



ACIP

Geneva County Middle 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 Middle School is located in the small rural town of Hartford, Alabama in Geneva County. Its feeder school, Geneva County Elementary School, is located on the same campus. Geneva County Middle and High Schools share many of the same facilities and personnel. The campus includes a library media center, auditorium, lunchroom, gym, bandroom, and weight room. The football field is located one block away. The baseball and softball fields are located off-campus at the city's recreational area.

The number of student enrolled has increased slightly this year over last year. There are currently 198 students enrolled in sixth through eighth grades at GCMS with 75% of students being white, 16% black, and 3% of multi-race, 4% Hispanic, and 2% Asian. The attendance rate is consistently around 95%. Of the students at GCMS, 63% are receiving free or reduced lunch.

GCMS has a new administrator this year. Four teachers are new to GCMS or in a new teaching assignment. All, but one, teacher units are earned Foundation Units. The faculty consists of one principal, a counselor and a library media specialist that are shared with the high school, 8.38 earned teacher units, one Title I funded teacher unit, and one Title I funded contract tutor.

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 Geneva County School District is accredited by the Southern Association of Colleges and Schools.

The mission statement of Geneva County Middle School is aligned with the mission statement for the system: The mission of the Geneva County School System, in partnership with its parents and community, is to education all students in a safe, supportive, challenging environment where they can learn to be responsible and productive citizens of a culturally diverse society.

Motto:

Achieving Excellence Together

Beliefs:

- Student learning is the chief priority of our school
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A safe and physically comfortable environment promotes student learning.

All students at Geneva County Middle School have access to all services and programs available. All special education, homeless, migratory, and limited-English proficient students have equal access to the same free appropriate public education.

All students are provided with the opportunity to meet the same challenging state content and state student performance standards without being stigmatized or isolated.

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.

Our system is district accredited by AdvancED. This accreditation has provided more opportunities to collaborate with other schools in our system and aided in a more unified alignment of goals and strategies.

All construction projects have been completed. Funding for a new band room and gym was provided so that students would not have to walk two blocks to the old location in order to have class. This year will be the first full year that all students will be on campus all day long. The school has also switched to a seven period day as opposed to a 5 block schedule. This allows teachers to teach the student all year long which teachers thought was vital for success in Math and Reading.

As a Title I school, funding was available for an additional teacher. There was also funding for a contract tutor that provides intervention to address student needs.

GCMS and GCHS has adopted the mindset of "Team GeCo" for a more unified faculty/staff. This is beneficial in creating and maintaining extensive communication, collaboration, and cohesiveness. As part of this effort was the creation of departmental learning zones. Each department is grouped together allowing for increased collaboration. In addition, time is permitted for teachers to observe other teachers and to share ideas.

GCMS has also partnered with the Southern Regional Educational Board (SREB) for a three-year program which will include professional development for all core subjects as well as Career Technical areas. This platform focuses on creating standards-based assessments and integrating writing across the curriculum. The material is presented in a digital format which gives teachers a more efficient way to share and collaborate with each other. This will help insure further student academic success and will encourage rigor and accountability for our middle school students.

Additional Information

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

Geneva County Middle School has a supportive stakeholder group. Our teachers are dedicated and hard-working. All are always willing take on extra-assignments including organizing activities and sponsoring clubs. Parents often volunteer services and equipment. There are stakeholders and community involvement groups that contribute financially, and our state legislators have been able to secure funding for capital improvements and programs.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The team met to gather and analyze data of various types including demographic, instructional and assessments. Results of the ACT Aspire were collected and reviewed. This information was discussed in departmental meetings. The Title 1 Committee met to gather information and provide feedback. After a thorough review of data, the team determined strengths and areas which needed improvement.

GCMS hosted a pre-registration event and an Open House where parents and students were invited to come and give input to schedules, upcoming events, and gather information about school sponsored activities. Parents were encouraged to contact teachers often and consistently. The school has a website, Facebook page, and an Instagram account to help share news and events. SchoolCast, and automated calling system, is used to share important messages with parents and guardians.

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

As a faculty, we sat and looked at our data. At the beginning of school, data was disseminated at a faculty meeting where we compared our data to the data of the rest of the county. Teachers gave input on what they were seeing and what they were not seeing. We carried these conversations over into departmental meetings where teachers focused on improving areas of concerns and celebrating areas of accomplishment. Teachers / Departmental Leaders identified what was needed to address the areas of concern, and those concerns were brought before the Title 1 committee (which is comprised teachers, the administrator, the librarian, parents, and community members).

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

To communicate the plan, the Principal met with all staff and faculty to outline the school's focus. The Continuous Improvement Plan will be posted on the school's website and a hard copy will be housed in the media center. Progress toward targeted goals will also be communicated via the school website, Instagram, and Facebook. Title 1 meetings are scheduled throughout the year to monitor the progress and implementation of the plan and budget.

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		MS County Comparison 2 year Demographic report

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and 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?

The total percentage of student performing at Average or High Growth rate in "significantly above target" for mathematics. GCMS had 81.7% of our students scoring at or above the average or high growth rate.

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

Our All Grades overall performance in reading and science is showing us moving "within the range of target."

Which area(s) indicate the overall highest performance?

Students moving from 5th grade to 6th grade showed the biggest growth in mathematics. These students had mean growth score of 3.8 when the target gain was 3.0.

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

The Sub group of 6th grade Black/African American showed a trending increase from 9% proficient in reading during the 14-15 school year to 20% proficient in reading during the 15-16 school year.

Between which subgroups is the achievement gap closing?

The achievement gap is closing among Blacks/African Americans and all students is closing based on the last two years of assessment data.

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

na

Areas in Need of Improvement

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

The percentage of students moving from 5th to 6th grade performed "Significantly below" the target rate in reading. GCMS had 64.2% of our students scoring at or above the average or high growth rate.

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

Data reveals that there was a drop in 6th and 8th grade overall reading performance. 8th Grade had a slight drop of only 2% from the previous year's performance; however, 6th grade had a large drop of 11% in their performance compared to the previous year's data.

Which area(s) indicate the overall lowest performance?

Data indicated that 6th grade reading was the lowest area of performance.

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

Females showed a decrease in performance when compared to all males.

Between which subgroups is the achievement gap becoming greater?

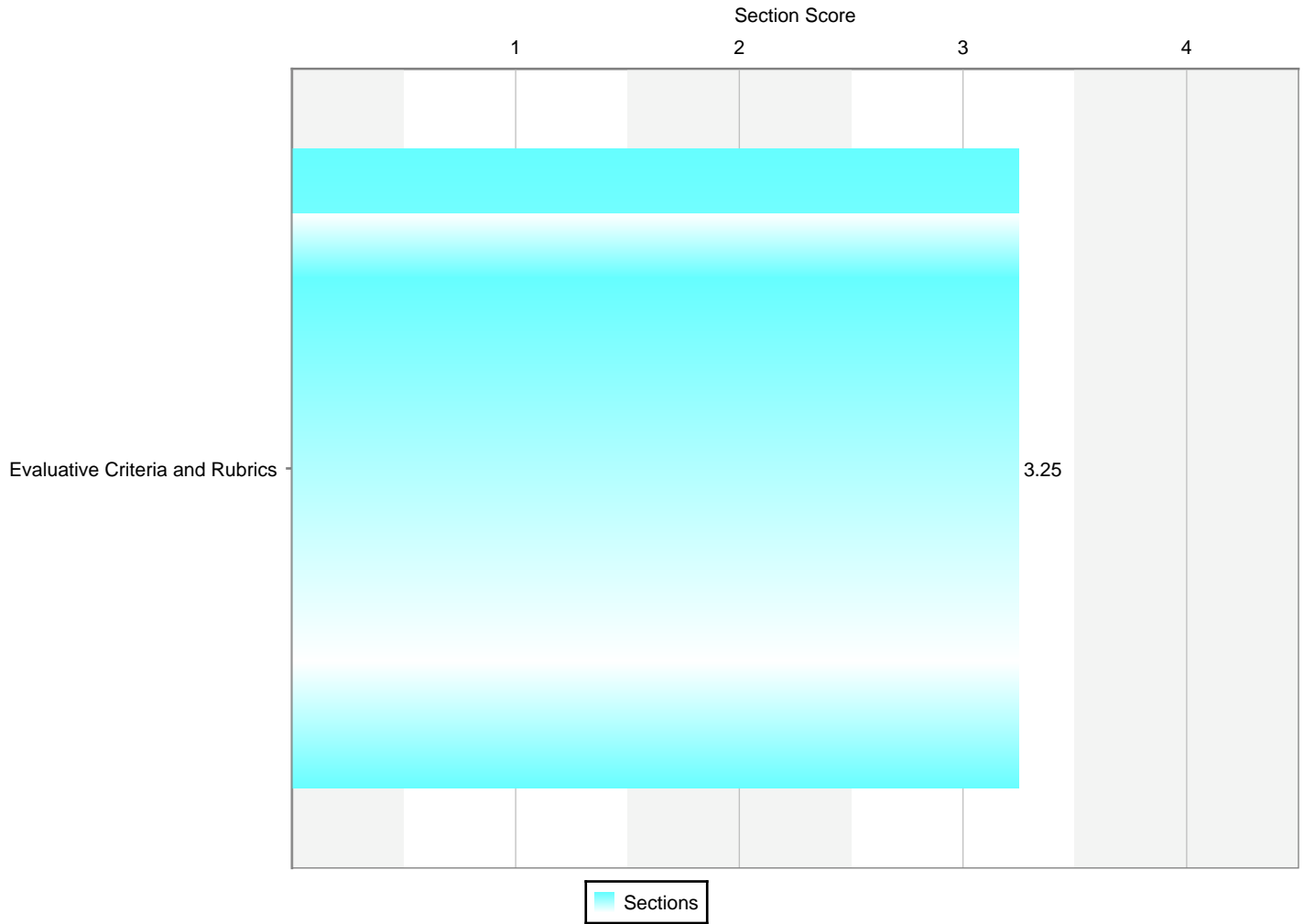
The gap between females and males is becoming greater.

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

na

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	Leslie Hubbard, Principal Lena Lindsey, Counselor Sherri Winingham, Secondary Curriculum Laureen Mills, MS Reading Daniell Powell, MS Math Ellen Lett, Parent	MS Assurances

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 Opp.

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		Signed Equal Opp. Act

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		School Compact

ACIP Goals 16-17

Overview

Plan Name

ACIP Goals 16-17

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	The number of students scoring at Benchmark levels will increase in reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Geneva County Middle School will show a decrease in the number of students who check-in to school during first period for the 2016-2017 school year	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	The number of students scoring at Benchmark levels will increase in math.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: The number of students scoring at Benchmark levels will increase in reading.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency level in English Language Arts by 05/26/2017 as measured by state mandated standardized assessment, the ACT Aspire.

Strategy 1:

LDC Training - All ELA teachers will be trained in using and writing LDC modules. Various teachers in other content areas will be trained in using the LDC modules. This format of writing units that are all inclusive and includes non fiction reading along with strategies on how to read and comprehend texts.

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

Research Cited: MMGW research from Southern Regional Educational Board

Activity - LDC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Previously trained teachers will turn around training to other ELA teachers who were unable to be trained last year.	Professional Learning	08/05/2016	05/26/2017	\$0	No Funding Required	Leslie Hubbard, Principal Paige Fountain, ELA Teacher Chelsie Hall, ELA Teacher

Goal 2: Geneva County Middle School will show a decrease in the number of students who check-in to school during first period for the 2016-2017 school year

Measurable Objective 1:

collaborate to decrease the number of students who check-in to school by 05/26/2017 as measured by a 5% decrease (from 129 first period check-ins during the 15-16 school year to 122 or fewer during the 16-17 school year) in first period check-ins shown in INOW school reports..

Strategy 1:

School Cast Reminders - Parent Reminders - We will send home daily reminders to those students who check-in to school about the importance of being on time to school.

Category: Other - Parent Informational

Research Cited: "Mapping the Early Attendance Gap - Attendance Works." Attendance Works. Healthy Schools Campaign, Sept. 2015

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lunchroom Staff and teachers will work together to make sure that all students are provided with a healthy breakfast.	Academic Support Program, Other - Health/Nutrition Education	09/21/2016	05/26/2017	\$0	No Funding Required	Leslie Hubbard, Principal Teachers of GCMS Stephanie Dillard, Child Nutrition Director Wendy Boutwell, Attendance Clerk

Goal 3: The number of students scoring at Benchmark levels will increase in math.

Measurable Objective 1:

increase student growth by 3% on the mathematics portion of the ACT Aspire by 05/26/2017 as measured by ACT Aspire Reports.

Strategy 1:

Mathematics Design Collaborative - Math teachers will be trained on how to use FALS within the classroom. SREB trains teachers on using a combination of formative assessments, manipulatives, and calculated questioning to help students better understand the mathematical processes and practices.

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

Research Cited: MMGW - Southeastern Regional Educational Board Research

Activity - FALS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessment Lessons that are already made for the teacher	Academic Support Program, Professional Learning	08/08/2016	05/26/2017	\$0	No Funding Required	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LDC Training	Previously trained teachers will turn around training to other ELA teachers who were unable to be trained last year.	Professional Learning	08/05/2016	05/26/2017	\$0	Leslie Hubbard, Principal Paige Fountain, ELA Teacher Chelsie Hall, ELA Teacher
Breakfast in the Classroom	Lunchroom Staff and teachers will work together to make sure that all students are provided with a healthy breakfast.	Academic Support Program, Other - Health/Nutrition Education	09/21/2016	05/26/2017	\$0	Leslie Hubbard, Principal Teachers of GCMS Stephanie Dillard, Child Nutrition Director Wendy Boutwell, Attendance Clerk
FALS	Formative Assessment Lessons that are already made for the teacher	Academic Support Program, Professional Learning	08/08/2016	05/26/2017	\$0	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher
Total					\$0	

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	AdvancEd Surveys were used in all stakeholder feedback questionnaires.	Parent Survey Results Student Survey Results Staff Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

On all three survey categories, purpose/direction were scored the highest.

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

Governance and Leadership showed a trend toward increasing.

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

NA

Areas in Need of Improvement

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

Standard 3: Assessing and Teaching for Learning was the lowest scored section of all surveys

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

Standard 4: Support and Resource Systems showed a decrease in approval from stakeholders.

What are the implications for these stakeholder perceptions?

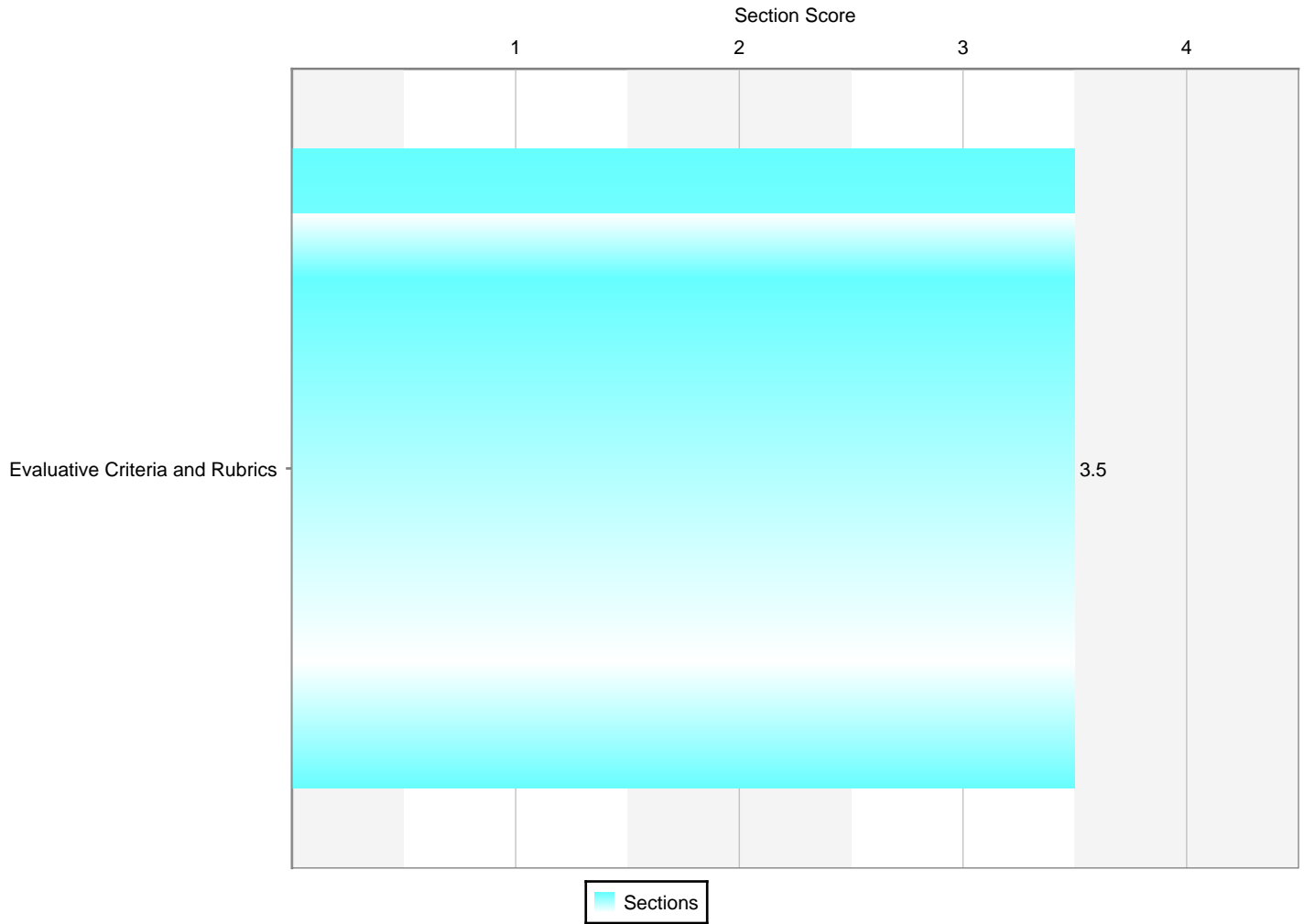
The implications are that teaching and assessing are not lining up to assessing what is taught in the curriculum. The perception is that we are giving assessments on things that should not be assessed and spending time on things that don't align with curriculum.

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

NA

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?

Committee members met in the Fall to review and analyze data in School Data Profile. The ACIP committee reviewed and analyzed the data provided in the Profile. The analysis from the meetings was combined to complete the Needs Assessment. Additional Data was collected as needed. This is done annually.

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

Geneva County Middle is a unified, highly qualified staff dedicated to to improving our school and community. The GCMS staff members have high expectations for each other and for our students, and all work together to provide an environment conducive to learning in spite of the challenges of a limited budget.

During the the spring of 2016, students participated in the administration of the ACT Aspire. This assessment showed the the following percentages of students scoring within the "Ready" range:

Grade 6: Reading - 33%; Science - 42%; Math - 58%

Grade 7: Reading - 44%; Science - 45%; Math - 39%

Grade 8: Reading - 44%; Science - 33%; Math - 31%

3. What conclusions were drawn from the results?

Our conclusion was that continued improvement across all grade levels needs to remain our focus; however, a special focus of improving 6th grade reading will be goal this year.

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

The school is committed to raising expectation for student learning, and the staff is willing to re-evaluate and adjust teaching strategies in order to help achieve student success.

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

All goals for the school are developed from information gathered through assessment data, surveys, and demographic information. The team reviewed the information and prioritized student needs and created goals accordingly.

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

All goals are based on multiple sources of data. The ACIP team reviewed assessment data, disaggregated test results, demographic statistics, discipline referrals, and attendance information. Goals were based on this analysis.

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

Based on the number of students at the poverty level, GCMS is a school-wide Title 1 school. All subgroups are targeted in the goals of our plan. Needs of the students are also met through tiered instruction and monitored through our Rtl team.

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:

The number of students scoring at Benchmark levels will increase in reading.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency level in English Language Arts by 05/26/2017 as measured by state mandated standardized assessment, the ACT Aspire.

Strategy1:

LDC Training - All ELA teachers will be trained in using and writing LDC modules. Various teachers in other content areas will be trained in using the LDC modules. This format of writing units that are all inclusive and includes non fiction reading along with strategies on how to read and comprehend texts.

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

Research Cited: MMGW research from Southern Regional Educational Board

Activity - LDC Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previously trained teachers will turn around training to other ELA teachers who were unable to be trained last year.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Paige Fountain, ELA Teacher Chelsie Hall, ELA Teacher

Goal 2:

The number of students scoring at Benchmark levels will increase in math.

Measurable Objective 1:

increase student growth by 3% on the mathematics portion of the ACT Aspire by 05/26/2017 as measured by ACT Aspire Reports.

Strategy1:

Mathematics Design Collaborative - Math teachers will be trained on how to use FALS within the classroom. SREB trains teachers on using a combination of formative assessments, manipulatives, and calculated questioning to help students better understand the mathematical processes and practices.

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

Research Cited: MMGW - Southeastern Regional Educational Board Research

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons that are already made for the teacher	Academic Support Program Professional Learning	08/08/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher

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

Goal 1:

The number of students scoring at Benchmark levels will increase in reading.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency level in English Language Arts by 05/26/2017 as measured by state mandated standardized assessment, the ACT Aspire.

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Measurable Objective 1:

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

Research Cited: MMGW - Southeastern Regional Educational Board Research

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons that are already made for the teacher	Professional Learning Academic Support Program	08/08/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher

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

Goal 1:

The number of students scoring at Benchmark levels will increase in reading.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency level in English Language Arts by 05/26/2017 as measured by state mandated standardized assessment, the ACT Aspire.

Strategy1:

LDC Training - All ELA teachers will be trained in using and writing LDC modules. Various teachers in other content areas will be trained in using the LDC modules. This format of writing units that are all inclusive and includes non fiction reading along with strategies on how to read and comprehend texts.

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

Research Cited: MMGW research from Southern Regional Educational Board

Activity - LDC Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previously trained teachers will turn around training to other ELA teachers who were unable to be trained last year.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Paige Fountain, ELA Teacher Chelsie Hall, ELA Teacher

Goal 2:

The number of students scoring at Benchmark levels will increase in math.

Measurable Objective 1:

increase student growth by 3% on the mathematics portion of the ACT Aspire by 05/26/2017 as measured by ACT Aspire Reports.

Strategy1:

Mathematics Design Collaborative - Math teachers will be trained on how to use FALS within the classroom. SREB trains teachers on using a combination of formative assessments, manipulatives, and calculated questioning to help students better understand the mathematical processes and practices.

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

Research Cited: MMGW - Southeastern Regional Educational Board Research

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons that are already made for the teacher	Professional Learning Academic Support Program	08/08/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher

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

Goal 1:

The number of students scoring at Benchmark levels will increase in reading.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency level in English Language Arts by 05/26/2017 as measured by state mandated standardized assessment, the ACT Aspire.

Strategy1:

LDC Training - All ELA teachers will be trained in using and writing LDC modules. Various teachers in other content areas will be trained in using the LDC modules. This format of writing units that are all inclusive and includes non fiction reading along with strategies on how to read and comprehend texts.

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

Research Cited: MMGW research from Southern Regional Educational Board

Activity - LDC Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previously trained teachers will turn around training to other ELA teachers who were unable to be trained last year.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Paige Fountain, ELA Teacher Chelsie Hall, ELA Teacher

Goal 2:

The number of students scoring at Benchmark levels will increase in math.

Measurable Objective 1:

increase student growth by 3% on the mathematics portion of the ACT Aspire by 05/26/2017 as measured by ACT Aspire Reports.

Strategy1:

Mathematics Design Collaborative - Math teachers will be trained on how to use FALS within the classroom. SREB trains teachers on using a combination of formative assessments, manipulatives, and calculated questioning to help students better understand the mathematical processes and practices.

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

Research Cited: MMGW - Southeastern Regional Educational Board Research

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons that are already made for the teacher	Academic Support Program Professional Learning	08/08/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher

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

Goal 1:

The number of students scoring at Benchmark levels will increase in reading.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency level in English Language Arts by 05/26/2017 as measured by state mandated standardized assessment, the ACT Aspire.

Strategy1:

LDC Training - All ELA teachers will be trained in using and writing LDC modules. Various teachers in other content areas will be trained in using the LDC modules. This format of writing units that are all inclusive and includes non fiction reading along with strategies on how to read and comprehend texts.

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

Research Cited: MMGW research from Southern Regional Educational Board

Activity - LDC Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previously trained teachers will turn around training to other ELA teachers who were unable to be trained last year.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Paige Fountain, ELA Teacher Chelsie Hall, ELA Teacher

Goal 2:

Geneva County Middle School will show a decrease in the number of students who check-in to school during first period for the 2016-2017 school year

Measurable Objective 1:

collaborate to decrease the number of students who check-in to school by 05/26/2017 as measured by a 5% decrease (from 129 first period check-ins during the 15-16 school year to 122 or fewer during the 16-17 school year) in first period check-ins shown in INOW school reports..

Strategy1:

School Cast Reminders - Parent Reminders - We will send home daily reminders to those students who check-in to school about the importance of being on time to school.

Category: Other - Parent Informational

Research Cited: "Mapping the Early Attendance Gap - Attendance Works." Attendance Works. Healthy Schools Campaign, Sept. 2015

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lunchroom Staff and teachers will work together to make sure that all students are provided with a healthy breakfast.	Academic Support Program Other - Health/Nutrition Education	09/21/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Teachers of GCMS Stephanie Dillard, Child Nutrition Director Wendy Boutwell, Attendance Clerk

Goal 3:

The number of students scoring at Benchmark levels will increase in math.

Measurable Objective 1:

increase student growth by 3% on the mathematics portion of the ACT Aspire by 05/26/2017 as measured by ACT Aspire Reports.

Strategy1:

Mathematics Design Collaborative - Math teachers will be trained on how to use FALS within the classroom. SREB trains teachers on using a combination of formative assessments, manipulatives, and calculated questioning to help students better understand the mathematical processes and practices.

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

Research Cited: MMGW - Southeastern Regional Educational Board Research

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons that are already made for the teacher	Professional Learning Academic Support Program	08/08/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher

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

Goal 1:

The number of students scoring at Benchmark levels will increase in reading.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency level in English Language Arts by 05/26/2017 as measured by state mandated standardized assessment, the ACT Aspire.

Strategy1:

LDC Training - All ELA teachers will be trained in using and writing LDC modules. Various teachers in other content areas will be trained in using the LDC modules. This format of writing units that are all inclusive and includes non fiction reading along with strategies on how to read and comprehend texts.

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

Research Cited: MMGW research from Southern Regional Educational Board

Activity - LDC Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previously trained teachers will turn around training to other ELA teachers who were unable to be trained last year.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Paige Fountain, ELA Teacher Chelsie Hall, ELA Teacher

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Measurable Objective 1:

collaborate to decrease the number of students who check-in to school by 05/26/2017 as measured by a 5% decrease (from 129 first period check-ins during the 15-16 school year to 122 or fewer during the 16-17 school year) in first period check-ins shown in INOW school reports..

Strategy1:

School Cast Reminders - Parent Reminders - We will send home daily reminders to those students who check-in to school about the SY 2016-2017

importance of being on time to school.

Category: Other - Parent Informational

Research Cited: "Mapping the Early Attendance Gap - Attendance Works." Attendance Works. Healthy Schools Campaign, Sept. 2015

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lunchroom Staff and teachers will work together to make sure that all students are provided with a healthy breakfast.	Other - Health/Nutrition Education Academic Support Program	09/21/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Teachers of GCMS Stephanie Dillard, Child Nutrition Director Wendy Boutwell, Attendance Clerk

Goal 3:

The number of students scoring at Benchmark levels will increase in math.

Measurable Objective 1:

increase student growth by 3% on the mathematics portion of the ACT Aspire by 05/26/2017 as measured by ACT Aspire Reports.

Strategy1:

Mathematics Design Collaborative - Math teachers will be trained on how to use FALS within the classroom. SREB trains teachers on using a combination of formative assessments, manipulatives, and calculated questioning to help students better understand the mathematical processes and practices.

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

Research Cited: MMGW - Southeastern Regional Educational Board Research

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons that are already made for the teacher	Professional Learning Academic Support Program	08/08/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher

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

Goal 1:

The number of students scoring at Benchmark levels will increase in reading.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Female students will demonstrate a proficiency level in English Language Arts by 05/26/2017 as measured by state mandated standardized assessment, the ACT Aspire.

Strategy1:

LDC Training - All ELA teachers will be trained in using and writing LDC modules. Various teachers in other content areas will be trained in using the LDC modules. This format of writing units that are all inclusive and includes non fiction reading along with strategies on how to read and comprehend texts.

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

Research Cited: MMGW research from Southern Regional Educational Board

Activity - LDC Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Previously trained teachers will turn around training to other ELA teachers who were unable to be trained last year.	Professional Learning	08/05/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Paige Fountain, ELA Teacher Chelsie Hall, ELA Teacher

Goal 2:

The number of students scoring at Benchmark levels will increase in math.

Measurable Objective 1:

increase student growth by 3% on the mathematics portion of the ACT Aspire by 05/26/2017 as measured by ACT Aspire Reports.

Strategy1:

Mathematics Design Collaborative - Math teachers will be trained on how to use FALS within the classroom. SREB trains teachers on using a combination of formative assessments, manipulatives, and calculated questioning to help students better understand the mathematical processes and practices.

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

Research Cited: MMGW - Southeastern Regional Educational Board Research

Activity - FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Formative Assessment Lessons that are already made for the teacher	Academic Support Program Professional Learning	08/08/2016	05/26/2017	\$0 - No Funding Required	Leslie Hubbard, Principal Eva Watkins, Math LDC Coach LDC Regional Coach Daniell Powell, Math Teacher

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	Qualifications are kept on file and checked before hiring by the BOE.	

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	Yes, all employees are screened at the BOE before hiring.	

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

Applicants are recruited at job fairs, advertisements, and the SDE job website. Applicants are checked for qualifications by principal before the interviewing process begins. Once an applicant has been selected by the principal, the applicant's qualifications are double checked and pulled for the board packet and approval by the Central Office Personnel.

Component 4: Strategies to Attract Qualified Teachers

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

16%

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

2 teachers have 25+ years of teaching experience

teachers have 10+ years of teaching experience

teacher have 3+ years of teaching experience

1 teacher has less than 1 year of teaching experience

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

We had 2 teachers leave - 1 got married and 1 is on loan to the SDE as an EL State Coach

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?

Literacy Design Collaborative - LDC through SREB

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

Literacy Design Collaborative training will be for Teachers, Principals, and other staff.

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.

First year teachers are given an experienced teacher from their department that will support them in the first year(s) of teaching.

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

Each faculty member completes a Professional Learning Plan (PLP) through Educate Alabama. Teachers will complete book studies, eLearning activities, conferences, local PD opportunities as indicated by their personal preferences. iPad training will be provided by our county. ELA and math departments will continue in training for the LDC and MDC programs.

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.

A 5th Grade Orientation was held at the end of Spring for any students entering the 6th grade in the Fall. A pre-registration night was held for all students who wanted to look at their schedules, make adjustments to their schedules, find their classrooms, buy lockers, and buy parking spaces, a pre-pay any club fees. Because our school is all on one campus and teachers are shared among the middle and high school, the 9th graders tend to have a seamless transition.

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?

Overall statewide assessment results are shared at the faculty meeting at the beginning of the year. Teachers further discuss and analyze data from these assessments at departmental meetings.

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

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

Students are identified at the beginning of the year, using the previous year's data. Once these students are identified, they are put in to RtI. This year our school purchased ACT Benchmark interim assessments to help monitor these kids to see who is making gains an "filling in gaps." This gives a clear picture of what needs to be addressed in their tier 3 instruction.

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?

Students identified are provided daily tiered instruction.

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

Students receive whole group (tier 1) instruction on a daily basis. For identified at risk students, additional small group reteaching instruction (tier 2) is given by the regular education teacher, and further identified students are given additional instruction (tier 3) pull out instruction provided by a certified teacher outside of the classroom.

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.

Students are provided with a Stride Academy Login to access remedial materials while at home. Students also have access to online versions of textbooks from our Holt-McDougal publishers.

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.

These procedures are addressed through tiered instruction and accommodations identified in the IEP, IELP, and 504 plans.

The IEP is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary institution receives specialized instruction and related services.

GCMS has 5 children who have been identified as EL students, but have currently completed to years of monitoring. They receive no accommodations; however, we do still monitor their grades.

The 504 Plan is a plan developed to ensure that a child who has any type of issue that may impede their learning is not hindered because of the issue (medical, temporary situations, etc.).

GCMS coordinates with local county and state officials to ensure that the needs of Neglected and/or Delinquent, and Homeless students are adequately addressed.

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.

NA

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 conducted, goals are identified to address the needs of all students to include targeted strategies, strategic teaching, and ongoing professional development for teachers and staff. This guides school improvement planning and the use of Federal Title 1 funds.

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.

GCMS coordinates the use of all Federal, State, and local programs and services. Title 1 funds are used to provide services for continuous improvement goals. The funding is used for instruction services, materials, and technology. Title 1 is funded as a school-wide program.

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.

GCMS coordinates the use of all federal, state, and local programs and services. Title 1 funds are used to provide services for continuous improvement goals. The funding provided is used for instruction services, materials, and technology. Title 1 is funded as a school-wide program. As part of violence prevention, Geneva County Schools use the Anonymous Alerts programs so students, parents, teachers, and community members can report any issues of concern to the school.

Component 10: Evaluation

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

The members of the Title 1 team meet to discuss implementation and progress of the plan. Surveys are completed by parents, students, and staff members which offers an opportunity for them to provide feedback about our school. There is an annual title 1 meeting held in which all parents are invited to attend, and aspects of the school and program are discussed. Parents are given an opportunity to ask questions, as well as provide feedback.

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?

The school-wide program is evaluated by analyzing results for state assessments. Overall results from statewide assessments are shared at faculty meetings. Teachers further discuss and analyze data from these results at departmental meetings.

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?

Assessment data is analyzed.

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?

Our Title One committee meets multiple times throughout the year. Our ACIP meets throughout the year to discuss progress of plan.

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

Yes, we are keeping the increase in reading goal because we need to continue on this trajectory to meet our goal within 6 years.

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

We dropped a few goals because of meeting those goals, new administration with a new focus, and other areas of focus were noted and identified.

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:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	10.83	11.95	568,895.14
Administrator Units	1.00	1.0	97,781.23
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	41,989.97
Librarian	0.50	.5	36,730.05
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	1,758.00
Professional Development	0.00	0	662.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	4,209.00
Library Enhancement	0.00	0	221.00
Totals			752,246.39

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

Dispersed at County Level

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Dispersed at County Level

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	662.0

Provide a brief explanation and a breakdown of expenses.

Used for travel, registration fees, and food reimbursement.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Dispersed at County Office

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.

Dispersed at County Office

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.

Dispersed at County Office

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

Not Applicable

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

Provide a brief explanation and breakdown of expenses.

Not Applicable

Other

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

Provide a brief explanation and a breakdown of expenses.

Not applicable

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

Not applicable

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 Middle School will conduct a Title I meeting at the beginning of the school year to inform parents concerning the requirements of The No Child Left Behind Act. Information will be given to parents that explains the requirements of Title I in regard to the school's participation. Parents will have an opportunity to learn about Geneva County Middle being a School-wide Title I school, Highly Qualified teachers, how to request qualifications of teachers, the 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 Middle 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.

Geneva County Middle School schedules meetings after work hours to accommodate working parents in an effort to increase attendance. An open invitation is extended 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 initial Title I annual meeting. The parent(s) who express an interest in becoming involved in the Title I process, are invited to attend the Geneva County Schools annual Federal Programs Advisory Committee Meeting and a Parental Involvement Meeting, which is comprised of representatives from all Title I educational organizations within Geneva County Schools. In addition, surveys are used for input. Parental Involvement meetings will be held at various times and days throughout the school year. The purpose of the annual meeting is to inform parents of our Title I participation. GCMS attempts to attract parental involvement by offering grade-level and school-wide activities, some functions occur during the school day, while others are after school hours. Parents are asked to serve on a Parent Advisory Committee which will meet during the 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 GCMS. Parental Involvement funds have been used for items such as student planners for each child.

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, Facebook, the school web-site, and parent meetings. 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. GCMS 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 administration, parents, 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. 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, 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 attend meetings by newspaper, social media outlets and website. They are encouraged to ask questions and offer feedback at the meetings. Parents are given the opportunity to give written and verbal input concerning our school and programs each year at the annual Title I meeting and through parent surveys. At Open House/Orientation, parents are given an overview of the programs and are able to ask questions and give input on the programs. The parent(s) who express an interest in becoming involved in the Title I process, are invited to attend Geneva County School's annual Federal Programs Advisory Committee Meeting and a Parental Involvement Meeting, which comprises of representatives from all Title I educational organizations within Geneva County Schools. Our ACIP team consists of teachers, school leadership team members, and parents, this allows for parent input during the development process of the ACIP.

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 encouraged to volunteer at school activities. Parents are also invited to attend Parent Meetings that address the Title I 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. Information regarding upcoming school events are communicated via SchoolCast, Facebook, Instagram, and the school web-site.

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

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

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

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

Teachers may also send text messages using Remind 101.

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)

The data from parent surveys will be used as a reference to keep open communication between parents and the school. Teachers are available to parents at various times and through a variety of means including conferences, email, correspondence via the student planner.

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 welcome to participate in Geneva County Middle School's programs and functions throughout the school year. Parents have access to INow and the teachers' web page, which allows them to be informed of their child's grades and teacher expectations.

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)

GCMS builds capacity for parental involvement in several ways. These include: SchoolCast, "The Middle Years" newsletters, report cards, progress reports, teacher web pages, social media, and school websites. Students are also encouraged to have a planner in which they write daily assignments (classwork and homework), as well upcoming events.

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 Middle School will support our parents in their effort(s) to improve their involvement 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 appropriate resource. GCMS makes timely responses a top priority when parents reach out for involvement.

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.

Geneva County Middle School welcomes the resources of the Geneva County, such as, but not limited to, the migrant liaison and the utilization of TransAct for translation purposes.