include the Pre-K class and the special education resource room. Through our school-wide technology initiative we were also able to an additional computer lab of 30 computers in our 3rd-5th grade building. This year the iAchieve Initiative (1:1) was started and every student will have an iPad for use in the classroom. Geneva County Elementary school was awarded a grant from the Alabama Art Alliance in 2011, 2012, 2013 and had applied for another grant for this past school year, but did not receive the grant. The grant money was used each year to implement a cultural arts program at our school. GCES will take part this year in the Alabama Touring Artist Program which is performances provided by the Alabama State Council on the Arts. GCES has since partnered with Troy University Dothan to provide art and music instruction for our students in grades K-4. Art and music students from Troy come on a weekly basis and work with our students in each of our classrooms. Our band director from our local high school has also worked with our 5th grade providing them with a music lesson each week. GCES has updated and implemented a new safety committee and safety plan to address school safety concerns. We have purchased 12 two-way radios that are used in order to enhance communication between school personnel, buildings and law enforcement. GCES received Gold Standard Recognition from First Lady Michelle Obama in 2011 where the principal and the Director of Child Nutrition traveled to Washington, D.C. to receive the award. As part of our nutritional guidelines, our students are provided with fresh fruits and vegetables that are funded through a Fresh Fruit and Vegetable Grant that was awarded to our school. Through this grant our students learn about and receive fresh fruits and vegetables. GCES also received SACS accreditation in 2011. The principal has developed a school level Building Leadership Team that has worked to develop a Leadership Growth Plan for Geneva County Elementary that includes goals and key actions that we are striving to achieve for the next three years. These include: Increasing Student Achievement, Empowering the Building Leadership Team and Faculty, and Using Data to Drive Instruction, and Increasing Technology Based Learning in our Classrooms.

## **Additional Information**

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

N/A

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

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

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

Teacher leaders

Administrator

Parents

Counselor

Instructional Coach

PTO President

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

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

Copies of the plan housed in library, counselor's office and online. Meetings are held at least quarterly to revise.

# 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	All assessments are state mandated. Training on administration and security procedures is provided prior to testing. Unless state differently in their IEP, all students are administrated the state test. (ACT Aspire- grades 3-5 & DIBELS Next K-2). All instruction at GCES, both in regular classroom instruction and in tiered instruction is supported by a researched-based curriculum and based on the College and Career Ready Standards. Tiered instruction is provided by the general education & resource teachers, and Title I cert. Instructional tutor, which is based on high priority curricular needs.	

## 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 the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

During the 2015-2016 school year 6% of third and 8% fourth grade students along with 9% of fifth grade students scored at the exceeding level in reading on the ACT Aspire.

During the 2015-2016 school year 7% of third grade, 8% of fourth grade and 7% of fifth grade students scored at the exceeding level in math on the ACT Aspire.

Growth reported in the area of reading on the ACT Aspire for students going from fourth grade to fifth grade achieved a mean gain score of 3.3 which was in significantly above the target range.

Growth reported in the area of science on the ACT Aspire for students going from fourth grade to fifth grade achieved a mean gain score of 3.5 which was significantly above the target range.

ACT Aspire Student Growth Percentiles (SGP) reveal that 70.5% of students overall had average to high growth in the area of mathematics.

ACT Aspire Student Growth Percentiles (SGP) reveal that 83.7% of students overall had average to high growth in the area of reading.

ACT Aspire Student Growth Percentiles (SGP) reveal that 82.1% of students overall had average to high growth in the area of science.

During the 2015-2016 school year % of kindergarten students benchmarked on the DIBELS NEXT assessment.

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

Growth reported in the area of reading on the ACT Aspire for students going from fourth grade to fifth grade achieved a mean gain score of 3.3 which was in significantly above the target range.

Growth reported in the area of science on the ACT Aspire for students going from fourth grade to fifth grade achieved a mean gain score of 3.5 which was significantly above the target range.

### Which area(s) indicate the overall highest performance?

5th grade Science and Reading

Growth reported in the area of reading on the ACT Aspire for students going from fourth grade to fifth grade achieved a mean gain score of 3.3 which was in significantly above the target range.

Growth reported in the area of science on the ACT Aspire for students going from fourth grade to fifth grade achieved a mean gain score of 3.5 which was significantly above the target range.

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

3rd grade Black/African American students scoring ready or exceeding increased from 23% in 2014 to 30% in 2016.

### Between which subgroups is the achievement gap closing?

Black/African American Students

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

Overall data sources reveal that the achievement gap is closing between Black/African American students and white students

## Areas in Need of Improvement

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

During the 2015-2016 school year, 80% of third grade, 72% of fourth grade and 63% of fifth graders scored close or in need of support in reading on the ACT Aspire.

During the 2015-2016 school year, 63% of third grade, 61% of fourth grade and 64% of fifth graders scored close or in need of support in math on the ACT Aspire.

During the 2015-2016 school year, only 68% of Kdg. students benchmarked in reading on the DIBELS Next assessment.

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

During the 2015-2016 school year, 33% of fifth graders scored in need of support in reading on the ACT Aspire.

During the 2015-2016 school year, 15% of fourth grade scored in need of support in math on the ACT Aspire.

During the 2015-2016 school year, only 68% of kindergarten students benchmarked in reading on the DIBELS Next.

### Which area(s) indicate the overall lowest performance?

Third Grade reading.

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

White students in 4th grade reading.

### Between which subgroups is the achievement gap becoming greater?

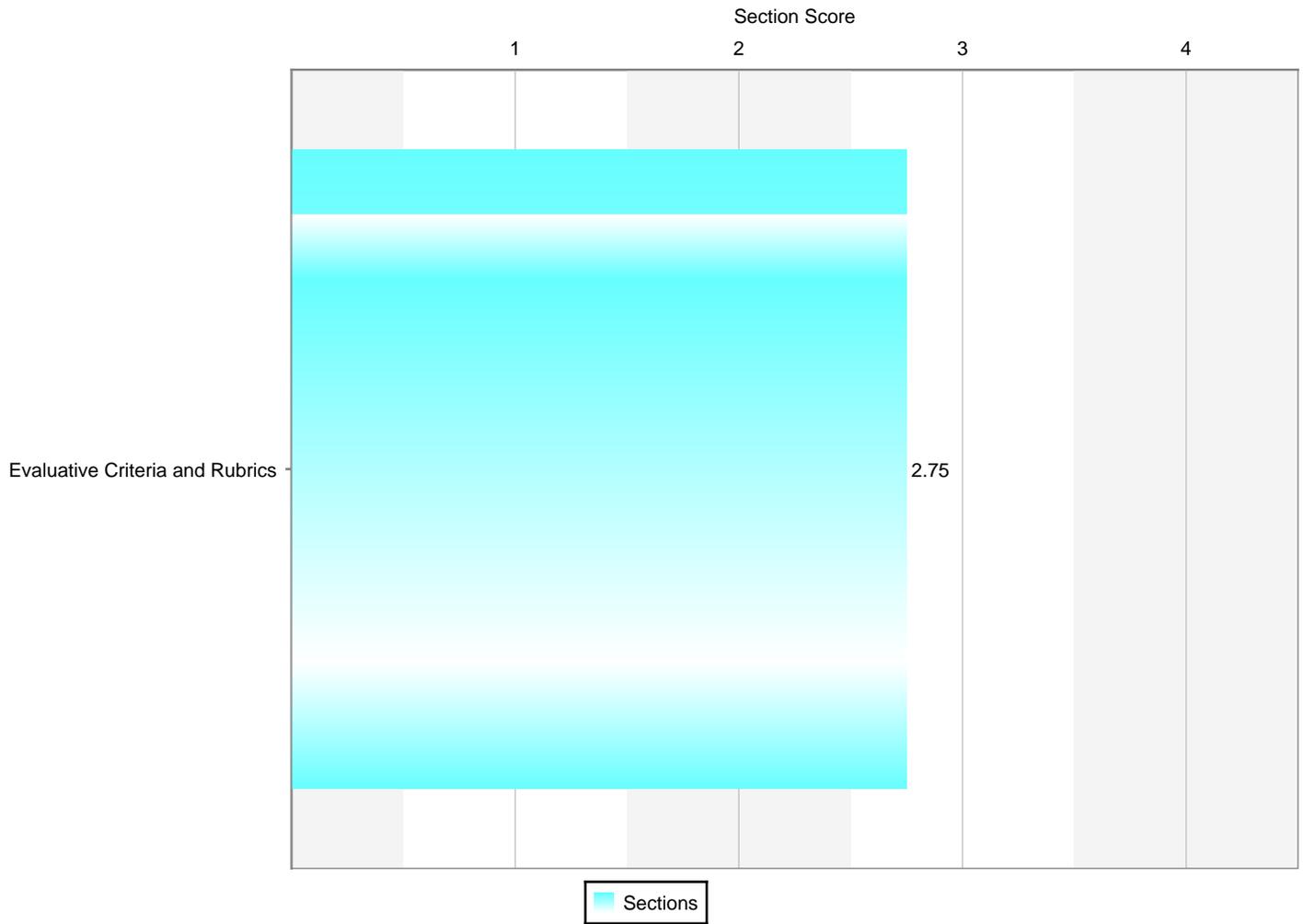
4th grade reading black/African American students and white students

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

N/A

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Becky Birdsong 606 South Academy Street, Geneva, AL 36340 334-684-5690	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Compact

# **Plan for ACIP 2016-2017**

## **Overview**

### **Plan Name**

Plan for ACIP 2016-2017

### **Plan Description**

## 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	3rd, 4th and 5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of mathematics	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Geneva County will receive on site ARI support from the regional coach for professional development in the areas of need	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$700
3	By May 2017, Geneva County Elementary will demonstrate an increase of students' participation of reading informational texts as measured by the percentage of students taking the Accelerated Reading Tests from 15% to 20%..	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1414
5	All students at Geneva County Elementary will become proficient in the use of Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$797189

## Goal 1: 3rd, 4th and 5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of mathematics

### Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing their (Spring 2017) Act Aspire individual performance score by 3% or greater in Mathematics by 05/26/2016 as measured by ACT Aspire.

### Strategy 1:

Explicit Mathematics Instruction - Explicit Instruction - Explicit mathematic instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

Category: Other - Data Driven Instruction

Research Cited: Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Data Driven Instruction Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers will utilize most recent Act Aspire performance scores, classroom performances, formative assessments and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/24/2017	\$0	Title I Schoolwide	General education teachers in collaboration with the special education teachers, instructional coach, and principal will be responsible for the implementation of said activity.

## Goal 2: Geneva County will receive on site ARI support from the regional coach for professional development in the areas of need

**Measurable Objective 1:**

collaborate to demonstrate an improvement of knowledge in academic instruction by implementation of the information presented during training by 05/24/2017 as measured by Strengthening of Classroom Instruction.

**Strategy 1:**

Walkthroughs, presentations, self-assessments and planning sessions - Throughout the school year, administration and faculty will be involved in the following activities to provide opportunities for ongoing corrective feedback with the goal of increased student achievement (walkthroughs, Presentations, Self-assessments and Planning Sessions).

Category: Other - Research Cited

Research Cited: Research Cited: Vaughn, Amanda (2000) Closing the Gap: How the AL Reading Initiative is Transforming Reading Instruction for all students.

Activity - walkthroughs, Presentations, Self-assessments and Planning Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, administration and faculty will be involved in the following activities to provide opportunities for ongoing corrective feedback with the goal of increased student achievement (walkthroughs, Presentations, Self-assessments and Planning Sessions)	Professional Learning	08/05/2016	05/24/2017	\$700	Title I Schoolwide	Administration , instructional coach, teachers

### **Goal 3: By May 2017, Geneva County Elementary will demonstrate an increase of students' participation of reading informational texts as measured by the percentage of students taking the Accelerated Reading Tests from 15% to 20%..**

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a behavior of reading more informational texts as compared to 2015 in Reading by 05/12/2017 as measured by end of the year Accelerated Reading Diagnostic Report .

**Strategy 1:**

Reading Initiative - Geneva County Elementary students will be offered the opportunity to take Accelerated Reading Tests based on nonfiction titles. Students will be motivated by a school wide initiative to celebrate an increase in the amount of nonfiction texts read compared to other classrooms. Classrooms that read the most nonfiction texts will be rewarded and recognized for the achievement.

Category: Other - Reading Informational Text (RIT)

Research Cited: Goodwin, B. and Miller, K. (2013) Common Core: Now What? Research Says/Nonfiction Reading Promotes Student Success-Educational Leadership. [www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx](http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx)

Activity - Monitor Implementation of Geneva County Reading Informational Text Initiative (RIT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative (RIT) through walk through and classroom initiative checks.	Other - Walkthroughs	09/01/2016	05/12/2017	\$0	No Funding Required	Administrator, Media Specialist and Teachers

## Goal 4: All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing their individual performance score by 3% or greater in Reading by 05/24/2017 as measured by ACT Aspire .

### Strategy 1:

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

Category:

Research Cited: DIBELS Next

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All general education and resource teachers will most recent Act Aspire or current DIBELS Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0	Title I Schoolwide	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Activity - Comprehension Toolkit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehension ToolKit Training and Implementation	Professional Learning, Academic Support Program	08/24/2016	05/24/2017	\$1414	Title I Schoolwide	Teachers, Instructional Coach
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## Goal 5: All students at Geneva County Elementary will become proficient in the use of Technology

### Measurable Objective 1:

100% of All Students will increase student growth in the use of technology and web based programs in Reading by 05/24/2017 as measured by technology based assessments and products developed through the use of licensed programs and devices.

### Strategy 1:

Web Based Software, Explicit Instruction and emerging Technologies - Web Based Software, Explicit Instruction, & Emerging Technologies - 1. Web Based Software - (AR/STAR, Accelerated Reader, Math Facts in a Flash, STRIDE, English in a Flash ELA) Students will utilize the various software to support instructional components of all subjects. Access to the programs will be in computer labs and classrooms. Many programs are also used at home for additional practice and remediation.

2. Explicit Instruction - Teachers will ensure that standards are taught and embedded into instruction utilizing the Technology COS.

3. Emerging Technology - Current technology will be purchased and classroom resources will be updated to keep up with emerging technologies and to increase student access to devices.

Category: Other - Web Based Software

Research Cited: Research Cited: Hepple, S. (1998). Teachers, teaching and technology in the new millennium (Online:<http://workshop.heppell.mobi/1998/02/teachers-teaching-andtechnology-in-new.html>)

Activity - Web Based Program Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web Based Program Participation: Students will participate in various web based programs as part of the instructional implementation for all subject areas. Grades K-5 will use STAR 360 which includes Early Literacy, Math and Reading to assess standards at key points within the school year, Grades 1-5 will utilize Accelerated Reader to support reading comprehension through library book check out, K-5 will utilize STRIDE to practice standards in Math, Reading, & Science (grant), and Grades 2-5 will utilize Math Facts in a Flash to practice math standards. English in a Flash will be used with EL Students as an instructional and practice piece in the area of Language Arts. All of these programs enhance instruction and maximize the validity of assessments.	Technology	10/27/2016	05/24/2017	\$797189	Title I Schoolwide	Classroom Teachers, Resource Teacher, Instructional Coach, Media Specialist

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehension Toolkit	Comprehension ToolKit Training and Implementation	Professional Learning, Academic Support Program	08/24/2016	05/24/2017	\$1414	Teachers, Instructional Coach
walkthroughs, Presentations, Self-assessments and Planning Sessions	Throughout the school year, administration and faculty will be involved in the following activities to provide opportunities for ongoing corrective feedback with the goal of increased student achievement (walkthroughs, Presentations, Self-assessments and Planning Sessions	Professional Learning	08/05/2016	05/24/2017	\$700	Administration , instructional coach, teachers
Web Based Program Participation	Web Based Program Participation: Students will participate in various web based programs as part of the instructional implementation for all subject areas. Grades K-5 will use STAR 360 which includes Early Literacy, Math and Reading to assess standards at key points within the school year, Grades 1-5 will utilize Accelerated Reader to support reading comprehension through library book check out, K-5 will utilize STRIDE to practice standards in Math, Reading, & Science (grant), and Grades 2-5 will utilize Math Facts in a Flash to practice math standards. English in a Flash will be used with EL Students as an instructional and practice piece in the area of Language Arts. All of these programs enhance instruction and maximize the validity of assessments.	Technology	10/27/2016	05/24/2017	\$797189	Classroom Teachers, Resource Teacher, Instructional Coach, Media Specialist

**ACIP**

Geneva County Elementary School

Data Driven Instruction Math	General education teachers will utilize most recent Act Aspire performance scores, classroom performances, formative assessments and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/24/2017	\$0	General education teachers in collaboration with the special education teachers, instructional coach, and principal will be responsible for the implementation of said activity.
Data Driven Instruction	All general education and resource teachers will most recent Act Aspire or current DIBELs Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.
<b>Total</b>					<b>\$799303</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Geneva County Reading Informational Text Initiative (RIT)	Monitor the implementation of Geneva County Reading Informational Text Initiative (RIT) through walk through and classroom initiative checks.	Other - Walkthroughs	09/01/2016	05/12/2017	\$0	Administrator, Media Specialist and Teachers
<b>Total</b>					<b>\$0</b>	

# 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	See attached	Survey Reports

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

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

91.57% of students feel that the principal and teachers want every student to learn.

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

100% of parents feel that the teachers in the school are interested and cooperative when they need to discuss their child's academic progress or other concerns.

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

Survey results show that stakeholders are satisfied (90%) with the purpose and direction of school.

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

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

## **Areas in Need of Improvement**

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

25% of students do not feel that school students treat adults with respect.

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

Students do not feel that school students treat adults with respect.

**What are the implications for these stakeholder perceptions?**

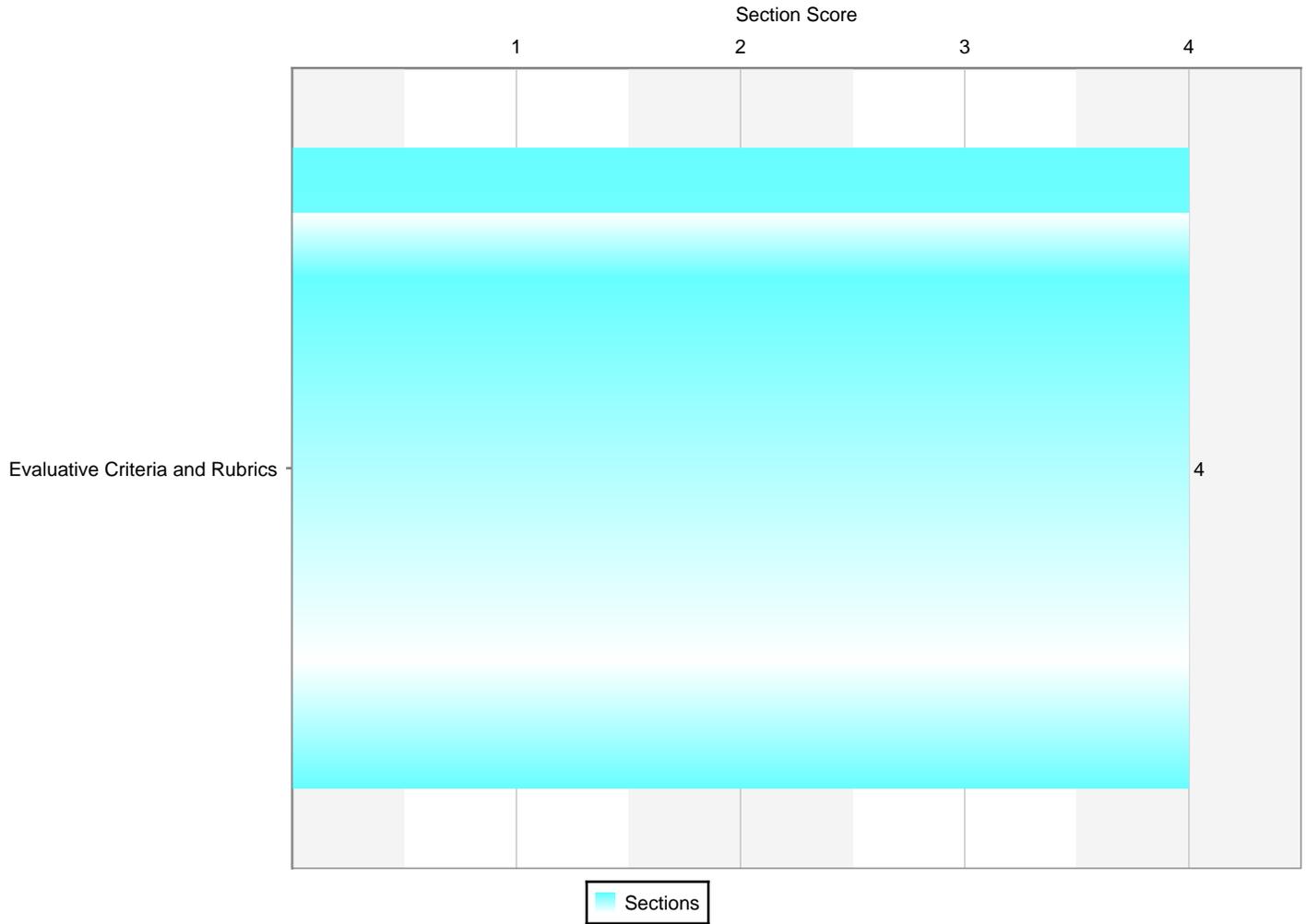
Geneva County Elementary must continue to provide multiple means for character education an positive reinforcements for desired behavior. GCES will add counseling class regarding the character trait of respect.

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

All reported findings are consistent with other feedback sources.

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment conducted?**

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

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

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

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

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

### **3. What conclusions were drawn from the results?**

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

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

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

During the 2015-2016 school year, 7% of third grade, 6% of fourth grade and 7% of fifth grade students scored at exceeding on the math ACT Aspire.

During the 2015-2016 school year, 6% of third grade and 8% of fourth grade and 9% of fifth grade students scored at exceeding on the reading ACT Aspire.

During the 2015-2016 school year, % of kindergarten students benchmarked in reading on the DIBELS NEXT.

During the 2015-2016 school year, 37% of third grade, 39% of fourth grade and 37% of fifth grade students scored at ready or exceeding on the math ACT Aspire.

During the 2015-2016 school year, 21% of third grade, 28% of fourth grade and 37% of fifth grade students scored at ready or exceeding on the reading ACT Aspire.

During the 2015-2016 school year, 63% of third grade, 61% of fourth grade and 64% of fifth grade students scored close or in need of support on the math ACT Aspire.

During the 2015-2016 school year, 80% of third grade, 72% of fourth grade and 63% of fifth grade students scored close or in need of support on the reading ACT Aspire.

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

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

All grade levels and subgroups need to continue making progress to reach benchmark on the ACT Aspire.

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

Overall, parents, teachers, administration and our community are satisfied with the job the school is performing. As educators, we recognize the need to re-evaluate programs and strategies implemented. Our commitment is to remain consistent and intentional with regards to teaching our core curriculum with a primary focus to teach to the standards with individual needs met. The Geneva County Elementary staff is committed to develop a strong foundation to increase learning for all students.

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

All school goals developed from information gathered through assessments and data. Decisions are made through close analysis of this data and monitoring results.

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

All goals are set based on multiple sources of assessment (DIBELS-Next, STAR Reading and Math, Stride Academy and ACT Aspire Interim)

The ACIP/Title One Committee reviews data and recognizes trends within and across grade levels to determine where the priority needs exist and how they can best be met.

## Component 2: Schoolwide Reform Strategies

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

**Goal 1:**  
3rd, 4th and 5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of mathematics

**Measurable Objective 1:**  
100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing their (Spring 2017) Act Aspire individual performance score by 3% or greater in Mathematics by 05/26/2016 as measured by ACT Aspire.

**Strategy1:**  
Explicit Mathematics Instruction - Explicit Instruction - Explicit mathematic instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

Category: Other - Data Driven Instruction  
Research Cited: Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Data Driven Instruction Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers will utilize most recent Act Aspire performance scores, classroom performances, formative assessments and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the special education teachers, instructional coach, and principal will be responsible for the implementation of said activity.

**Goal 2:**  
By May 2017, Geneva County Elementary will demonstrate an increase of students' participation of reading informational texts as measured by the percentage of students taking the Accelerated Reading Tests from 15% to 20%..

**Measurable Objective 1:**  
A 5% increase of All Students will demonstrate a behavior of reading more informational texts as compared to 2015 in Reading by 05/12/2017 as measured by end of the year Accelerated Reading Diagnostic Report .

**Strategy1:**

Reading Initiative - Geneva County Elementary students will be offered the opportunity to take Accelerated Reading Tests based on nonfiction titles. Students will be motivated by a school wide initiative to celebrate an increase in the amount of nonfiction texts read compared to other classrooms. Classrooms that read the most nonfiction texts will be rewarded and recognized for the achievement.

Category: Other - Reading Informational Text (RIT)

Research Cited: Goodwin, B. and Miller, K. (2013) Common Core: Now What? Research Says/Nonfiction Reading Promotes Student Success-Educational Leadership.

[www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx](http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx)

<b>Activity - Monitor Implementation of Geneva County Reading Informational Text Initiative (RIT)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Monitor the implementation of Geneva County Reading Informational Text Initiative (RIT) through walk through and classroom initiative checks.	Other - Walkthroughs	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrator, Media Specialist and Teachers

**Goal 3:**

All students at Geneva County Elementary will become proficient in the use of Technology

**Measurable Objective 1:**

100% of All Students will increase student growth in the use of technology and web based programs in Reading by 05/24/2017 as measured by technology based assessments and products developed through the use of licensed programs and devices.

**Strategy1:**

Web Based Software, Explicit Instruction and emerging Technologies - Web Based Software, Explicit Instruction, & Emerging Technologies -

1. Web Based Software - ( AR/STAR, Accelerated Reader, Math Facts in a Flash, STRIDE, English in a Flash ELA) Students will utilize the various software to support instructional components of all subjects. Access to the programs will be in computer labs and classrooms. Many programs are also used at home for additional practice and remediation.

2. Explicit Instruction - Teachers will ensure that standards are taught and embedded into instruction utilizing the Technology COS.

3. Emerging Technology - Current technology will be purchased and classroom resources will be updated to keep up with emerging technologies and to increase student access to devices.

Category: Other - Web Based Software

Research Cited: Research Cited: Hepple, S. (1998). Teachers, teaching and technology in the new millennium

(Online:<http://workshop.heppell.mobi/1998/02/teachers-teaching-andtechnology-in-new.html>)

**ACIP**

Geneva County Elementary School

Activity - Web Based Program Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web Based Program Participation: Students will participate in various web based programs as part of the instructional implementation for all subject areas. Grades K-5 will use STAR 360 which includes Early Literacy, Math and Reading to assess standards at key points within the school year, Grades 1-5 will utilize Accelerated Reader to support reading comprehension through library book check out, K-5 will utilize STRIDE to practice standards in Math, Reading, & Science (grant), and Grades 2-5 will utilize Math Facts in a Flash to practice math standards. English in a Flash will be used with EL Students as an instructional and practice piece in the area of Language Arts. All of these programs enhance instruction and maximize the validity of assessments.	Technology	10/27/2016	05/24/2017	\$797189 - Title I Schoolwide	Classroom Teachers, Resource Teacher, Instructional Coach, Media Specialist

**Goal 4:**

All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency by increasing their individual performance score by 3% or greater in Reading by 05/24/2017 as measured by ACT Aspire .

**Strategy1:**

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

Category:

Research Cited: DIBELS Next

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will most recent Act Aspire or current DIBELS Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Activity - Comprehension Toolkit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehension ToolKit Training and Implementation	Professional Learning Academic Support Program	08/24/2016	05/24/2017	\$1414 - Title I Schoolwide	Teachers, Instructional Coach

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

**Goal 1:**

3rd, 4th and 5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of mathematics

**Measurable Objective 1:**

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing their (Spring 2017) Act Aspire individual performance score by 3% or greater in Mathematics by 05/26/2016 as measured by ACT Aspire.

**Strategy1:**

Explicit Mathematics Instruction - Explicit Instruction - Explicit mathematic instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

Category: Other - Data Driven Instruction

Research Cited: Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Data Driven Instruction Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers will utilize most recent Act Aspire performance scores, classroom performances, formative assessments and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the special education teachers, instructional coach, and principal will be responsible for the implementation of said activity.

**Goal 2:**

Geneva County will receive on site ARI support from the regional coach for professional development in the areas of need

**Measurable Objective 1:**

collaborate to demonstrate an improvement of knowledge in academic instruction by implementation of the information presented during training by 05/24/2017 as measured by Strengthening of Classroom Instruction.

**Strategy1:**

Walkthroughs, presentations, self-assessments and planning sessions - Throughout the school year, administration and faculty will be involved in the following activities to provide opportunities for ongoing corrective feedback with the goal of increased student achievement (walkthroughs, Presentations, Self-assessments and Planning Sessions).

Category: Other - Research Cited

Research Cited: Research Cited: Vaughn, Amanda (2000) Closing the Gap: How the AL Reading Initiative is Transforming Reading Instruction for all students.

Activity - walkthroughs, Presentations, Self-assessments and Planning Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, administration and faculty will be involved in the following activities to provide opportunities for ongoing corrective feedback with the goal of increased student achievement (walkthroughs, Presentations, Self-assessments and Planning Sessions	Professional Learning	08/05/2016	05/24/2017	\$700 - Title I Schoolwide	Administration, instructional coach, teachers

**Goal 3:**

By May 2017, Geneva County Elementary will demonstrate an increase of students' participation of reading informational texts as measured by the percentage of students taking the Accelerated Reading Tests from 15% to 20%..

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a behavior of reading more informational texts as compared to 2015 in Reading by 05/12/2017 as measured by end of the year Accelerated Reading Diagnostic Report .

**Strategy1:**

Reading Initiative - Geneva County Elementary students will be offered the opportunity to take Accelerated Reading Tests based on nonfiction titles. Students will be motivated by a school wide initiative to celebrate an increase in the amount of nonfiction texts read compared to other classrooms. Classrooms that read the most nonfiction texts will be rewarded and recognized for the achievement. Category: Other - Reading Informational Text (RIT)

Research Cited: Goodwin, B. and Miller, K. (2013) Common Core: Now What? Research Says/Nonfiction Reading Promotes Student Success-Educational Leadership.

[www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx](http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx)

Activity - Monitor Implementation of Geneva County Reading Informational Text Initiative (RIT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative (RIT) through walk through and classroom initiative checks.	Other - Walkthroughs	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrator, Media Specialist and Teachers

**Goal 4:**

All students at Geneva County Elementary will become proficient in the use of Technology

**Measurable Objective 1:**

100% of All Students will increase student growth in the use of technology and web based programs in Reading by 05/24/2017 as measured by technology based assessments and products developed through the use of licensed programs and devices.

**Strategy1:**

Web Based Software, Explicit Instruction and emerging Technologies - Web Based Software, Explicit Instruction, & Emerging Technologies -

1. Web Based Software - ( AR/STAR, Accelerated Reader, Math Facts in a Flash, STRIDE, English in a Flash ELA) Students will utilize the various software to support instructional components of all subjects. Access to the programs will be in computer labs and classrooms. Many programs are also used at home for additional practice and remediation.
2. Explicit Instruction - Teachers will ensure that standards are taught and embedded into instruction utilizing the Technology COS.
3. Emerging Technology - Current technology will be purchased and classroom resources will be updated to keep up with emerging technologies and to increase student access to devices.

Category: Other - Web Based Software

Research Cited: Research Cited: Hepple, S. (1998). Teachers, teaching and technology in the new millennium (Online:<http://workshop.heppell.mobi/1998/02/teachers-teaching-andtechnology-in-new.html>)

Activity - Web Based Program Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web Based Program Participation: Students will participate in various web based programs as part of the instructional implementation for all subject areas. Grades K-5 will use STAR 360 which includes Early Literacy, Math and Reading to assess standards at key points within the school year, Grades 1-5 will utilize Accelerated Reader to support reading comprehension through library book check out, K-5 will utilize STRIDE to practice standards in Math, Reading, & Science (grant), and Grades 2-5 will utilize Math Facts in a Flash to practice math standards. English in a Flash will be used with EL Students as an instructional and practice piece in the area of Language Arts. All of these programs enhance instruction and maximize the validity of assessments.	Technology	10/27/2016	05/24/2017	\$797189 - Title I Schoolwide	Classroom Teachers, Resource Teacher, Instructional Coach, Media Specialist

**Goal 5:**

All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency by increasing their individual performance score by 3% or greater in Reading by 05/24/2017 as measured by ACT Aspire .

**Strategy1:**

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

Category:

Research Cited: DIBELS Next

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will most recent Act Aspire or current DIBELS Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Activity - Comprehension Toolkit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehension ToolKit Training and Implementation	Professional Learning Academic Support Program	08/24/2016	05/24/2017	\$1414 - Title I Schoolwide	Teachers, Instructional Coach

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

#### Goal 1:

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

#### Measurable Objective 1:

75% of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring benchmark in Reading by 05/24/2017 as measured by DIBELS NEXT.

#### Strategy1:

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

Category: Other - Progress Monitoring

Research Cited: DIBELS NEXT

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other - Discuss and Implement Strategies	08/05/2016	05/24/2017	\$0 - Other	Teachers, instructional coach and administrator.

#### Goal 2:

3rd, 4th and 5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of mathematics

#### Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing their (Spring 2017) Act Aspire individual performance score by 3% or greater in Mathematics by 05/26/2016 as measured by ACT Aspire.

**Strategy1:**

Explicit Mathematics Instruction - Explicit Instruction - Explicit mathematic instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

Category: Other - Data Driven Instruction

Research Cited: Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Data Driven Instruction Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers will utilize most recent Act Aspire performance scores, classroom performances, formative assessments and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the special education teachers, instructional coach, and principal will be responsible for the implementation of said activity.

**Goal 3:**

Geneva County Elementary School will integrate available emerging technologies into the classroom and instruction

**Measurable Objective 1:**

demonstrate a behavior complete a portfolio or performance needs assessment to ensure emerging/available technologies are being used in classroom/instruction by 05/26/2016 as measured by completion of teacher needs survey.

**Strategy1:**

Technology Professional Development - Geneva County Elementary will provide adequate training to fully incorporate available/emerging technologies into the teaching of all content areas.

Category:

Research Cited: U.S. News Report and Education (July 2011) Study: Emerging Technology Has Positive Impact in Classroom. A recent study highlights educators' feelings of goodwill toward technological innovation. [http://www.usnews.com/education/high-schools/articles/2011/07/14/study-emerging-technology-has-positive mipact in classroom](http://www.usnews.com/education/high-schools/articles/2011/07/14/study-emerging-technology-has-positive-mipact-in-classroom)

Activity - Technology PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SmartBoard Training	Technology	08/17/2015	05/26/2016	\$0 - Title I Schoolwide	Principal, Technology Coordinator, Teachers

**Goal 4:**

SY 2016-2017

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By May 2017, Geneva County Elementary will demonstrate an increase of students' participation of reading informational texts as measured by the percentage of students taking the Accelerated Reading Tests from 15% to 20%..

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a behavior of reading more informational texts as compared to 2015 in Reading by 05/12/2017 as measured by end of the year Accelerated Reading Diagnostic Report .

**Strategy1:**

Reading Initiative - Geneva County Elementary students will be offered the opportunity to take Accelerated Reading Tests based on nonfiction titles. Students will be motivated by a school wide initiative to celebrate an increase in the amount of nonfiction texts read compared to other classrooms. Classrooms that read the most nonfiction texts will be rewarded and recognized for the achievement.

Category: Other - Reading Informational Text (RIT)

Research Cited: Goodwin, B. and Miller, K. (2013) Common Core: Now What? Research Says/Nonfiction Reading Promotes Student Success-Educational Leadership.

[ww.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx](http://ww.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx)

Activity - Monitor Implementation of Geneva County Reading Informational Text Initiative (RIT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative (RIT) through walk through and classroom initiative checks.	Other - Walkthroughs	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrator, Media Specialist and Teachers

**Goal 5:**

All students at Geneva County Elementary will become proficient in the use of Technology

**Measurable Objective 1:**

100% of All Students will increase student growth in the use of technology and web based programs in Reading by 05/24/2017 as measured by technology based assessments and products developed through the use of licensed programs and devices.

**Strategy1:**

Web Based Software, Explicit Instruction and emerging Technologies - Web Based Software, Explicit Instruction, & Emerging Technologies -

1. Web Based Software - ( AR/STAR, Accelerated Reader, Math Facts in a Flash, STRIDE, English in a Flash ELA) Students will utilize the various software to support instructional components of all subjects. Access to the programs will be in computer labs and classrooms. Many programs are also used at home for additional practice and remediation.

2. Explicit Instruction - Teachers will ensure that standards are taught and embedded into instruction utilizing the Technology COS.

3. Emerging Technology - Current technology will be purchased and classroom resources will be updated to keep up with emerging technologies and to increase student access to devices.

Category: Other - Web Based Software

Research Cited: Research Cited: Hepple, S. (1998). Teachers, teaching and technology in the new millennium  
 (Online:<http://workshop.heppell.mobi/1998/02/teachers-teaching-andtechnology-in-new.html>)

Activity - Web Based Program Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web Based Program Participation: Students will participate in various web based programs as part of the instructional implementation for all subject areas. Grades K-5 will use STAR 360 which includes Early Literacy, Math and Reading to assess standards at key points within the school year, Grades 1-5 will utilize Accelerated Reader to support reading comprehension through library book check out, K-5 will utilize STRIDE to practice standards in Math, Reading, & Science (grant), and Grades 2-5 will utilize Math Facts in a Flash to practice math standards. English in a Flash will be used with EL Students as an instructional and practice piece in the area of Language Arts. All of these programs enhance instruction and maximize the validity of assessments.	Technology	10/27/2016	05/24/2017	\$797189 - Title I Schoolwide	Classroom Teachers, Resource Teacher, Instructional Coach, Media Specialist

**Goal 6:**  
 All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area

**Measurable Objective 1:**  
 100% of All Students will demonstrate a proficiency by increasing their individual performance score by 3% or greater in Reading by 05/24/2017 as measured by ACT Aspire .

**Strategy1:**  
 Progress Monitoring - Teachers will progress monitor students on a weekly basis.  
 Category:  
 Research Cited: DIBELS Next

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will most recent Act Aspire or current DIBELS Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Activity - Comprehension Toolkit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehension ToolKit Training and Implementation	Professional Learning Academic Support Program	08/24/2016	05/24/2017	\$1414 - Title I Schoolwide	Teachers, Instructional Coach

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

**Goal 1:**

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

**Measurable Objective 1:**

75% of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring benchmark in Reading by 05/24/2017 as measured by DIBELS NEXT.

**Strategy1:**

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

Category: Other - Progress Monitoring

Research Cited: DIBELS NEXT

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other - Discuss and Implement Strategies	08/05/2016	05/24/2017	\$0 - Other	Teachers, instructional coach and administrator.

**Goal 2:**

3rd, 4th and 5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of mathematics

**Measurable Objective 1:**

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing their (Spring 2017) Act Aspire individual performance score by 3% or greater in Mathematics by 05/26/2016 as measured by ACT Aspire.

**Strategy1:**

Explicit Mathematics Instruction - Explicit Instruction - Explicit mathematic instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

**ACIP**

Geneva County Elementary School

Category: Other - Data Driven Instruction

Research Cited: Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Data Driven Instruction Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers will utilize most recent Act Aspire performance scores, classroom performances, formative assessments and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the special education teachers, instructional coach, and principal will be responsible for the implementation of said activity.

**Goal 3:**

By May 2017, Geneva County Elementary will demonstrate an increase of students' participation of reading informational texts as measured by the percentage of students taking the Accelerated Reading Tests from 15% to 20%..

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a behavior of reading more informational texts as compared to 2015 in Reading by 05/12/2017 as measured by end of the year Accelerated Reading Diagnostic Report .

**Strategy1:**

Reading Initiative - Geneva County Elementary students will be offered the opportunity to take Accelerated Reading Tests based on nonfiction titles. Students will be motivated by a school wide initiative to celebrate an increase in the amount of nonfiction texts read compared to other classrooms. Classrooms that read the most nonfiction texts will be rewarded and recognized for the achievement.

Category: Other - Reading Informational Text (RIT)

Research Cited: Goodwin, B. and Miller, K. (2013) Common Core: Now What? Research Says/Nonfiction Reading Promotes Student Success-Educational Leadership.

[ww.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx](http://ww.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx)

Activity - Monitor Implementation of Geneva County Reading Informational Text Initiative (RIT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative (RIT) through walk through and classroom initiative checks.	Other - Walkthroughs	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrator, Media Specialist and Teachers

**Goal 4:**

All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area

**Measurable Objective 1:**

**ACIP**

Geneva County Elementary School

100% of All Students will demonstrate a proficiency by increasing their individual performance score by 3% or greater in Reading by 05/24/2017 as measured by ACT Aspire .

**Strategy1:**

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

Category:

Research Cited: DIBELS Next

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will most recent Act Aspire or current DIBELS Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Activity - Comprehension Toolkit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehension ToolKit Training and Implementation	Academic Support Program Professional Learning	08/24/2016	05/24/2017	\$1414 - Title I Schoolwide	Teachers, Instructional Coach

**Goal 5:**

All students at Geneva County Elementary will become proficient in the use of Technology

**Measurable Objective 1:**

100% of All Students will increase student growth in the use of technology and web based programs in Reading by 05/24/2017 as measured by technology based assessments and products developed through the use of licensed programs and devices.

**Strategy1:**

Web Based Software, Explicit Instruction and emerging Technologies - Web Based Software, Explicit Instruction, & Emerging Technologies -

1. Web Based Software - ( AR/STAR, Accelerated Reader, Math Facts in a Flash, STRIDE, English in a Flash ELA) Students will utilize the various software to support instructional components of all subjects. Access to the programs will be in computer labs and classrooms. Many programs are also used at home for additional practice and remediation.
2. Explicit Instruction - Teachers will ensure that standards are taught and embedded into instruction utilizing the Technology COS.
3. Emerging Technology - Current technology will be purchased and classroom resources will be updated to keep up with emerging technologies and to increase student access to devices.

Category: Other - Web Based Software

Research Cited: Research Cited: Hepple, S. (1998). Teachers, teaching and technology in the new millennium

(Online:<http://workshop.heppell.mobi/1998/02/teachers-teaching-andtechnology-in-new.html>)

Activity - Web Based Program Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web Based Program Participation: Students will participate in various web based programs as part of the instructional implementation for all subject areas. Grades K-5 will use STAR 360 which includes Early Literacy, Math and Reading to assess standards at key points within the school year, Grades 1-5 will utilize Accelerated Reader to support reading comprehension through library book check out, K-5 will utilize STRIDE to practice standards in Math, Reading, & Science (grant), and Grades 2-5 will utilize Math Facts in a Flash to practice math standards. English in a Flash will be used with EL Students as an instructional and practice piece in the area of Language Arts. All of these programs enhance instruction and maximize the validity of assessments.	Technology	10/27/2016	05/24/2017	\$797189 - Title I Schoolwide	Classroom Teachers, Resource Teacher, Instructional Coach, Media Specialist

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

**Goal 1:**

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

**Measurable Objective 1:**

75% of Kindergarten, First and Second grade students will demonstrate a proficiency by scoring benchmark in Reading by 05/24/2017 as measured by DIBELS NEXT.

**Strategy1:**

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

Category: Other - Progress Monitoring

Research Cited: DIBELS NEXT

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other - Discuss and Implement Strategies	08/05/2016	05/24/2017	\$0 - Other	Teachers, instructional coach and administrator.

**Goal 2:**

3rd, 4th and 5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of

mathematics

**Measurable Objective 1:**

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing their (Spring 2017) Act Aspire individual performance score by 3% or greater in Mathematics by 05/26/2016 as measured by ACT Aspire.

**Strategy1:**

Explicit Mathematics Instruction - Explicit Instruction - Explicit mathematic instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

Category: Other - Data Driven Instruction

Research Cited: Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Data Driven Instruction Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers will utilize most recent Act Aspire performance scores, classroom performances, formative assessments and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the special education teachers, instructional coach, and principal will be responsible for the implementation of said activity.

**Goal 3:**

Geneva County will receive on site ARI support from the regional coach for professional development in the areas of need

**Measurable Objective 1:**

collaborate to demonstrate an improvement of knowledge in academic instruction by implementation of the information presented during training by 05/24/2017 as measured by Strengthening of Classroom Instruction.

**Strategy1:**

Walkthroughs, presentations, self-assessments and planning sessions - Throughout the school year, administration and faculty will be involved in the following activities to provide opportunities for ongoing corrective feedback with the goal of increased student achievement (walkthroughs, Presentations, Self-assessments and Planning Sessions).

Category: Other - Research Cited

Research Cited: Research Cited: Vaughn, Amanda (2000) Closing the Gap: How the AL Reading Initiative is Transforming Reading Instruction for all students.

**ACIP**

Geneva County Elementary School

Activity - walkthroughs, Presentations, Self-assessments and Planning Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, administration and faculty will be involved in the following activities to provide opportunities for ongoing corrective feedback with the goal of increased student achievement (walkthroughs, Presentations, Self-assessments and Planning Sessions	Professional Learning	08/05/2016	05/24/2017	\$700 - Title I Schoolwide	Administration, instructional coach, teachers

**Goal 4:**

By May 2017, Geneva County Elementary will demonstrate an increase of students' participation of reading informational texts as measured by the percentage of students taking the Accelerated Reading Tests from 15% to 20%..

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a behavior of reading more informational texts as compared to 2015 in Reading by 05/12/2017 as measured by end of the year Accelerated Reading Diagnostic Report .

**Strategy1:**

Reading Initiative - Geneva County Elementary students will be offered the opportunity to take Accelerated Reading Tests based on nonfiction titles. Students will be motivated by a school wide initiative to celebrate an increase in the amount of nonfiction texts read compared to other classrooms. Classrooms that read the most nonfiction texts will be rewarded and recognized for the achievement.

Category: Other - Reading Informational Text (RIT)

Research Cited: Goodwin, B. and Miller, K. (2013) Common Core: Now What? Research Says/Nonfiction Reading Promotes Student Success-Educational Leadership.

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Activity - Monitor Implementation of Geneva County Reading Informational Text Initiative (RIT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Geneva County Reading Informational Text Initiative (RIT) through walk through and classroom initiative checks.	Other - Walkthroughs	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrator, Media Specialist and Teachers

**Goal 5:**

All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency by increasing their individual performance score by 3% or greater in Reading by 05/24/2017 as measured by ACT Aspire .

**Strategy1:**

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

Category:

Research Cited: DIBELS Next

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will most recent Act Aspire or current DIBELS Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Activity - Comprehension Toolkit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehension ToolKit Training and Implementation	Academic Support Program Professional Learning	08/24/2016	05/24/2017	\$1414 - Title I Schoolwide	Teachers, Instructional Coach

#### Goal 6:

All students at Geneva County Elementary will become proficient in the use of Technology

#### Measurable Objective 1:

100% of All Students will increase student growth in the use of technology and web based programs in Reading by 05/24/2017 as measured by technology based assessments and products developed through the use of licensed programs and devices.

#### Strategy1:

Web Based Software, Explicit Instruction and emerging Technologies - Web Based Software, Explicit Instruction, & Emerging Technologies -

1. Web Based Software - ( AR/STAR, Accelerated Reader, Math Facts in a Flash, STRIDE, English in a Flash ELA) Students will utilize the various software to support instructional components of all subjects. Access to the programs will be in computer labs and classrooms. Many programs are also used at home for additional practice and remediation.
2. Explicit Instruction - Teachers will ensure that standards are taught and embedded into instruction utilizing the Technology COS.
3. Emerging Technology - Current technology will be purchased and classroom resources will be updated to keep up with emerging technologies and to increase student access to devices.

Category: Other - Web Based Software

Research Cited: Research Cited: Hepple, S. (1998). Teachers, teaching and technology in the new millennium

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Activity - Web Based Program Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**

**Goal 1:**  
 All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area

**Measurable Objective 1:**  
 100% of All Students will demonstrate a proficiency by increasing their individual performance score by 3% or greater in Reading by 05/24/2017 as measured by ACT Aspire .

**Strategy1:**  
 Progress Monitoring - Teachers will progress monitor students on a weekly basis.  
 Category:  
 Research Cited: DIBELS Next

Activity - Comprehension Toolkit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehension ToolKit Training and Implementation	Professional Learning Academic Support Program	08/24/2016	05/24/2017	\$1414 - Title I Schoolwide	Teachers, Instructional Coach

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will most recent Act Aspire or current DIBELS Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

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

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**Measurable Objective 1:**

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**Strategy1:**

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

Category: Other - Progress Monitoring

Research Cited: DIBELS NEXT

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet monthly to discuss progress and make necessary adjustments.	Other - Discuss and Implement Strategies	08/05/2016	05/24/2017	\$0 - Other	Teachers, instructional coach and administrator.

**Goal 2:**

3rd, 4th and 5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of mathematics

**Measurable Objective 1:**

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in-new.html)

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**Goal 6:**

All 3rd-5th grade students at Geneva County will increase their (Spring 2017) ACT Aspire Reading individual performance score by 3% or greater in the area

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100% of All Students will demonstrate a proficiency by increasing their individual performance score by 3% or greater in Reading by 05/24/2017 as measured by ACT Aspire .

**Strategy1:**

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

Category:

Research Cited: DIBELS Next

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will most recent Act Aspire or current DIBELS Next results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/17/2016	05/24/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Activity - Comprehension Toolkit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Comprehension ToolKit Training and Implementation	Professional Learning Academic Support Program	08/24/2016	05/24/2017	\$1414 - Title I Schoolwide	Teachers, Instructional Coach



**Component 3: Instruction by Qualified Staff**

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	All meet state requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers 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	All certified personnel meet the definition of highly qualified with educational degrees and certification. Tier I instruction is provided by highly qualified classroom teachers. Tier II and Tier III instruction is provided by highly qualified classroom teacher, special education/resource teachers and staff, and a Title I certified Instructional Tutor.	

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

All certified personnel meet the definition of highly qualified with educational degrees and certification. Tier I instruction is provided by highly qualified classroom teachers. Tier II and Tier III instruction is provided by highly qualified classroom teacher, special education/resource teachers and staff, and a Title I certified Instructional Tutor

## Component 4: Strategies to Attract Qualified Teachers

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

One teacher transferred to another school at the end of the 2015/2016 school year. The principal accepted a new three year contract in which began in 6/1/2015.

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

Bachelor's Degree-17

Master's Degree-14.28

Experience

1-5 years-9 teachers

6-10 years- 8 teachers

11 + - 14.28 teachers

### 3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

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

## Component 5: High Quality and Ongoing Professional Development

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

Each faculty member completes a Professional Learning Plan through Educate Alabama. Teachers will attend workshops and training in accordance with their individual plans. Workshop opportunities will be posted as they become available and information gained during attendance will be shared with peers. Training in scientific research based programs and methods will be provided to faculty and staff members during in-service days, during the summer, and as needed during the school year based on academic standards and student needs. Teachers are participating in ongoing professional development for the reading series, Wonders Reading, AMSTI Science, Envision Math and Engage NY. Training is also being provided throughout the year for College and Career Ready Standards.

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

Faculty members complete a Professional Learning Plan through EducateAlabama. Teachers will attend workshops and trainings in accordance with their individual plans. Workshop opportunities will be posted as they become available and information gained during attendance will be shared with peers through turn-around training. Training in scientific research based programs and methods will be provided to faculty and staff members during in-service days, during the summer, and as needed during the school year based on academic standards and student needs.

Professional development includes ARI training, AMSTI, Webb's DOK Training, Increasing Student Engagement Training, eLEOT Training, Understanding ACT Aspire Data, ACT Interim Testing, New Path Learning, SAMUEL Training.

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

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

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

Each faculty member completes Professional Learning Plan through EducateAlabama. Teachers attend workshops and training in accordance with their individual plans. Workshop opportunities are posted as they become available and information is gained during attendance is shared with the remaining faculty and staff through turnaround training. Training in scientific research based programs and methods will be provided to faculty and staff during in-service days, during summer, and as needed during the school year on academic standards and student needs. Training is also being provided throughout the year for College and Career Ready Standards, Stride Academy, ACT Aspire Interim.

## **Component 6: Transition Strategies**

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

Transition school was held during the summer before the beginning of kindergarten. Middle school holds a transition day at the end of the year to help make the transition smooth. The counselor meets with the 5th grade prior to transition day, to discuss and answer questions students may have involving becoming a 6th grader. From teacher's perspectives, GCES provides a common planning time for all grade level teachers to meet with support personnel to discuss, develop and implement strategies for meeting the emotional and social needs of individual children. As part of Open House, a parent orientation regarding their child's grade curriculum, grading, standardized testing, teaching methods and behavioral expectations.

## Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers are giving PD in pulling and analyzing data from statewide assessments. Teachers meet each week in their grade level to discuss their lessons, students' classroom performances, assessments and progress monitoring results. Teachers meet on school level to do vertical planning to give input in where our weaknesses are evident.

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

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

Geneva County Elementary is committed to providing for the needs of all students. We accommodate the various modalities and pace of our students in a variety of ways. We have a fully developed Response to Intervention (RtI) program which addresses Tier I, II, and III students. We have a newly implemented core curriculum at our Tier 1 level, which includes a highly qualified teacher, 120 minute literacy block and intervention blocks. Universal screeners and a multitude of assessments (STAR, Stride Academy, Act Interim and DIBELsNext) are administered to identify students' needs meeting grade level expectations. Those identified are provided Tier II through the Title I Reading and Math program to promote and increase in rate of improvement. Some students may only require targeted intervention with skill work in class, while others require more intensive intervention in a pull-out environment. GCES implements Reading WonderWorks, Stride Academy, Connected Math Concepts, and Reading Mastery, ERI, etc. to target skills deficient. Tier II students are progressed monitored bi-monthly to assess growth. Our Problem Solving Team (PST) meets monthly to determine if students' individual goals and programming require amendments or if the programs offered are providing quality education which promotes success.

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

Those identified are provided Tier II through the Title I Reading and Math program to promote and increase in rate of improvement. Some students may only require targeted intervention with skill work in class, while others require more intensive intervention in a pull-out environment. GCES implements Reading WonderWorks, Stride Academy, Connected Math Concepts, and Reading Mastery, ERI, New Path Learning, Explicit Phonics Lessons, Read Naturally etc. to target skills deficient.

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

Students receive whole group (Tier I) instruction on a daily basis. For identified at-risk students, additional instruction in a Tier II and /or Tier II group is provided. Specific at-risk students receive Tier III.

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

All students are provided a home access code for additional participation opportunities in intervention programs (Stride Academy and Starfall).

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

Tiered Instruction, accommodations listed in EL Plans, IEP or 504 Plans.

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

N/A

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

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

As needs assessments are completed, goals are designed to meet the needs of all students to include targeted strategies in tiered instruction, strategic teaching techniques in both whole group and small group instruction, and ongoing professional development for teachers and staff. This guides school improvement planning and the use of federal Title I monies.

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

Geneva County Elementary School coordinates the use of all Federal, State, and local programs and services. Title I funds are used to provide services for goals in Reading and Math. The services provided with the funds are teachers, paraprofessionals, professional development, materials, technology and assessments. Title I is funded as a schoolwide program in grades K-5.

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

Geneva County Elementary School coordinates the use of all Federal, State, and local programs and services. Title I funds are used to provide services for goals in Reading and Math. The services provided with the funds are teachers, paraprofessionals, professional development, materials, technology and assessments. Title I is funded as a schoolwide program in grades K-5. The Guidance Program offers drug and violence prevention (i.e. bullying) as a part of schoolwide guidance lessons in grades K-5. The Nutrition Program offers many awareness activities throughout the school year to include the Fruit and Vegetable Grant. Geneva County Schools purchased Anonymous Alert so students, parents, teacher, and community members can report issues of concern without the threat of repercussions.

## Component 10: Evaluation

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

The members of the Title I/ACIP/BLT team meet throughout the year to discuss implementation and progress of the plan. Surveys are completed by parents, students, and staff members that offer an opportunity for them to provide feedback about our school. There is an annual Title I meeting held in which all parents are invited to attend and aspects of the plan are discussed. Parents are given the opportunity to ask questions at this time as well as provide feedback throughout the year at parent conferences. This process coupled with administration/instructional coach walk through and fidelity checks ensure programs are presented the way they were intended to promote student success.

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

Data from annual State testing is utilized to complete a schoolwide needs assessment. Needs assessments are completed, goals are designed to meet the needs of all students to include targeted strategies in tiered instruction, strategic teaching techniques in both whole group and small group instruction, and ongoing professional development for teachers and staff, walk-throughs and fidelity checks. This guides school improvement planning and the use of federal Title I monies.

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

Data from annual State testing is utilized to complete a schoolwide needs assessment. Needs assessments are completed, goals are designed to meet the needs of all students to include targeted strategies in tiered instruction, strategic teaching techniques in both whole group and small group instruction, and ongoing professional development for teachers and staff, walkthroughs. In addition, the identified students will be monitored through the RTI/Problem Solving Team.

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

The members of the Title I/CIP team meet throughout the year to discuss implementation and progress of the plan. Surveys are completed by parents, students, and staff members that offer an opportunity for them to provide feedback about our school. There is an annual Title I meeting held in which all parents are invited to attend and aspects of the plan are discussed. Parents are given the opportunity to ask questions at this time as well as provide feedback throughout the year at parent conferences.

**5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.**

Geneva County Elementary continues to focus on student achievement in the areas of reading and mathematics. The percentages were aligned and calculated with the newly adopted State PPGs and AMO formulas. The goal for offering guidance from the instructional coach was kept to support the teaching staff throughout the school year in all areas of need.

**6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?**

All goals are similar in comparison, with the exception of the percentage goals.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	23.32	22.82	1,091,359.06
Administrator Units	1.00	1.0	71,667.03
Assistant Principal	0.00	0.0	0.00
Counselor	0.50	1.0	54,807.00
Librarian	1.00	1.0	53,426.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0	4,372.00
Professional Development	0.00	0	1,647.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	10,469.00
Library Enhancement	0.00	0	549.00
<b>Totals</b>			<b>1,288,296.09</b>

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	196688.35

**Provide a brief explanation and breakdown of expenses.**

1.74 FTE Teacher Units salaries and benefits, 1.00 FTE Instructional Aide salary and benefits, 2 part-time contracted retired teachers salaries and benefits, classroom instructional supplies, copy machine maintenance agreement, non-capitalized instructional equipment, library books, professional development, substitutes and parental involvement supplies.

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	ARRA Funds Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	19996.28

**Provide a brief explanation and a breakdown of expenses.**

0.36 FTE Teacher units salaries and benefits

**Title III**

Label	Question	Value
1.	For English Language Learners Provide the total.	19996.28

**Provide a brief explanation and a breakdown of expenses.**

0.36 FTE Teacher Units salaries and benefits

**Title IV**

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title VI**

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

**Provide a brief explanation and a 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	0.0

**Provide a brief explanation and breakdown of expenses**

N/A

# Strategies to Increase Parental Involvement

## **Introduction**

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

## Strategies to Increase Parental Involvement

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

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

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

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

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

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

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

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

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

Parents are invited to meetings by post card and marquee, local digital bank signs, newspaper, social media and website. They are allowed to ask questions and give feedback at the meetings or through written request for comment. Our ACIP team consists of teachers, school leadership team members, and parents, this allows for parent input during the development process of the ACIP. If a parent is dissatisfied with the ACIP they are suggested to submit a letter to the principal including the parents' name, address, telephone numbers, child's name, and stating the specific nature of their concern. The principal, upon receipt of the letter and within an acceptable time period, will discuss the issues with the parent by telephone, letter, or conference.

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

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

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

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

held in order for parents to come learn about our reading program and also to read with their children. Wondering about Wonders and Meandering Math is a night that is held to answer parent questions about the reading program, math program and content standards.

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

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

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

Faculty and staff are prepared to assist parents at flexible times to ensure training in the use of technology, etc. Parents will be encouraged to utilize the resources available to them by the following: school website, school Facebook page school newsletters, teacher web pages, Remind 101 and weekly folders.

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

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

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

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

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

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

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

Parents, grandparents, and family members are welcomed to visit GCES throughout the school year. During the first week of school parents are encouraged to assist in the transition period. In September GCES hosts a breakfast with grandparents for Grandparent's Day. In November, Geneva County Elementary has special Thanksgiving Lunch for parents and grandparents. Parents and Grandparents can eat lunch with their child on any day. Parents have access to INOW and the teachers' web page, which allows them to be well informed of their

child's grades and teacher expectations. Geneva County Elementary has a Family Reading Night once each quarter so that parents can come and read and with their children and students can take additional AR tests to reach their AR point goals.

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

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

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

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

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

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

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

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

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

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