



ACIP

Samson Elementary School

Geneva County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Samson Elementary School (SES) is located in Geneva County. It is part of the Dothan, Alabama Metropolitan Statistical Area. According to the 2010 census the population is 1,923 residents, down from 2,071 in 2000. This community has survived several natural disasters, such as storms, flooding, tornadoes and hurricanes. Because Samson, AL is classified as a high concentration area of impoverished residents, poverty remains the greatest challenge to conquer. Geneva County Schools, in addition to the town of Samson, serves the following townships: Hartford and Slocomb. Samson Elementary School has a teaching staff of twenty-seven, all whom are highly-qualified. To date, Samson Elementary student enrollment has reached 320 students. Our student population consists of 72% White, 11% Hispanic, 8% African-American and 6% Multi-racial. Eighty-one (81) percent of the elementary population receives free and reduced lunch. We are recognized as a Title I educational organization. Albeit the county has faced declined enrollment and financial difficulties in recent years, Samson Elementary School has continued to offer enrichment programs and supported community athletic opportunities and clubs such as Girl Scouts and 4H. Our community members have committed talents and time to support Samson Elementary School in times of need. The "small town feel" is a unique characteristic that has developed a sense of family in addition to being recognized as an educational institution.

School's Purpose

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

The mission of Samson Elementary School is to establish a pleasant, safe environment; provide a challenging curriculum implemented by a highly qualified staff supported by family, business, and community in order to encourage and promote successful student performance. The staff is dedicated to meet the unique and individual needs of every student. Our goal is to promote and enhance the education of all students. Teachers meet on a regular basis in Professional Learning Committees to plan and provide equality in our curriculum. Teachers adhere to a rigorous curriculum; striving to meet the adopted Alabama College and Career Ready Standards (CCRS), including Alabama Extended standards. We are committed to building and sustaining the desire to learn for our young students, as their knowledge and skills follow them throughout life. Our commitment is displayed through programs offered at Samson Elementary School. Students are enriched through civic assemblies, after school tutoring programs, Family Reading Night, Book Fairs and through associations with the Girl Scouts of America. Students have an opportunity to develop leadership skills through the Elementary Student Council.

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.

Third grade reading and mathematics score were above expected level of performances.

As demonstrate by the ACT Aspire, third grade scored 66% in the area of mathematics, which surpassed the national average and all schools within Geneva County.

As demonstrate by the ACT Aspire, third grade scored 42% in the area of reading, which is within three percent of the national average and was the highest performance score in Geneva County.

Samson Elementary reported several positive trends when analysis the 2016 findings.

As demonstrated by the ACT, Aspire grades 3 and 4 are showing a steady increase of student performance in the area of reading and mathematics. This trend began with the implementation of the Act Aspire 2014. According to the ACT Aspire Student Growth Percentiles: Supplemental School Report, Grades 4 to 5 demonstrated a target gain of 2.2 in the area of Science. This performance is recognized as a positive difference of 0.6; recognized as within range of target, according to the national average.

Highest performances as demonstrate by the ACT Aspire, third grade scored 66% in the area of mathematics, which surpassed the national average and all schools within Geneva County, Upon further investigation, it can be expressed as 61% "ready" and 5% "exceeded" the minimum proficiency levels. According to the 2016 ACT findings, Grade 3 to 4 is projected to continue to demonstrate positive growth, especially in the areas of mathematics.

As demonstrated by the 2014, 2015, and 2016 ACT Aspire results, the special population group remains the subgroup which shows a trend of progression; however, it is modest compared to remaining subgroups.

Additional Information

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

Samson Elementary is committed to providing for the needs of all students. We accommodate the various modalities and pace of our students in a variety of ways. We have a fully developed Response to Intervention (RtI) program which addresses Tier I, II, and III students. We have a newly implemented core curriculum at our Tier 1 level, which includes a highly qualified teacher, 90 minute literacy block and intervention blocks. Universal screeners and a multitude of assessments (STAR, Bright Strides, DIBELsNext, IStation, ACT Interim Assessments) are administered to identify students' needs meeting grade level expectations. Those identified are provided Tier II through the Title I Reading and Math program to promote and increase in rate of improvement. Some students may only require targeted intervention with skill work in class, while others require more intensive intervention in a pull-out environment. Our school uses Reading Wonder Works, IStation and Bright Strides to target memory, attention and sequencing. Tier II students are progressed monitored bi-monthly to assess growth. Our Problem Solving Team (PST) meets monthly to determine if students' individual goals and programming require amendments or if the programs offered are providing quality education which promotes success.

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.

Every teacher has been involved in the development of Samson Elementary School's Improvement Plan. All teachers met recently to update goals, objectives and strategies. The goals and objectives are based on the previous school years summative assessments coupled with initial progress monitoring results from the current school year to include rate of improvement or regression of skills over summer break. Using the student data profile, the teachers, staff and parents create Samson's School Continuous Improvement Plan.

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

General education, resource educators and administration develop goals, objectives and strategies in subject area teams. Samson Elementary School's Improvement Team reviews the goals and strategies and makes revisions accordingly, including parental input. The team enters the plan into Assist website by completing the narratives. The school board reviews and approves the plan.

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

The Improvement Plan is posted on the Geneva County Schools and Samson Elementary School websites. Teachers store a virtual copy on their "teacher iPad" and teacher desktop computer. A hardcopy will be available for parents to access in the office.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	All assessments are state mandated. Training on administration and security procedures is provided prior to testing. Unless stated differently in their IEP, all students are administrated the state test. (ACT Aspire- grades 3-5 & DIBELSNext K-2). All instruction at SES, both in regular classroom instruction and in tiered instruction is supported by a researched-based curriculum and based on the College and Career Ready Standards. Tiered instruction is provided by the general education & resource teachers, and Title I cert. Instructional tutor, which is based on high priority curricular needs.	2015~2016 SES Student Performance Document

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

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

Areas of Notable Achievement

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

As demonstrated by the ACT Aspire, third grade scored 66% in the area of mathematics, which surpassed the national average and all schools within Geneva County,

As demonstrated by the ACT Aspire, third grade scored 42% in the area of reading, which is within three percent of the national average and was the highest performance score in Geneva County,

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

As demonstrated by the ACT, Aspire grades 3 and 4 are showing a steady increase of student performance in the area of reading and mathematics. This trend began with the implementation of the Act Aspire 2014. According to the ACT Aspire Student Growth Percentiles: Supplemental School Report, Grades 4 to 5 demonstrated a target gain of 2.2 in the area of Science. This performance is recognized as a positive difference of 0.6; recognized as within range of target.

Which area(s) indicate the overall highest performance?

As demonstrated by the ACT Aspire, third grade scored 66% in the area of mathematics, which surpassed the national average and all schools within Geneva County, Upon further investigation, it can be expressed as 61% "ready" and 5% "exceeded" the minimum proficiency levels. According to the 2016 ACT findings, Grade 3 to 4 is projected to continue to demonstrate positive growth, especially in the areas of mathematics.

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

As demonstrated by the 2014, 2015 ,and 2016 ACT Aspire results, the special population group remains the subgroup which shows a trend of progression; however, it is modest compared to remaining subgroups.

Between which subgroups is the achievement gap closing?

As demonstrated by the 2016 ACT Aspire and previous state administrated testing (grades 3-5) shows a noticeable decline is evident in white female subgroup as documented in third grade mathematics.

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

As previously stated in the 2015 ACT Aspire results and the results from Istation and Global Scholar correlated with 2016 findings.

Areas in Need of Improvement

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

According to the ACT Aspire Student Growth Percentile: Supplement School Report, SES students are 'significantly below target' in the area reading. Grades 3 to 4 were considered 'within range of target' in the area of Science, while grade 3 to 4 remained 'significantly below target'. In the area of mathematics grades 3 to 4 were considered 'significantly below target', while grade 4 to 5 performed 'within range of target'.

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

Albeit, 3rd to 4th grade students and 4th to 5th grade students of Samson Elementary are showing a positive growth according to target gains in the area of mathematics (3.1, 2.5, respectively), the gain interpretation continues to show a trend considered 'significantly below target' (-2.5,-2.0).

Albeit, 3rd to 4th grade students of Samson Elementary are showing a positive growth according to target gains in the area of Reading (2.8), the gain interpretation continues to show a trend considered 'significantly below target' (-1.6).

Albeit, 3rd to 4th grade students of Samson Elementary are showing a positive growth according to target gains in the area of Science (3.3), the gain interpretation continues to show a trend considered 'significantly below target' (-1.9).

Which area(s) indicate the overall lowest performance?

When considering the student growth/learning gains, 3rd to 4th grade students of Samson Elementary demonstrated the overall lowest performance in the area of mathematics. The difference between the mean gain score and the national average produced a gain interpretation that continues to show a negative trend recognized as 'significantly below target' (-2.5).

When considering the student growth/learning gains, 4th to 5th grade students of Samson Elementary demonstrated the low performance in the area of mathematics. The difference between the mean gain score and the national average produced a gain interpretation that continues to show a negative trend recognized as 'significantly below target' (-2.0). This poor performance was evident in 4th to 5th reading scores, as well. (The 5th grade reading group had 28% to benchmark in years 2014 & 2015 and 22% benchmark in 2016.

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

As demonstrated by the ACT Aspire results (Grades 3-5), the fifth grade white males continues to show a negative trend toward stagnate or decreasing performances in the areas of reading and mathematics. DIBELS Next assessment results (Grades K-2) do not report subgroup data.

Between which subgroups is the achievement gap becoming greater?

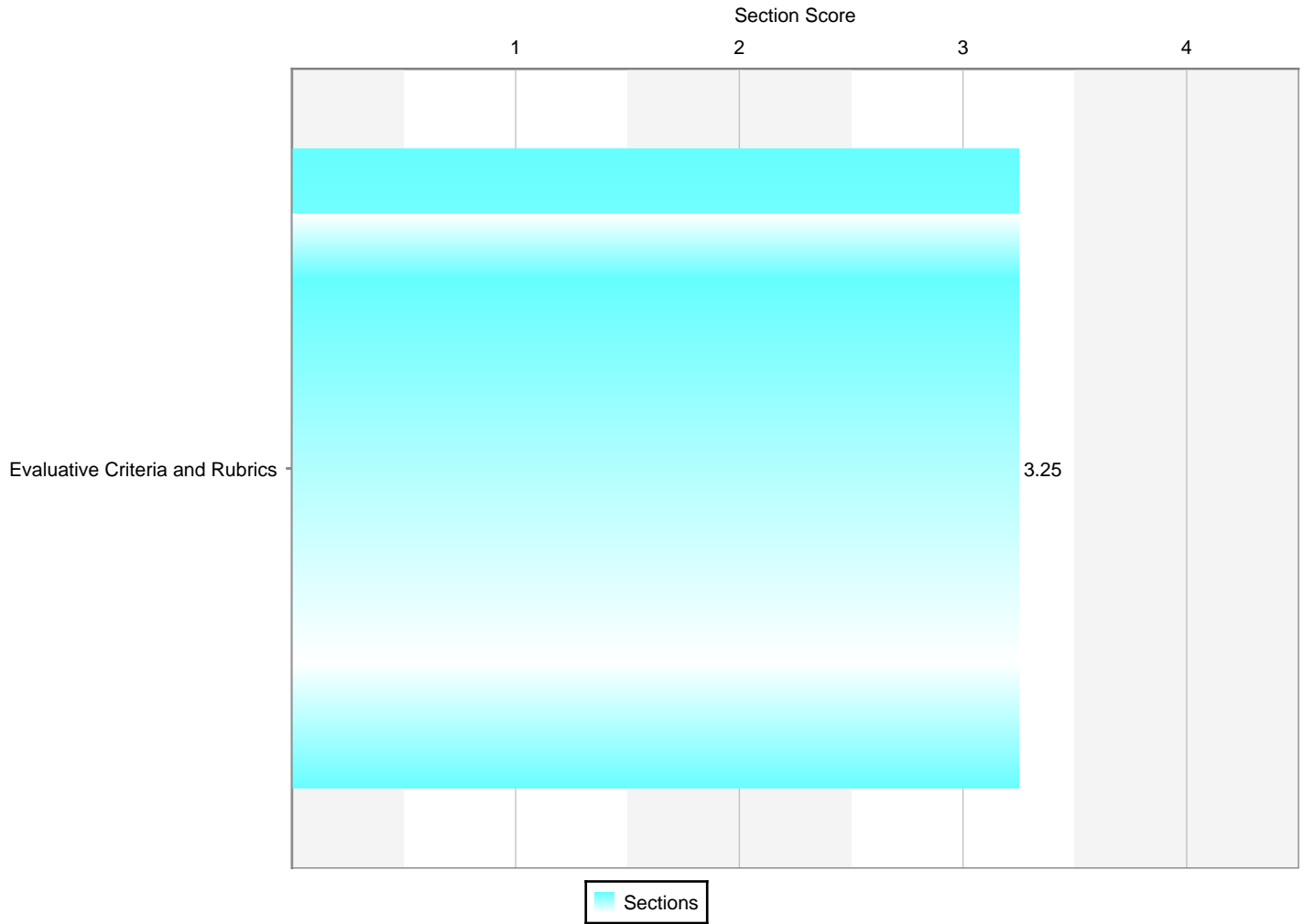
As demonstrated by the ACT Aspire results (Grades 3-5), special population scores fall below the national average. This is a developing trend. The DIBELS Next assessment results (K-2) do not report subgroup data.

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

After careful analysis of specific progress monitoring [PM] tools (including the consideration of special population performances) assigned to specific grade levels, it is noted (as of to date) those subgroups require intensive instruction as a result of weekly/monthly PM data analysis.

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	2016/2017 SES Title I Committee	SES 2016-2017 Title I Committee

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	GCS Equal Opportunity Policy	Equal Opportunity-GCS

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

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

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	2016-2017 SES School-Parent Compact	2016-2017 SES School-Parent Compact

16~17 ACIP Goals

Overview

Plan Name

16~17 ACIP Goals

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	By 5/26/2017, 75% of Kindergarten, 1st and 2nd grade students will increase their 'DIBELS Next' End of the Year (EOY) individual performance score(s) in targeted subtest(s) recognized as benchmark (prerequisite for promotion).	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	By 5/25/2017, teachers or whose data indicates stagnation &/or regression of skills eliciting a need for an amendment of instructional presentation to increase students' rate of improvement (ROI) or by teacher's request will receive coaching/PD.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	By 5/25/2017, 3rd grade students will increase their (Spring 2017) Act Aspire individual performance score by 1% or greater in the area of mathematics while grades 4 & 5 will show, at minimum, an increase of 3% and 4% respectfully.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	By 5/26/2017, 3rd-5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: By 5/26/2017, 75% of Kindergarten, 1st and 2nd grade students will increase their ‘DIBELS Next’ End of the Year (EOY) individual performance score(s) in targeted subtest(s) recognized as benchmark (prerequisite for promotion).

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will demonstrate a proficiency for expected grade level performance correlated to the documented benchmark for the administration date in Reading by 05/25/2017 as measured by DIBELS Next.

Strategy 1:

Explicit Instruction - Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and tiered instruction in the area of reading.

Category: Other - Explicit Reading Instruction

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

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General education teachers will utilize most recent formative assessment results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0	Title I Schoolwide	General education in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Goal 2: By 5/25/2017, teachers or whose data indicates stagnation &/or regression of skills eliciting a need for an amendment of instructional presentation to increase students' rate of improvement (ROI) or by teacher’s request will receive coaching/PD.

Measurable Objective 1:

collaborate to receive coaching which include, but not limited to, demonstrations, observations and reflections to improve student teaching practices of individualized, strategic Tier/whole group lessons by 05/25/2017 as measured by the increase of student performances of formative assessments and classroom performances.

Strategy 1:

Professional Development - Teachers will receive on-going professional developments to enrich their teaching practices promoting improvement in academic performances. Professional developments will include, but not limited to, the following topics and descriptions:

- 1) ACT Interim Training: Reading/Interpreting Reports & planning according to results.
- 2) Turnaround Trainings throughout 2016/2017 school term in the areas of technology, mathematics, reading & science. (Most recent included an understanding of the preceding a subsequent grade levels to develop a sense of importance for mastery of skills before promoting students.)
- 3) Curriculum Mapping Guidance-(i.e. experience in Backwards Planning)
- 4) ARI refresher and module training

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano, R.J., Walters, T. McNulty, B.A. (2005) School Leadership that works from research to results, Alexandria, VA: Association for Supervision and Curriculum.

Sweeny, D. (2011). Student-Centered Coaching: A Guide for K-8 Coaches and Principals.

Activity - Walk Throughs/Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and review of progress monitoring results.	Academic Support Program	08/05/2016	05/25/2017	\$0	Title I Schoolwide	Instructional Coach, Principal and GCS Curriculum Specialist are responsible for the implementation of said activity.

Goal 3: By 5/25/2017, 3rd grade students will increase their (Spring 2017) Act Aspire individual performance score by 1% or greater in the area of mathematics while grades 4 & 5 will show, at minimum, an increase of 3% and 4% respectfully.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency /mastery (80% or greater accuracy) of mathematics skills prior to a new skill requiring prerequisite knowledge is introduced in Mathematics by 05/25/2017 as measured by formative assessments.

Strategy 1:

Explicit Instruction - Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group an/or tiered instruction in the area of mathematics. Manipulatives and increase in fact practice will be some of the strategies offered to increase student performance.

Category: Other - Explicit Instruction

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

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and resource teachers will utilize most recent ACT Aspire scores, classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0	Title I Schoolwide	General education teachers in collaboration with the resource teachers, instructional coaches, and principal will be responsible for the implementation of said activity.

Goal 4: By 5/26/2017, 3rd-5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of reading.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency of expected grade level performance concerning comprehension, fluency and application of targeted skills in reading in Reading by 05/25/2017 as measured by formative assessments.

Strategy 1:

Explicit Instruction - Explicit instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading. Teachers will incorporate the 'Comprehension Tool' strategies in addition to WONDERS and supplement sources.

Category: Other - Explicit Mathematics Instruction

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and new conceptualization of instruction. Elementary School Journal. (Vol. 88), 151-155.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All general education and resource teachers will utilize the most recent ACT Aspire scores, DIBELS Next results(3rd grade only), classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0	Title I Schoolwide	General education teachers in collaboration with resource teachers, instructional coach and principal are responsible for the implementation of said activity.

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
Walk Throughs/Data Analysis	Monitor the implementation of the instructional strategies through walk through and review of progress monitoring results.	Academic Support Program	08/05/2016	05/25/2017	\$0	Instructional Coach, Principal and GCS Curriculum Specialist are responsible for the implementation of said activity.
Data Analysis	General and resource teachers will utilize most recent ACT Aspire scores, classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0	General education teachers in collaboration with the resource teachers, instructional coaches, and principal will be responsible for the implementation of said activity.

ACIP

Samson Elementary School

Data Analysis	General education teachers will utilize most recent formative assessment results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0	General education in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.
Data Analysis	All general education and resource teachers will utilize the most recent ACT Aspire scores, DIBELS Next results(3rd grade only), classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0	General education teachers in collaboration with resource teachers, instructional coach and principal are responsible for the implementation of said activity.
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	Stakeholder Report	Title I Parent Survey

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?

Stakeholder Report reported the highest rating for Standards 1, 4, and 5.

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

Increase in the last three years for Standard 1: Purpose and Direction and Standards 3: Teaching and Assessing for Learning.

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

All the above information are consistent with information provided from other feedback sources.

Areas in Need of Improvement

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

SES lowest approval ranking are for standards 2 & 4. (The scores are above 3.75.)

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

Parental Involvement continues to be an area of concern.

What are the implications for these stakeholder perceptions?

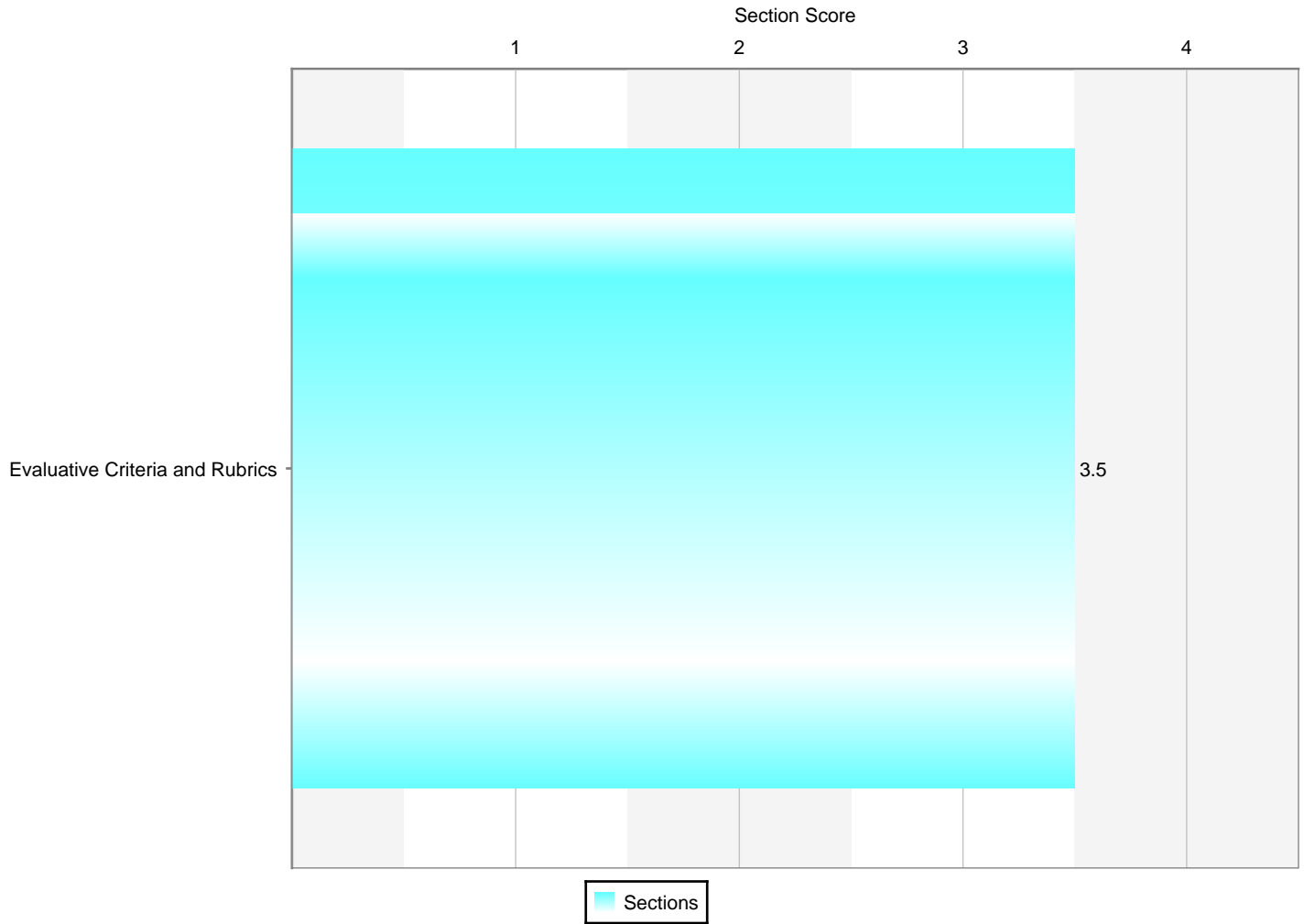
In order to bridge the gap of parental involvement, Samson Elementary must continue to provide multiple means for parents to be involved in their children's education as well as utilizing all available resources to inform parents about these opportunities and encourage them to participate. SES has taken a proactive approach to plan the monthly event for the 2016/2017 school year to give adequate notice for all events.

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

All of the above reported findings are consistent with other feedback sources.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

How was the comprehensive needs assessment conducted? All elementary teachers meet in February and September to review and analyze the data in the School Data Profile. The elementary ACIP Committee reviewed and analyzed the data provided in the Profile. The analysis from the two meetings was combined to complete the needs assessment. Additional data was collected as necessary. This is an annual process.

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

We have a committed, dedicated and highly qualified staff that continuously strives toward improvement using a clearly defined curriculum, professional learning communities, and data driven decision making. Currently, SES displays strengths in the core areas of reading and math. Our K-5 staff has high expectations, and we hold each other and our students to high expectations. We have strong leadership from our administration and teacher leaders. As a professional learning community, we use data to make decisions in every aspect of district, school, and student success. We work rigorously to create personal relationships with students and parents through open and consistent communication. We have a very supportive and close knit community. We are facing decreasing enrollment and revenues. We are experiencing an increase in economically disadvantaged students. We continue to see an academic gap in the progress of these students. We will need to continue to pursue professional development involving the best practice strategies to meet the needs of this population. We have a deficit in the area of writing (including cursive handwriting techniques). We are challenged to continue to provide an excellent learning environment on a limited school budget and time schedule. Everyone has done a great job of using our existing resources to provide as many opportunities as we can under these circumstances. We have been challenged to enrich the curriculum for our highest achieving students. Although we have offered opportunities for parent and community involvement we would benefit from an increase in participation at all levels. We hold Family Book Fair Night (Read with Your Child Night). They are very well received and attended annually. Our parents report on surveys that they are satisfied with our Title I services and the commitment of all of our teachers. They report that they are getting enough information from the school on their children's progress reports and in our newsletters. We continue to try new ideas to increase this involvement.

3. What conclusions were drawn from the results?

All grade levels and subgroups (with the exception of fifth grade math) need to continue making progress to reach readiness or exceeding scores on the ACT Aspire.

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

Overall, parents, teachers, administration and our community are satisfied with the job the school is performing. As educators, we recognize the need to re-evaluate programs and strategies implemented. Our commitment is to remain consistent and intentional with regards to teaching our core curriculum with a primary focus to teach to the standards with individual needs meet

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

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

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

All goals are set based on multiple sources of assessment (DIBELS-Next, STAR Reading and Math, Stride Academy and ACT Interim) The ACIP/Title One Committee reviews data and recognizes trends within and across grade levels to determine where the priority needs exist and how they can best be met.

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

Samson Elementary has a high population of economically disadvantaged students, making us a "School-wide" Title I program. Albeit our school-wide goals are carried out holistically, additional monitoring is conducted for students identified as "at-risk". PST meets once a month to discuss math and reading progress, as well as behavioral concerns. Accommodations and/or prescriptive programming are offered to increase the individual's rate of improvement.

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:

By 5/26/2017, 75% of Kindergarten, 1st and 2nd grade students will increase their 'DIBELs Next' End of the Year (EOY) individual performance score(s) in targeted subtest(s) recognized as benchmark (prerequisite for promotion).

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will demonstrate a proficiency for expected grade level performance correlated to the documented benchmark for the administration date in Reading by 05/25/2017 as measured by DIBELs Next.

Strategy1:

Explicit Instruction - Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and tiered instruction in the area of reading.

Category: Other - Explicit Reading Instruction

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

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers will utilize most recent formative assessment results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Goal 2:

By May 2017, SES will show an increase in students' participation of reading informational texts as measured by the percentage of students taking Accelerated Reading tests from 28% to 33%.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of reading more informational text as compared to 2015. in Reading by 05/12/2017 as measured by End of the Year Accelerator Reading Diagnostic Report .

Strategy1:

Reading Initiative - Samson Elementary students will be afforded opportunities to take Accelerator Reading test based on non-fiction titles. Students will be motivated by a school-wide initiative to celebrate an increase in the amount of non-fiction read compared to other classroom.

Classrooms who read the most will be rewarded and recognized for the achievement.

Category: Other - Reading Information Text Initiative

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

<http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx>

Activity - Monitor Implementation of Geneva County RIT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor Implementation of the Samson Elementary Reading Informational Initiative via walkthroughs and classroom initiative checks	Other	09/01/2016	05/12/2017	\$0 - No Funding Required	Administrator, classroom teachers, Media Specialist

Goal 3:
By 5/25/2017, 3rd grade students will increase their (Spring 2017) Act Aspire individual performance score by 1% or greater in the area of mathematics while grades 4 & 5 will show, at minimum, an increase of 3% and 4% respectively.

Measurable Objective 1:
100% of Third, Fourth and Fifth grade students will demonstrate a proficiency /mastery (80% or greater accuracy) of mathematics skills prior to a new skill requiring prerequisite knowledge is introduced in Mathematics by 05/25/2017 as measured by formative assessments.

Strategy1:
Explicit Instruction - Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group an/or tiered instruction in the area of mathematics. Manipulatives and increase in fact practice will be some of the strategies offered to increase student performance.

Category: Other - Explicit Instruction
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General and resource teachers will utilize most recent ACT Aspire scores, classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the resource teachers, instructional coaches, and principal will be responsible for the implementation of said activity.

Goal 4:
By 5/26/2017, 3rd-5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of reading.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency of expected grade level performance concerning comprehension, fluency and application of targeted skills in reading in Reading by 05/25/2017 as measured by formative assessments.

Strategy1:

Explicit Instruction - Explicit instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading. Teachers will incorporate the 'Comprehension Tool' strategies in addition to WONDERS and supplement sources.

Category: Other - Explicit Mathematics Instruction

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will utilize the most recent ACT Aspire scores, DIBELS Next results(3rd grade only), classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with resource teachers, instructional coach and principal are responsible for the implementation of said activity.

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

Goal 1:

By 5/26/2017, 75% of Kindergarten, 1st and 2nd grade students will increase their 'DIBELS Next' End of the Year (EOY) individual performance score(s) in targeted subtest(s) recognized as benchmark (prerequisite for promotion).

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will demonstrate a proficiency for expected grade level performance correlated to the documented benchmark for the administration date in Reading by 05/25/2017 as measured by DIBELS Next.

Strategy1:

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Goal 2:

By 5/25/2017, teachers or whose data indicates stagnation &/or regression of skills eliciting a need for an amendment of instructional presentation to increase students' rate of improvement (ROI) or by teacher's request will receive coaching/PD.

Measurable Objective 1:

collaborate to receive coaching which include, but not limited to, demonstrations, observations and reflections to improve student teaching practices of individualized, strategic Tier/whole group lessons by 05/25/2017 as measured by the increase of student performances of formative assessments and classroom performances.

Strategy1:

Professional Development - Teachers will receive on-going professional developments to enrich their teaching practices promoting improvement in academic performances. Professional developments will include, but not limited to, the following topics and descriptions:

- 1) ACT Interim Training: Reading/Interpreting Reports & planning according to results.
- 2) Turnaround Trainings throughout 2016/2017 school term in the areas of technology, mathematics, reading & science. (Most recent included an understanding of the preceding a subsequent grade levels to develop a sense of importance for mastery of skills before promoting students.)
- 3) Curriculum Mapping Guidance-(i.e. experience in Backwards Planning)
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Category: Develop/Implement Professional Learning and Support

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Sweeny, D. (2011). Student-Centered Coaching: A Guide for K-8 Coaches and Principals.

Activity - Walk Throughs/Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and review of progress monitoring results.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	Instructional Coach, Principal and GCS Curriculum Specialist are responsible for the implementation of said activity.

Goal 3:

By 5/25/2017, 3rd grade students will increase their (Spring 2017) Act Aspire individual performance score by 1% or greater in the area of mathematics while grades 4 & 5 will show, at minimum, an increase of 3% and 4% respectfully.

Measurable Objective 1:

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Strategy1:

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Goal 4:

By 5/26/2017, 3rd-5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of reading.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency of expected grade level performance concerning comprehension, fluency and application of targeted skills in reading in Reading by 05/25/2017 as measured by formative assessments.

Strategy1:

Explicit Instruction - Explicit instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading. Teachers will incorporate the 'Comprehension Tool' strategies in addition to WONDERS and supplement sources.

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All general education and resource teachers will utilize the most recent ACT Aspire scores, DIBELS Next results(3rd grade only), classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with resource teachers, instructional coach and principal are responsible for the implementation of said activity.

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

Goal 1:

By 5/26/2017, 75% of Kindergarten, 1st and 2nd grade students will increase their 'DIBELS Next' End of the Year (EOY) individual performance score(s) in targeted subtest(s) recognized as benchmark (prerequisite for promotion).

Measurable Objective 1:

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Measurable Objective 1:

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Goal 3:

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ACIP

Samson Elementary School

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Goal 4:

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Measurable Objective 1:

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ACIP

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

Goal 1:

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General and resource teachers will utilize most recent ACT Aspire scores, classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the resource teachers, instructional coaches, and principal will be responsible for the implementation of said activity.

Goal 3:

By 5/26/2017, 3rd-5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of reading.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency of expected grade level performance concerning comprehension, fluency and application of targeted skills in reading in Reading by 05/25/2017 as measured by formative assessments.

Strategy1:

Explicit Instruction - Explicit instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading. Teachers will incorporate the 'Comprehension Tool' strategies in addition to WONDERS and supplement sources.

Category: Other - Explicit Mathematics Instruction

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and new conceptualization of instruction. Elementary School Journal. (Vol. 88), 151-155.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will utilize the most recent ACT Aspire scores, DIBELS Next results(3rd grade only), classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with resource teachers, instructional coach and principal are responsible for the implementation of said activity.

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

Goal 1:

By 5/26/2017, 75% of Kindergarten, 1st and 2nd grade students will increase their 'DIBELS Next' End of the Year (EOY) individual performance score(s) in targeted subtest(s) recognized as benchmark (prerequisite for promotion).

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will demonstrate a proficiency for expected grade level performance correlated to the documented benchmark for the administration date in Reading by 05/25/2017 as measured by DIBELS Next.

Strategy1:

Explicit Instruction - Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and tiered instruction in the area of reading.

Category: Other - Explicit Reading Instruction

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

ACIP

Samson Elementary School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers will utilize most recent formative assessment results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Goal 2:

By 5/25/2017, 3rd grade students will increase their (Spring 2017) Act Aspire individual performance score by 1% or greater in the area of mathematics while grades 4 & 5 will show, at minimum, an increase of 3% and 4% respectfully.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency /mastery (80% or greater accuracy) of mathematics skills prior to a new skill requiring prerequisite knowledge is introduced in Mathematics by 05/25/2017 as measured by formative assessments.

Strategy1:

Explicit Instruction - Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group an/or tiered instruction in the area of mathematics. Manipulatives and increase in fact practice will be some of the strategies offered to increase student performance.

Category: Other - Explicit Instruction

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

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General and resource teachers will utilize most recent ACT Aspire scores, classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the resource teachers, instructional coaches, and principal will be responsible for the implementation of said activity.

Goal 3:

By 5/26/2017, 3rd-5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of reading.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency of expected grade level performance concerning comprehension, fluency and application of targeted skills in reading in Reading by 05/25/2017 as measured by formative assessments.

Strategy1:

Explicit Instruction - Explicit instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading. Teachers will incorporate the 'Comprehension Tool' strategies in addition to WONDERS and supplement sources.

Category: Other - Explicit Mathematics Instruction

Research Cited: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and new conceptualization of instruction. Elementary School Journal. (Vol. 88), 151-155.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will utilize the most recent ACT Aspire scores, DIBELS Next results(3rd grade only), classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with resource teachers, instructional coach and principal are responsible for the implementation of said activity.

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

Goal 1:

By 5/26/2017, 75% of Kindergarten, 1st and 2nd grade students will increase their 'DIBELS Next' End of the Year (EOY) individual performance score(s) in targeted subtest(s) recognized as benchmark (prerequisite for promotion).

Measurable Objective 1:

75% of Kindergarten, First and Second grade students will demonstrate a proficiency for expected grade level performance correlated to the documented benchmark for the administration date in Reading by 05/25/2017 as measured by DIBELS Next.

Strategy1:

Explicit Instruction - Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and tiered instruction in the area of reading.

Category: Other - Explicit Reading Instruction

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

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teachers will utilize most recent formative assessment results, classroom performances and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education in collaboration with special education teachers, instructional coach and principal are responsible for the implementation of said activity.

Goal 2:

By 5/25/2017, 3rd grade students will increase their (Spring 2017) Act Aspire individual performance score by 1% or greater in the area of mathematics while grades 4 & 5 will show, at minimum, an increase of 3% and 4% respectfully.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency /mastery (80% or greater accuracy) of mathematics skills prior to a new skill requiring prerequisite knowledge is introduced in Mathematics by 05/25/2017 as measured by formative assessments.

Strategy1:

Explicit Instruction - Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics. Manipulatives and increase in fact practice will be some of the strategies offered to increase student performance.

Category: Other - Explicit Instruction

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General and resource teachers will utilize most recent ACT Aspire scores, classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with the resource teachers, instructional coaches, and principal will be responsible for the implementation of said activity.

Goal 3:

By 5/26/2017, 3rd-5th grade students will increase their (Spring 2017) Act Aspire individual performance score by 3% or greater in the area of reading.

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency of expected grade level performance concerning comprehension, fluency and application of targeted skills in reading in Reading by 05/25/2017 as measured by formative assessments.

Strategy1:

Explicit Instruction - Explicit instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading. Teachers will incorporate the 'Comprehension Tool' strategies in addition to WONDERS and supplement sources.

Category: Other - Explicit Mathematics Instruction

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All general education and resource teachers will utilize the most recent ACT Aspire scores, DIBELS Next results(3rd grade only), classroom performances, and current progress monitoring results to drive instruction.	Academic Support Program	08/05/2016	05/25/2017	\$0 - Title I Schoolwide	General education teachers in collaboration with resource teachers, instructional coach and principal are responsible for the implementation of said activity.

Component 3: Instruction by Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All teacher are considered highly qualified.	

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

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

Component 4: Strategies to Attract Qualified Teachers

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

There is little or no turnover at Samson Elementary. Two teachers left at the end of 2015/2016 school term. The Elementary School principal accepted a three year contract beginning 6/1/2015.

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

All certified personnel meet the definition of Highly Qualified with educational degrees and certification. There is an average of 11 year of experience throughout the faculty.

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

Samson Elementary does not have a problem with teacher turnover. We post new positions early to make sure that the highest quality teachers are available. In addition to local advertisements, positions are posted on the Teach in Alabama website.

Component 5: High Quality and Ongoing Professional Development

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

Each faculty member completes a Professional Learning Plan through EducateAlabama. Teachers will attend workshops and trainings in accordance with their individual plans. Workshop opportunities will be posted as they become available and information gained during attendance will be shared with peers. Training in scientific research based programs and methods will be provided to faculty and staff members during in-service days, during the summer, and as needed during the school year based on academic standards and student needs. The principal and instructional coach are participating in the 2016 ARI Professional Learning Community. Teachers are participating in ongoing professional development for the reading series, Wonders Reading, AMSTI Science, Envision Math and Engage NY.

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

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

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

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

All novice teachers are assigned a mentor at the beginning of each school year. They meet at least monthly to discuss classroom strategies involving academic and behavioral issues.

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

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

Component 6: Transition Strategies

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

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

Component 7: Teacher Participation in Making Assessment Decisions

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

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

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

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

Samson Elementary is committed to providing for the needs of all students. We accommodate the various modalities and pace of our students in a variety of ways. We have a fully developed Response to Intervention (RtI) program which addresses Tier I, II, and III students. We have a newly implemented core curriculum at our Tier 1 level, which includes a highly qualified teacher, 90 minute literacy block and intervention blocks. Universal screeners and a multitude of assessments (STAR, Stride Academy, ACT Interim and DIBELSNext) are administered to identify students' needs meeting grade level expectations. Those identified are provided Tier II through the Title I Reading and Math program to promote and increase in rate of improvement. Some students may only require targeted intervention with skill work in class, while others require more intensive intervention in a pull-out environment. SES implements Reading WonderWorks, Stride Academy, Connected Math Concepts, and Stairway to Reading, etc. to target skills deficient. Tier II students are progressed monitored bi-monthly to assess growth. Our Problem Solving Team (PST) meets monthly to determine if students' individual goals and programming require amendments or if the programs offered are providing quality education which promotes success.

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

Those identified are provided Tier II through the Title I Reading and Math program to promote and increase in rate of improvement. Some students may only require targeted intervention with skill work in class, while others require more intensive intervention in a pull-out environment. SES implements Reading WonderWorks, Stride Academy, Connected Math Concepts, Action Reading and Stairway to Reading, etc. to target skills deficient.

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

Students receive whole group (Tier I) instruction on a daily basis. For identified at-risk students, additional instruction in a Tier II and /or Tier II group is provided. In some instances, our master schedule makes allowances for specific at-risk students to receive Tier II and/or Tier III twice daily

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

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

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

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

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

N/A

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

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

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

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

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

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

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

Component 10: Evaluation

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

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

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

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

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

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

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

The members of the Title I/CIP team meet throughout the year to discuss implementation and progress of the plan. Surveys are completed by parents, students, and staff members that offer an opportunity for them to provide feedback about our school. There is an annual Title I meeting held in which all parents are invited to attend and aspects of the plan are discussed. Parents are given the opportunity to ask questions at this time as well as provide feedback throughout the year at parent conferences. Samson Elementary continues to focus on student achievement in the areas of reading and mathematics. The percentages were altered to align with the newly adopted State PPGs and AMO formulas(2015).The formula is to reflect the growth over a six year period. The goal for offering guidance from the instructional coach was kept to support the teaching staff throughout the school year in all areas of need.

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

All goals are similar in comparison. The goal for offering guidance from the instructional coach was kept to support the teaching staff throughout the school year in all areas of need.

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

None. All goals are similar in comparison.

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	1.75	16.95	813,918.08
Administrator Units	1.00	1	70,608.15
Assistant Principal	0.00	0	0.00
Counselor	0.50	1	52,232.00
Librarian	1.00	1	51,302.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	3,378.00
Professional Development	0.00	0	1,273.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	8,089.00
Library Enhancement	0.00	0	424.00
Totals			1,001,224.23

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	175748.15

Provide a brief explanation and breakdown of expenses.

In regards to the Title I allocation for the 2016/2017 school year in the amount of \$173,425.30, please see the budget below:

1. \$ 138,450.69 -Salaries & Benefits (calculated by CO)
2. \$ 4,000.00 -Instruction, EQUIP MAINT AGREEMTS (12-5-1100-342-0035-4110-8100-0000)
3. \$ 2,000.00 -SUBSTITUTES (12-5-1100-180-0035-4110-0-1200-000)
4. \$ 18,177.15 -Instruction, STUDENT CLASSRM SUPPP (12-5-1100-411-0035-4110-0-1200-0001)
5. \$ 2,322.85 -Parental Involvement (12-5-2190-413-0035-4110-0-5100-000)
6. \$ 500.00 -INSTRUC/STAFF/DEVELO-REGISTRATION FEES (12-5-2215-623-0035-4110-0-1200-00)
7. \$ 1310.39 -INSTRUC/STAFF/DEVELO-TRAVEL & TRAINING (12-5-2215-380-0015-4110-0-1200-0000)
8. \$ 4,502.00 -INSTRUCTION-SOFTWARE (12-5-1100-414-0035-4110-1200-000)
9. \$ 2,162.25 -INSTRCTION, NON-CAP. COMP. HARDWARE (12-5-1100-495-0035-4110-1200-000)

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Samson Elementary School will conduct a Title I meeting at the beginning of the year to inform parents concerning the requirements of Information will be given to parents that explain the requirements of Title I in regards to our school's participation. Parents will have an opportunity to learn about Samson Elementary being a School Wide Title I school, Highly Qualified teachers and how to request those qualifications in writing, School-Parent Compact, the LEA Parental Involvement Plan, the Title I Plan, and specific discussion about the Continuous Improvement Plan and how it relates to Samson Elementary School. A PowerPoint is used to simplify information.

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.

SES schedules the meetings after work hours to accommodate working parents and 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 GCS' 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. 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. Samson Elementary hosts variety of theme activities, such as Family Reading Nights, Field Day, Thanksgiving Dinner with your child, a variety of day with dad and day with mom activities to encourage increase participation. SES attempts to attract parental involvement by offering grade-level and schoolwide activities, some functions occur during the school day, while others are after school hours. Parents are asked to serve on a Parent Advisory Committee. They will meet three times a year to discuss the plans in the CIP and how the school is reaching the goals stated. Parents will have an opportunity for input on the allocated funds by survey. Any funds allocated for Parental Involvement will be used to increase Parental Involvement at Samson Elementary School. Parental Involvement funds have been used for school magnets/frames that have the school calendar/important dates, postcards, and communication folders.

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

Parents receive information concerning student progress and school programs through regular progress reports, report cards, SchoolCast, parent conferences, newsletters, parent days, PTO meetings, and other parent meetings. Children targeted by Problem Solving Team receive monthly reports concerning interventions and progress. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents child who

have 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. SES uses TransAct to translate materials in other languages.

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

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

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

Parents are invited to attend meetings by postcard and marquee, local digital bank signs, 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 parent conferences, the annual Title I meeting, and through parent surveys. Each Fall, 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 GCS' 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. If a parent is dissatisfied with the ACIP they are suggested to submit a letter to the principal including the parents' name, address, telephone numbers, child's name, and stating the specific nature of their concern. The principal, upon receipt of the letter and within an acceptable time period, will discuss the issues with the parent by telephone, letter, or conference.

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

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

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

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

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 utilize the resources available to them by the following: school website, school newsletters, teacher web pages, and weekly folders. Teachers send text messages using Remind 101 and Class Dojo.

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

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

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

Teachers are encouraged to attend all school functions. Teachers are available to parents at various times. The majority of teachers make themselves available after hours and weekends. The data from parent surveys will be used as a reference to keep open communication between parents and the school.

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

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

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

Parents, grandparents, and family members are welcomed to visit SES throughout the school year. During the first week of school, parents are encouraged to assist in the transition period. In November, Samson Elementary School has a special Thanksgiving Lunch for parents/guardians and grandparents. Parents and Grandparents may choose to eat lunch with their child on any day. Parents have access to INOW and the teachers' web page, which allows them to be well informed of their child's grades and teacher expectations. Samson Elementary holds a Family Reading Night once each quarter so that parents can come and read and with their children and students can take additional AR tests to reach their AR point goals.

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

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

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

SES builds capacity for parental involvement through multiple avenues. They are in part, but not limited to: SchoolCast, monthly newsletters, report cards, progress reports, weekly folders, teacher web pages, social media and school websites. Students in grades 3-5 are also encouraged to have a planner in which they write daily assignments (classwork and homework), as well upcoming events. All literature/communication is sent home in their language, (newsletters, SchoolCast in their language. SES utilities TransAct for translation purposes.

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)

Samson Elementary 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. Samson Elementary 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.

Samson Elementary 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.

