



ACIP

Geneva County Board of Education

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

Description of the School System

Describe the school system'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 system serves?

Geneva County is located near the southeastern corner of the state of Alabama. Houston County is to the east, Covington County is to the west, Coffee County is to our north and the state of Florida is found along our southern border. In the latest census of 2010, Geneva County had a population of 26,790 people. The county's racial makeup is 86.3% white, 9.5% black, 0.8% American Indian, and 0.3% Asian. The percentage of high school graduates is 72.3%. Eight percent of adults have earned a bachelors degree. The median home value is \$77,000.00, per capita income is \$18,351.00. The land area is 574.41 square miles, and population per square mile is 46.6. The county of Geneva supports two separate school systems, Geneva City Schools and Geneva County Schools. The Geneva County School System consists of three high schools, three middle schools, and three elementary schools. These schools are located in three different cities within Geneva County with their own unique cultures and traditions. Slocomb is located on the east side of the county, Hartford is located in the central part of the county while Samson is located on the west side of the county.

The mission of the Geneva County School System, in partnership with its parents and community, is to educate all students in a safe, supportive, challenging environment where they can learn to be responsible and productive citizens of a culturally diverse society. The Geneva County School System vision statement is "Achieving Excellence Together". The district leaders, school leaders, teachers, and staff believe that this is the guiding principle of the school system. The district involves community stakeholders such as community leaders, board members, teachers, students and parents in the development and execution of the district's vision and mission.

The Geneva County School System offers our students the opportunity to enroll in a variety of courses including advanced placement courses, dual enrollment courses, such as aviation classes that are offered in partnership with Enterprise State Community College-Ozark Aviation Campus. We offer Alabama Connecting Classrooms, Educators, and Students Statewide Courses (ACCESS) as a means of credit recovery as well as an opportunity to enroll in advanced classes that are not offered. Additionally, ACCESS is used for curriculum enrichment by allowing students to enroll in classes that would ordinarily be unavailable in a rural school district.

The Geneva County School System draws its strength from a caring faculty, supportive parents, and students who Geneva County Board of Education AdvancED Standards Assessment Report Page 6 of 64 are curious about learning. The faculty works very hard to provide students with the best education possible with limited resources. The Geneva County System curriculum is aligned with current local, state and national standards in a meaningful way to ensure that our students are life-long, twenty-first century learners. The Geneva County School System offers a variety of athletic, academic, and fine arts programs in an effort to broaden our students' learning experiences. We have had many students in recent years to receive academic, athletic, choral music, and drama scholarships. The district employs three full-time marching band instructors in each of the high schools. Geneva County Elementary School has been awarded a grant for a part-time art teacher. The Geneva County School district supports a very active drama department. The Slocomb High School drama department performs two productions each year. Art is also offered both semesters at Slocomb High School. The choral music department at Slocomb High School and Geneva County High School participates in state and local competitions annually. Active service clubs are present in each high school. Students are given an opportunity to work in the community and perform volunteer service work in order to fulfill their club requirements. Our Future Farmers of America programs are some of the most successful in the state, winning numerous awards with many students having held district and state offices.

The Geneva County School District has many needs; most of these involving funding. The district has lost many faculty and staff units over the last several years. Although great sacrifice has taken place to provide for the needs of the students, refilling these positions is a high priority. Our district has many capital project needs: such as air conditioning upgrades at the high schools, county-wide electrical upgrades, gymnasium and auditorium renovations, Slocumb High School classroom additions, county-wide fire suppression systems, construction of a new bus maintenance facility, renovation of career technology facilities, and county-wide flooring upgrades.

System's Purpose

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

The vision of the Geneva County Schools System is "Achieving Excellence Together."

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

Geneva County has embodied our purpose by reevaluating each school's safety plan and uploading those plans into the state's Virtual Alabama which provides first responders with necessary information about each school. The county also provides a variety of courses through local classes, dual enrollment, and ACCESS classes. While the district holds teachers and students accountable for learning, there is also a realization that all stakeholders have a responsibility in that making sure that each student is equipped with everything needed to become a successful, productive citizen; therefore, we must all work as a together to ensure success.

Notable Achievements and Areas of Improvement

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

Geneva County obtained Advanc-Ed District-wide Accreditation in 2011. All Geneva County elementary schools have received the Healthier US School Challenge Award from the United States Department of Agriculture. The district has also been awarded several grants from various organizations.

The district has appointed instructional coaches to work with all schools within the district where they coach teachers on best practices and model implementing new strategies/standards within their classrooms.

Within the next three years, Geneva County aims to increase student achievement, recruit highly qualified applicants, use data to drive instruction, and to increase graduation rates.

The district has started several Capital Improvement Project that will increase classroom availability, decrease safety concerns among stakeholders, and improve flow of facilities.

Additional Information

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

NA

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.

Continuous Improvement Plan:

Geneva County Schools value the input of all stakeholders in the continuous improvement process. Each school hosts a "Back to School Night" at the beginning of the year where important information is disseminated and opportunities for community involvement is pursued. The schools hold a variety of other meetings throughout the year. When the ACIP teams from each school began to meet, they invited parents, students, teachers, and community members to have input as to the direction that they feel our schools should take. Community members are notified of upcoming events through message boards, SchoolCast announcements, school website messages, social media, and notices sent home with the students.

Technology Plan:

The technology team members are a varied group and tend to be representatives of each school, campus, and town in our District's representation area. Team members were selected because they have a "finger on the pulse" of technology needs, usage, requirements, and other areas pertinent to the creation of a successful yet feasible technology plan.

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

Faculty, staff, parents, and students were all involved in the development of the improvement process. Parents, stakeholders, faculty / staff, and students all took surveys or attended meetings to give their perception of strengths and weaknesses of the school and district. Faculty and staff developed goals, objectives, and strategies that would address academic concerns. When applicable, teams conferred to decide what financial resources would be needed to help attain those goals.

The Tech-team members are:

Becky Birdsong, Superintendent

Barbara Greathouse, Curriculum

Danielle Scrimsher, Instructional Technology Specialist

Amanda Sanders, Business Tech. Teacher at Samson High School

Justin Deffinbaugh, IT Coordinator

The ACIP team members are:

Jennifer Faulk, CSFO

Ralph Riley, Federal Programs

Becky Birdsong, Superintendent

Ashley Sanders, Principal

Trish Jackson, Counselor

Ellen Lett, Parent

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Barbara Greathouse, Curriculum Coordinator

Latrissa Sims, Teacher

Felicia Johnson, Special Education Teacher

Danielle Scrimsher, Instructional Technology Specialist

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

Continuous Improvement Plan:

The Assist Continuous Improvement Plan is posted on all school and county websites, as well as a hard copy that is kept at the school office, the school library, and the county office.

Technology:

The District Technology Plan is disseminated through both being posted in the technology section of the district's website, and also available in hard copy form kept at central office.

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		GCES Surveys GCMS Surveys GCHS Surveys SLES Surveys SES Surveys SLMS Surveys

Evaluative Criteria and Rubrics

Overall Rating: 2.5

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

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

Areas of Notable Achievement

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

The highest scores received for satisfaction were in the area of resources and support systems. The safe learning environment of the schools gained approval from parents. In addition, the area of teaching and assessing for learning gained approval by supporting students with adult advocates.

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

An area that is showing a trend in stakeholder satisfaction is in the school's ability to report student scores on standardized test in a clear and understandable manner.

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

These findings stated were consistent with Title 1 Parent Surveys.

Areas in Need of Improvement

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

The area of lowest approval comes within the area knowing the school's academic goals and how to be involved.

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

There continues to be a trend in decreasing stakeholder involvement in schools throughout the district.

What are the implications for these stakeholder perceptions?

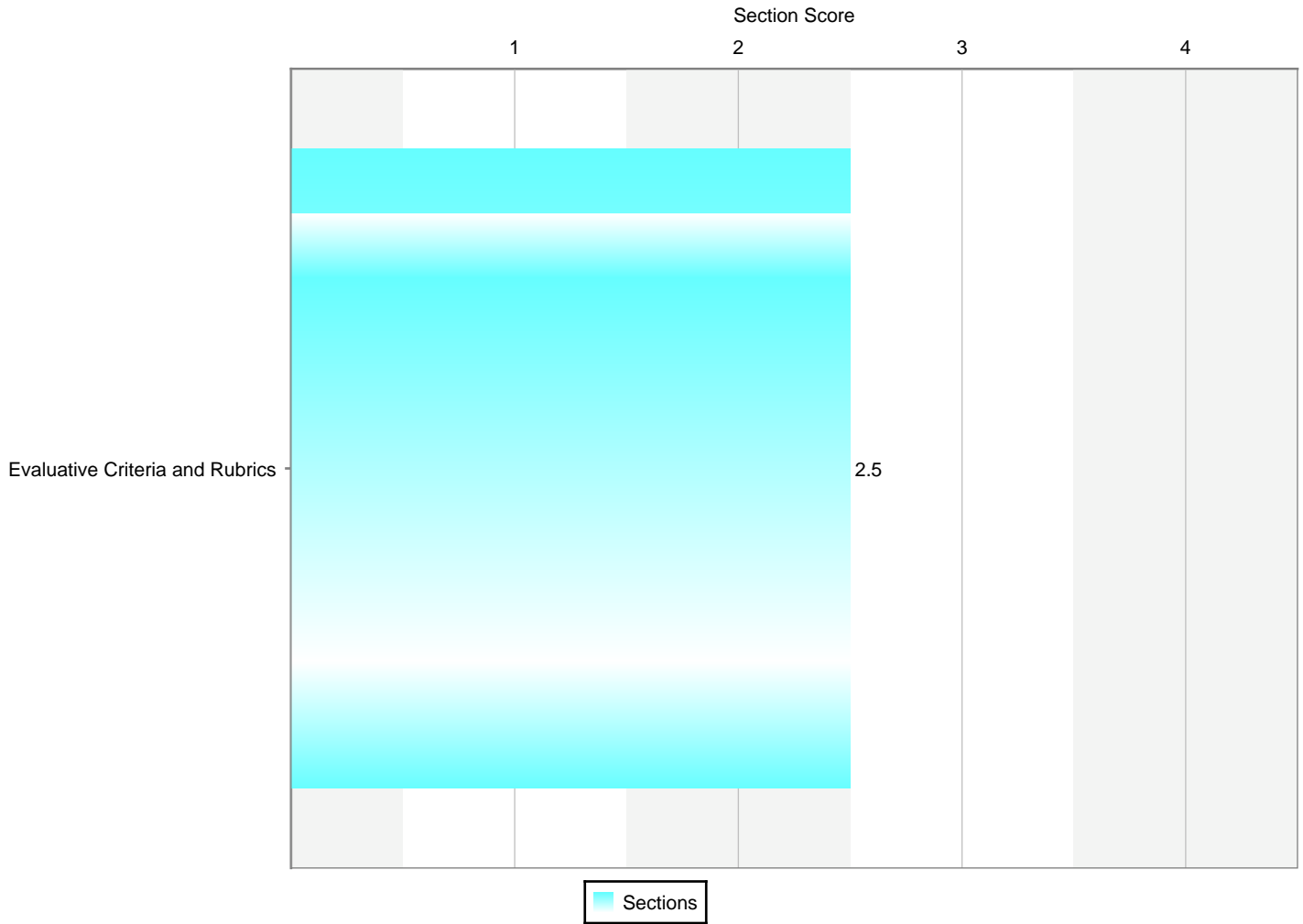
Reduced test scores and community disconnect.

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

Low parental involvement is evident through lack of parent conferences, PTO attendance, and school volunteers.

Report Summary

Scores By Section



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		Data Document 1 Data Document 2

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Areas that are above the State expected levels of performance are as follows:

3 Grade Math @ 57%

4 Grade Math @ 48%

6 Grade Math @ 48%

7 Grade Reading @ 43%

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

Reading in grades 3-6 and 8th grades shows an upward trend in performance based on state testing data.

Which area(s) indicate the overall highest performance?

Geneva County's highest overall percentage is in 3rd and 4th Grade Math where 57% of 3rd grade students scored proficient and 48% of 4th and 6th grade students scored proficient.

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

Disaggregated data has not been released by the SDE.

Between which subgroups is the achievement gap closing?

Disaggregated data has not been released by the SDE.

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

All findings are consistent with other data sources.

Areas in Need of Improvement

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

The following areas are below the state average:

5-6 Reading Scores

7-8 Grade Math

10 Grade English, Reading, Writing, Science and Math

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

The graduation rate showed a negative trend from the 2014-2015 academic year. Graduation rate is reported a year in arrears.

Which area(s) indicate the overall lowest performance?

Scores within 10th Grade math were the area of lowest performance.

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

Disaggregated data has not been released by the SDE.

Between which subgroups is the achievement gap becoming greater?

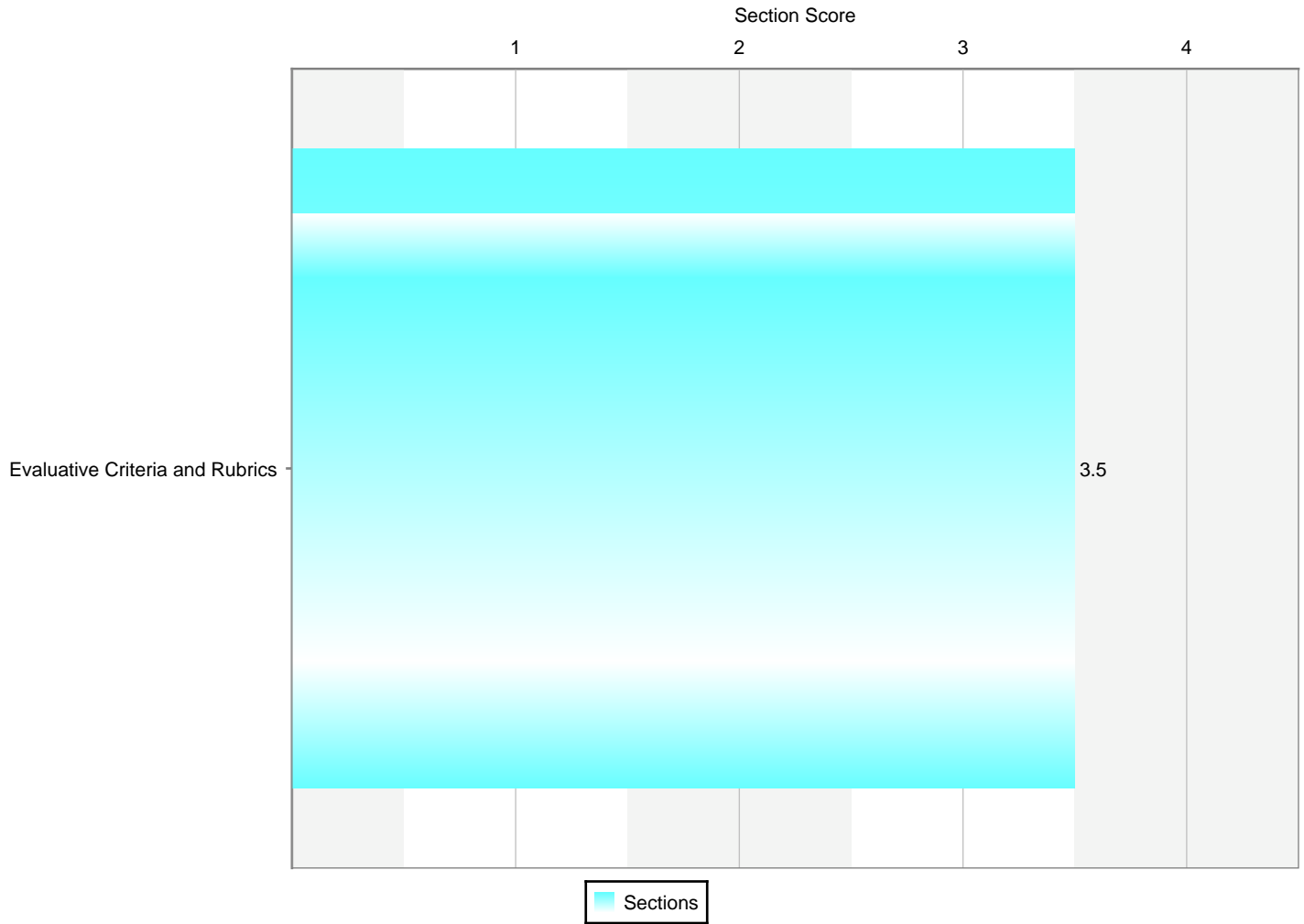
Disaggregated data has not been released by the SDE.

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

All findings were consistent with data sources.

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		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	Equal Opportunity

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

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

2016-2017 ACIP Plan

Overview

Plan Name

2016-2017 ACIP Plan

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	16-17 Reading Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	16-17 Math Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: 16-17 Reading Goal

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the ability to comprehend grade level texts in Reading by 05/26/2017 as measured by the average number of students scoring proficient on the appropriate subtest of the ACT Aspire .

Strategy 1:

ARI - training - All K-8 literacy teachers will receive training on the Alabama Reading Initiatives research-based approach to teaching reading. Regional Support ARI personnel will train a team of teachers on the strategies from the ARI teaching format/style. Those teachers will in turn train their schools on how to successfully implement the ARI teaching format/style.

Category:

Research Cited: http://web.alsde.edu/general/STATE_LITERACY_PLAN.pdf

Activity - Depth of Knowledge Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on asking higher order thinking questions. Schools: Geneva County Elementary School, Samson Elementary School, Slocomb Elementary School	Academic Support Program	09/30/2016	05/26/2017	\$0	No Funding Required	ARI coaches, building coaches, teachers

Goal 2: 16-17 Math Goal

Measurable Objective 1:

A 3% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in grade level appropriate procedures and application in Mathematics by 05/26/2016 as measured by an average increase in student performance based on the appropriate subtest of the ACT Aspire.

Strategy 1:

Best Practice - Teachers will be trained in best practices that will help the teachers to better implement mathematical practices alongside Alabama College and Career Readiness Standards.

Category:

Research Cited: TIMMS research

Activity - ACT Aspire Interim Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACT Interim assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/07/2016	05/26/2017	\$0	Title I Schoolwide	Teachers, Guidance Counselors, Principals
Schools: All Schools						

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
ACT Aspire Interim Testing	ACT Interim assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/07/2016	05/26/2017	\$0	Teachers, Guidance Counselors, Principals
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Depth of Knowledge Training	Teachers will be trained on asking higher order thinking questions.	Academic Support Program	09/30/2016	05/26/2017	\$0	ARI coaches, building coaches, teachers
Total					\$0	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Aspire Interim Testing	ACT Interim assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/07/2016	05/26/2017	\$0	Teachers, Guidance Counselors, Principals
Total					\$0	

Slocomb Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Depth of Knowledge Training	Teachers will be trained on asking higher order thinking questions.	Academic Support Program	09/30/2016	05/26/2017	\$0	ARI coaches, building coaches, teachers
Total					\$0	

Samson Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Depth of Knowledge Training	Teachers will be trained on asking higher order thinking questions.	Academic Support Program	09/30/2016	05/26/2017	\$0	ARI coaches, building coaches, teachers
Total					\$0	

Geneva County Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Depth of Knowledge Training	Teachers will be trained on asking higher order thinking questions.	Academic Support Program	09/30/2016	05/26/2017	\$0	ARI coaches, building coaches, teachers
					Total	\$0