ACIP

Guin Elementary School

Marion County Board of Education

Mr. Josh Weatherly, Principal
P. O. Box 10
7980 U S Hwy 43
Guin, AL 35563

TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Student Performance Diagnostic

2017-2018 ACIP Assurances

2017-2018

Stakeholder Feedback Diagnostic

2017-2018 Title I Schoolwide Diagnostic

2017-2018 Coordination of Resources - Comprehensive Budget

2017-2018 Parent and Family Engagement

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?

Guin Elementary School (GES) is a Pre-K -6th Grade school serving two hundred thirty. The city is comprised of two thousand people. The city of Guin also supports the school with giving a half a cent sales tax to the school. The school is located in the northwest corner of Alabama in Marion County. The racial demographics include an overwhelming majority of Caucasian students with the African American racial group being the second most predominant. There are also three Hispanic students and one Indian student. GES is a school-wide Title 1 school with a free and reduced lunch rate of approximately sixty percent. The school faculty includes fourteen classroom teachers, one administrator, half time counselor, full time librarian, one instructional coach, one PE coach, and half time resource teacher. Other personnel include a school nurse, speech pathologist, gifted teacher, and ESL teacher. There are two instructional aides, one interpreter, one school secretary, one custodian, and four lunchroom workers. Notably, there is four non-tenured teachers on staff. The main school building was built in 1938 and an annex was later added in 1970. In addition to the two main buildings, the school campus also includes a gymnasium, Pre-K building, and a cafeteria which serves Marion County High School as well. The school building stimulates a sense of pride in school identity as colors and emblems are displayed. There is an outward show of school cleanliness, and student created work displayed in hallways. Strong academic success has been the standard of expectation for students, teachers, and administration alike. Since Guin Elementary School is a part of the Marion County School System, which receives ten mill funding, additional staff are very limited. We utilize our resources in the most practical manner possible. GES has thirteen special education students. For the 2017-2018 school year we have had to replace 1 teacher due to retirement and fill an additional position we earned.

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.

Guin Elementary is committed to impacting students so they will become high achievers and lead the world of tomorrow.

Faculty Beliefs:

Every child has unlimited learning potential.

The individual needs of each child will be met.

We are a professional learning community adapting to the needs of our students.

We will be respectful, responsible, and resourceful to our school family.

All stakeholders are accountable for student performance.

Collaboration is key in developing student improvement strategies.

A safe and nurturing environment is conducive to student learning.

Cultural diversity is valued and recognized.

Instructional decisions are driven by data.

Guin Elementary School educators set the tone, attitude, and expectation level for learning. Guin Elementary School enables our students to succeed by providing the instruction necessary for each child to succeed. We provide a foundational support for students through the Dolly Parton Imagination Library, which provides books for children ages 0-5 years also via our Pre-K program serving four year old children. Instructionally, some students receive as many as five different intervention sessions during the school day to master deficient skill areas.Our Success-Maker computer lab program enables all students to work at his/her own individual level as it provides additional support and/or enrichment as needed. Students will be given leadership opportunities through a leadership based program. We also stress student attendance in which our school had above 96% attendance rate. Students participate in personal goal setting and assume accountability for their personal achievement.

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.

Over the past three years, our school has made great strides in the following areas: academically, in acquiring technology, in safety management, and in capital improvements. In 2014-2015 and 2015-2016 school year GES lead Marion County School System in grades 3-6th with the highest percentage ACT Aspire scores. In grades 5th, and 6th we had the highest percentage of students being classified as proficient in math and reading. Our school, as a whole, had an attendance rate of over 96. Our K-4 teachers are trained in one or more years in AMSTI and incorporate this methodology in teaching math and science. In technology, we have added a second functional computer lab, IPADS, and added 31 Google Chromebooks. In the area of safety, GES has added two extra cameras for the playground and the snack area, implemented all doors locked at all times, yearly updates to safety manuals, and monthly safety drills. We also document our safety drills and manual updates on Virtual Alabama. In the area of capital improvements
we have enhanced the snack area with new benches, remodeled the gym area for school assemblies, and resurfaced playground area. Our lunchroom is getting a makeover to stay with modern trends. This is includes a new paint job, new windows, and new tables. GES is striving to improve our school academic achievement and continuously working on physical appearances.

Additional Information

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

Guin Elementary has received additional technology, teacher supplies and resources through the Guin City Tax allotment. This funding helps our school provide the most appropriate instructional tools for our students. The addition of new safety cameras and an updated monitoring system has helped support our school safety measures. Our school is also grateful for the support given to us by the Friends of Hale County and Mr. Law Lamar. Mr. Lamar has provided over $50,000 in library books, classroom rugs, desks, bookcases, paint, Ipads, and school supplies among other things. GES also receives additional funds and technology from our partner in education 3M. Additionally, a strong emphasis on bullying has been put in place to help students be more reflective of their attitudes and actions toward others. The implementation of vertical grade level meetings has helped our teachers communicate expectations from one grade level to the other. Overall, we are proud of our school achievements. We know that it takes every individual faculty/staff member and student to make our school a success. We strive to go forth and extend our vision of greatness in the years to come.

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.

Guin Elementary has multiple ways in which we involve a variety of stakeholders. GES's improvement team consists of administration, parents, city council members, local business leaders, advisory board, faculty, and staff. We try to accommodate stakeholders in multiple ways: scheduled monthly advisory board meetings, quarterly city council meetings, Title 1 parent meetings are held at various times of the day, and monthly staff meetings. We correspond with our stakeholders in a variety of ways such as, emails, city and school marquees, newsletters, newspaper, school's INOW parent portal, advisory board meetings, city council meeting, parent meetings, and Title 1 annual meetings, and social media. We inform our stakeholders of their roles through these communications and meetings. Our ACIP committee members consist of parents that are actively involved within our school. The advisory board has been established for several years and those members rotate on and off according to the recommendation of the school board member and high school and elementary principal.

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

GES involves stakeholders in different ways. GES requests that all staff, students, and stakeholders to participate in yearly or biyearly surveys. All stakeholders can make recommendations and provide feedback during the ACIP planning process. GES specifically has parent leaders come in and offer input to the plan. The GES staff will analyze data and make suggestions to plan during faculty meetings.

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 final school improvement was shared with the staff members, parent leaders, advisory board, city council members, Central Office and board members. The school improvement plan is shared at faculty meetings, Title 1 parent meetings, school board meetings, advisory meetings, and copies are available in the front area of GES for viewing.

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	Guin Elementary Student Performance Data attached is based on 2017 ACT Aspire test scores. This test is a summative assessment adopted by our state to see how well our students are learning our state standards. These assessments are given with strict mandates from the testing company. GES follows those guidelines to ensure our test is valid, reliable, and unbiased. This was the fourth year in our state to take the ASPIRE, we were able to improve in some areas from the previous testing year. Our school also uses STAR, DIBELS, and Successmaker as formative assessments.	2017-2018

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

6th Grade Reading was at 65% proficiency level. This was 8% above our school plan for Plan 20/20.

3rd Grade Math was at 70%. This was on target with our school goal of 70% for plan 20/20.

6th Grade Math was at 85%. This was 15% above our school goal of 70% for plan 20/20.

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

Our 6th grade students continue to trend upward in Math and Reading.

Our 4th grade reading continues to trend upward.

Which area(s) indicate the overall highest performance?

The 6th grade

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

GES 5th grade girls show an increasing trend in performance for math.   The trend shows an increase of 8% from previous year.

Between which subgroups is the achievement gap closing?

The gap is closing between the girls and boys moving from 3rd to 4th grade. The gap went from a 12% (non proficient) to a 6% (non proficient) gap.

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

GES compares data from STAR, Successmaker, and ACT Aspire. STAR data is consistent with ACT Aspire data when dealing with the reported findings of 6th grade scores and the gap closing between our 3rd and 4th graders.

Areas in Need of Improvement

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

GES indicates that 3rd, 4th, and 5th grade reading levels are approximately 15% lower than our school expectations.

GES indicates that 4th and 5th grade math levels are approximately 8% lower than school expectations.

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

GES data indicates a negative trend in 3rd grade math and in 4th grade math.

Which area(s) indicate the overall lowest performance?

GES data indicates 5th grade reading as overall lowest performance.

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

GES data indicates that the 4th grade boys going to 5th grade are showing a decrease in performance.

Between which subgroups is the achievement gap becoming greater?

The data indicates that the achievement gap with boys moving from 3rd to 4th is becoming greater.

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

GES STAR testing indicates that our 5th grade reading scores were consistent with low performance indicated by ACT ASPIRE.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
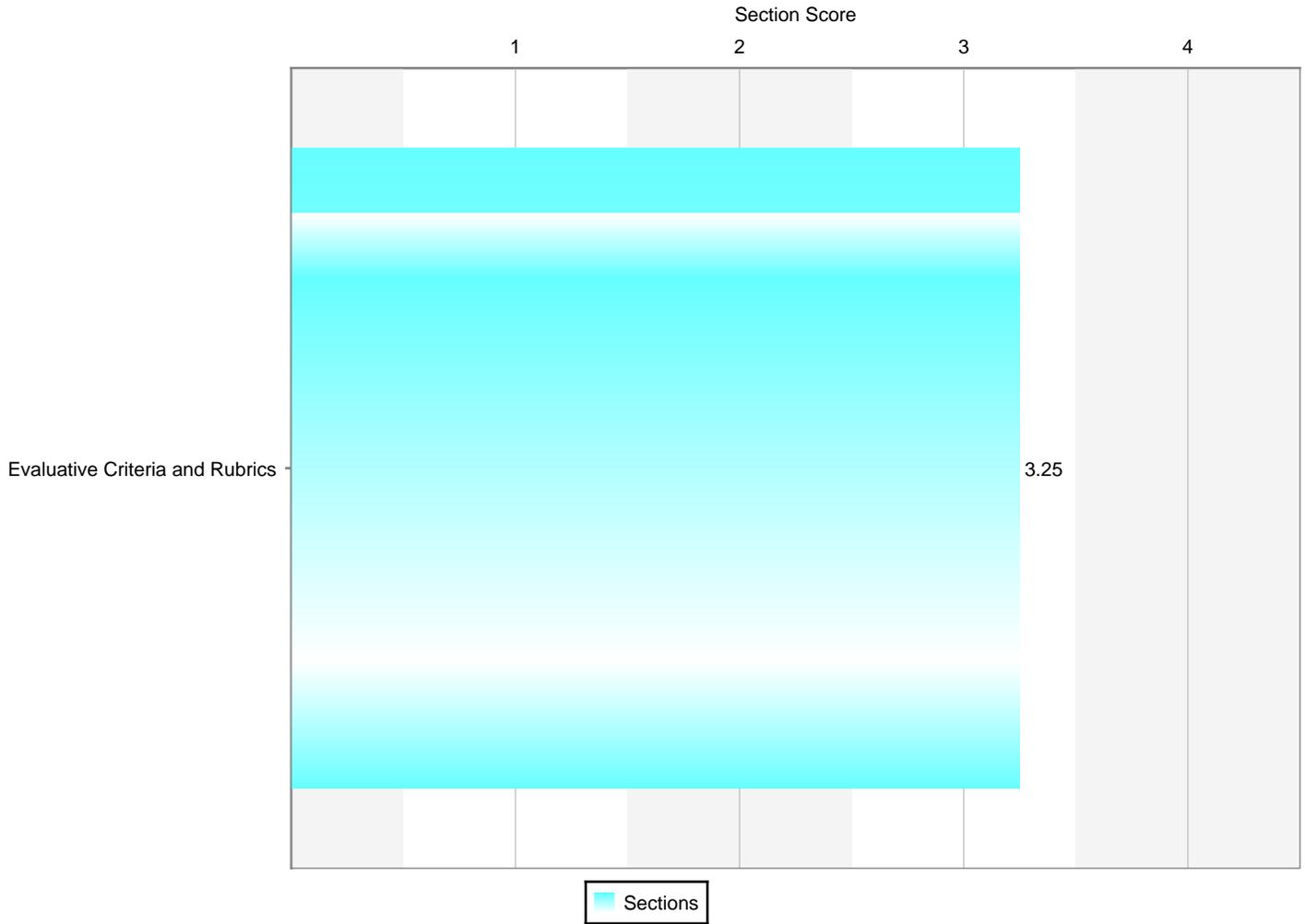
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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

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	Person in charge of this is Clint Green. Signature is on sheet.	Federal Law Compliance Signatures

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	Clint Green and he is attached to this signature sheet.	Discrimination Documentation

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	The parental involvement is attached with a signature page that has the principal's signature on it.	Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Compact

2017-2018

Overview

Plan Name

2017-2018

Plan Description

Continuous Improvement Plan for 2017-2018

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	50% of all students will score proficient in the area of integration of knowledge and ideas on the State Assessment.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$0
2	50% of Guin Elementary students will be proficient in justification and explanation.	Objectives: 1 Strategies: 3 Activities: 6	Academic	$0
3	Guin Elementary will have less than 54 office referrals for the 2017-2018 school year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: 50% of all students will score proficient in the area of integration of knowledge and ideas on the State Assessment.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in integration of knowledge and ideas in Reading by 05/24/2018 as measured by State Assessment, formative assessment, Successmaker, and Odysseyware.

Strategy 1:

Positive Behavior Support - Guin Elementary has implemented the positive behavior support, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students a in RtI and Data Meetings. Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicpal's assistant, movie day, and art class.

Category: Develop/Implement College and Career Ready Standards
Research Cited: ALSDE Prevention Grant, Learning Earnings

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train grade K-6 in Learning Earnings program, focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0	Other	All teachers and staff

Strategy 2:

Instructional Coach - The instructional coach and new reading teacher will implement, strengthen, and support instruction and intervention efforts K-6 with a focus on 5th grade math proficiency. Our instructional coach and new teachers will be demonstrating age-appropriate instructional strategies in all tiers to improve students' reading skills. The instructional coach is advising explicitly 3rd grade reading to implement CCRS standards through ARI strategies to increase student proficiency in reading. The instructional coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student engagement.

Category: Develop/Implement College and Career Ready Standards
Research Cited: Alabama Reading Initiative (ARI)

Activity - ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/09/2016	05/25/2017	$0	Other	K-6th reading Teachers and Instructional Coach

Strategy 3:

Strategic Teaching - GES teachers will use strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI and AMSTI strategies

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into their daily lessons.	Direct Instruction	08/10/2017	05/24/2018	$0	No Funding Required	Instructional Coach and Classroom Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0	Other	All Teachers

Activity - Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for k-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0	Other	Classroom teachers grades k-6, instructional support, and administration.

Goal 2: 50% of Guin Elementary students will be proficient in justification and explanation.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in justification and explanation in Mathematics by 05/24/2018 as measured by SuccessMaker and other county adopted assessments.

Strategy 1:

Positive Behavior Support - Guin Elementary continues using positive behavior supports, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students in RtI and Data Meetings.

Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicpal's assistant, movie day, and art class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Learning Earnings manages classroom behavior and incentive programs that will provide the tools necessary to manage the ALSDE behavior improvement initiative.This program is integrated with the state wide student information system, and INOW. The program will benefit from the communications of the platforms, which will yield measurable and actionable data and serve as a valuable tool for teachers and administrators to support positive behavior. The program will show the link between research-validated practices and the environments in which teaching and learning occurs.

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train new teachers in grades K-6 in Learing Earnings program, continue focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0	No Funding Required	ALSDE Prevention Support Grant

Strategy 2:

Instructional Support (Literacy Coach) - The literacy coach will implement, strengthen, and support instruction and intervention efforts K-6. Our literacy coach will demonstrate age-appropriate instructional strategies in all tiers to improve students' math skills. The literacy coach is working explicitly with K-6th grade reading teachers to implement CCRS standards through ARI strategies to increase student proficiency in reading. The literacy coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI). We realize that these are reading strategies but we believe that several of these strategies can work in math.

Activity - ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/24/2017	05/24/2018	$0	State Funds	Guin Elementary Coach K-6 teachers

Strategy 3:

Strategic Teaching - GES teachers will use ARI strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into thier daily lessons.	Direct Instruction	08/24/2017	05/24/2018	$0	State Funds	Classroom Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0	Other	All teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers at Guin Elementary School use technology to support learning across the curriculum. Through on-going professional development, all teachers acquire the knowledge and skills to integrate technology into challenging curriculum that addresses the specific needs, developmental levels, and learning styles of their students. Successmaker, Odysseyware,and other county formative assessments are used to analyze data to individualize instruction that ensures the learning goals are met on the District Level.	Technology	08/10/2017	05/24/2018	$0	Other	All Classroom teachers Kindergarten through 6th grade, administration, and support staff

Activity - Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for grades 1-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0	Other	Classroom teachers grade 1-6, administration, and instructional support

Goal 3: Guin Elementary will have less than 54 office referrals for the 2017-2018 school year.

Measurable Objective 1:

increase student growth in behavior skills. by 05/24/2018 as measured by the total number of office referrals..

Strategy 1:

Positve Behavior Support - Guin Elementary will maintain the following strategies;

Mentoring Program- Students will meet biweekly for mentoring promoting positive life skills.

Learnings Earnings - Teachers in classroom will reward students for positive behavior weekly.

Leadership Program- Teachers teach positive habits to students to promote positive life skills.

Category: Develop/Implement Student and School Culture Program

Research Cited: 50 Ways to Improve Student Behavior. Hypertext Book and Journal Services (2010)

Activity - Mentoring/PBS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will meet with the counselor and principal every other week throughout the year, All students will be rewarded through Learnings Earnings for positive behaviors.	Behavioral Support Program	08/10/2017	05/24/2018	$0	No Funding Required	Counselor and Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring/PBS	Student will meet with the counselor and principal every other week throughout the year, All students will be rewarded through Learnings Earnings for positive behaviors.	Behavioral Support Program	08/10/2017	05/24/2018	$0	Counselor and Principal
Instructional Methods	All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into their daily lessons.	Direct Instruction	08/10/2017	05/24/2018	$0	Instructional Coach and Classroom Teachers
Learning Earnings	Train new teachers in grades K-6 in Learing Earnings program, continue focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0	ALSDE Prevention Support Grant
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Methods	All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into thier daily lessons.	Direct Instruction	08/24/2017	05/24/2018	$0	Classroom Teachers
ARI	ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/24/2017	05/24/2018	$0	Guin Elementary Coach K-6 teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Professional Development	All teachers at Guin Elementary School use technology to support learning across the curriculum. Through on-going professional development, all teachers acquire the knowledge and skills to integrate technology into challenging curriculum that addresses the specific needs, developmental levels, and learning styles of their students. Successmaker, Odysseyware,and other county formative assessments are used to analyze data to individualize instruction that ensures the learning goals are met on the District Level.	Technology	08/10/2017	05/24/2018	$0	All Classroom teachers Kindergarten through 6th grade, administration, and support staff
Successmaker	Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for grades 1-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0	Classroom teachers grade 1-6, administration, and instructional support
ARI	ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/09/2016	05/25/2017	$0	K-6th reading Teachers and Instructional Coach
Interventions	Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0	All teachers
Interventions	Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0	All Teachers
Learning Earnings	Train grade K-6 in Learning Earnings program, focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0	All teachers and staff
Successmaker	Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for k-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0	Classroom teachers grades k-6, instructional support, and administration.
				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		2017

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?

The staff survey shows the highest areas of satisfaction are:

* All teachers in our school regularly use instructional strategies that require student collaboration, self reflection, and development of critical thinking skills. (4.63)

* In our school all staff members use student data to address the unique learning needs of all students. (4.63)

The student survey shows the highest areas of satisfaction are:

* In my school my principal and teachers want every student to learn. (3.0) Max possible

* In my school my teachers want me to do my best work. (3.0) Max possible

The parent survey shows the highest areas of satisfaction are:

* The school's purpose statement is clearly focused on student success. (4.63)

* Our school has established goals and a plan for improving student learning. (4.6)

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

The areas that shows a trend toward increasing stakeholder satisfaction is:

#44 Our school provides opportunities for students to participate in activities that interest them. (Was 3.48 and now it is 3.94)

18 My principal and teachers ask me what I think about school. (Was 2.29 and now is 2.52)

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

The results of most current AdvancED Accreditation report supports the feedback obtained from the most current stakeholder surveys.

Areas in Need of Improvement

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

The area that indicates the overall lowest level of satisfaction on the staff survey was:

Our school provides opportunities for students to participate in activities that interest them. GES scored 3.94

The area that indicates the overall lowest level of satisfaction on the staff survey was:

Our school provides a plan for the acquisition and support of technology to support student learning. GES scored 4.11

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

#5 Our school's has a continuous improvement process based on data, goals, actions, and measures for growth. GES scored 4.55 which was down from the year before at 4.7.

What are the implications for these stakeholder perceptions?

The stakeholders opinion is due to insufficient funding the school is unable to provide extra activities that interest them.

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

The ACIP, which is a culmination of stakeholder feedback, reflects a need for extra activities that are engaging and interesting to our students at Guin Elementary School.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5
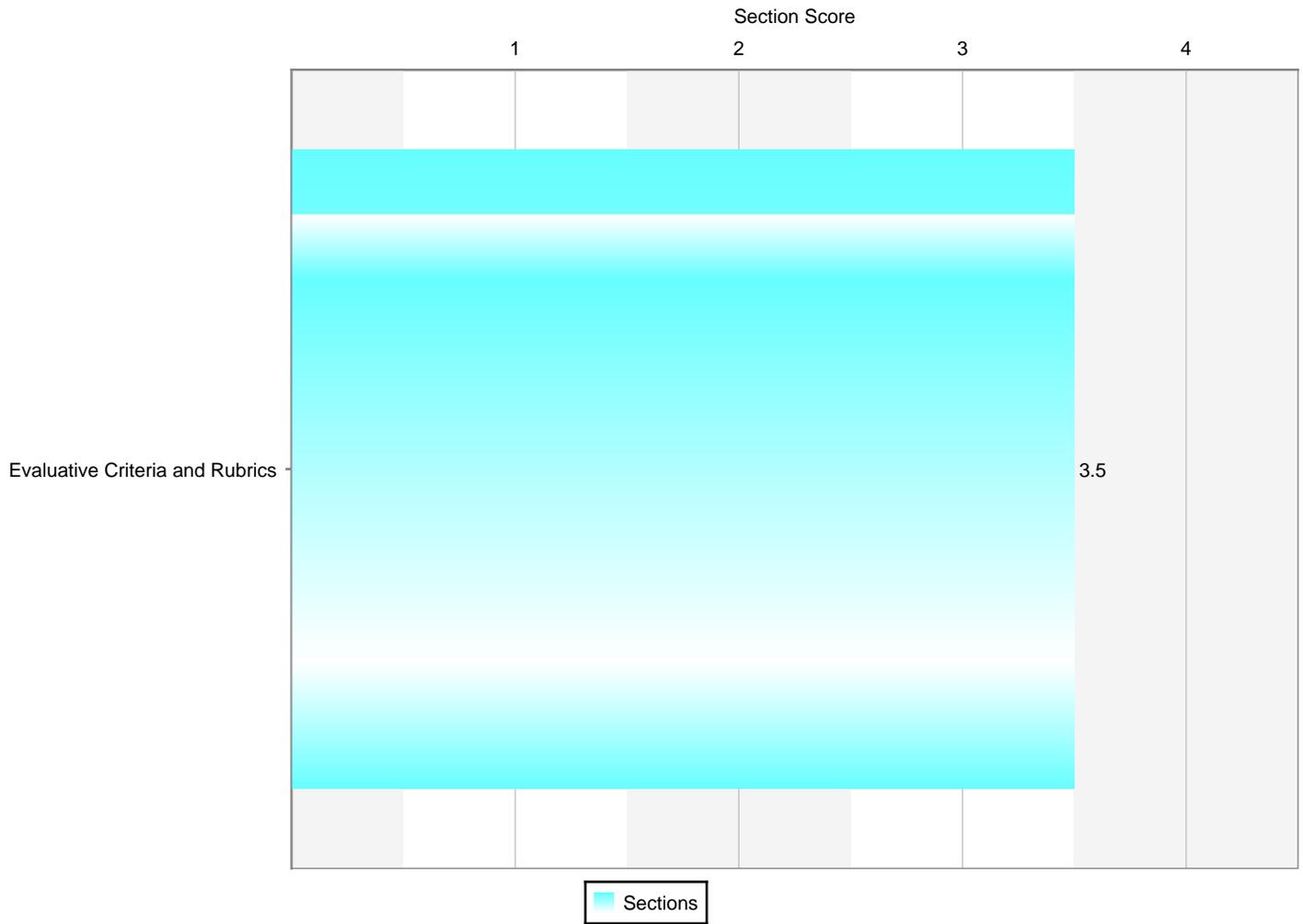
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Guin Elementary stakeholders are actively involved in the decision-making process as we develop our Continuous Improvement Plan. Using the most current assessment data, surveys, STI, ASPIRE and INOW generated reports, stakeholders disaggregated state assessment data and analyzed it outlining the school's strengths and weaknesses of climate and culture, school safety, professional development and parent involvement. To address Guin's weaknesses cited in the 2017-2018 ACIP, stakeholders analyzed the the most recent end of the year data and revised our strategies using DIBELS progress monitoring, Success Maker, and STAR benchmark tests to measure student progress throughout the year. Results of this progress monitoring will be used by teachers individually, on grade level, and as a faculty to make instructional decisions to ensure student success by the end of the school year. Monitoring of instructional goals and strategies will be overseen by the ACIP Instructional Leadership Team. The ACIP team is comprised of the Director of Federal Programs/Central Office Administrator, school principal, school wide chairperson, grade level teachers, parents, and community stakeholders. The ACIP team will meet quarterly to review progress monitoring results. A progress report of these meetings will be available to the stakeholders through parent meetings, electronic mail, and school and/or website postings

What were the results of the comprehensive needs assessment?

Upon the completion of the data analysis, the stakeholders developed a schoolwide focus. GES will focus on instruction, educational practices, and goals for the school year of 2017-2018 that promote rigorous classrooms, student engagement, critical thinking skills and strategies.

What conclusions were drawn from the results?

* GES will focus on grades k-6th grade math, specifically: Justification and Explanation (GES will once again focus on this area because we saw an improvement of 19.5%. However, it was still our lowest math category indicated by ACT Aspire.)
* GES will focus on grades k-6th reading, specifically: Integration of Knowledge and Ideas (GES will once again focus on this area because we saw an improvement of 16%. However, it was still our lowest category indicated by ACT Aspire.)
* GES will focus school wide on our discipline referrals.

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

After stakeholders analyzed our assessment data, the results of this data shows a correlation between the student achievement, attendance, and office referrals. In 2014-2015, the number of tardies decreased to 791 and absences to 1,775. School year 2015-2016 our tardies were 724 and absences were 1578. The school year 2016-2017 our tardies were 657 and our absences were 1590.

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

GES has identified three main concerns. These concerns include: discipline, reading, and math. We have set them as our school focus for the 2017-2018 year. Our stakeholders believe that for our students to be college and career ready they must value and develop good work ethics. GES goals are to provide individualized instruction based upon student data through student engagement and small group instruction.

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

Guin Elementary uses multiple types of assessment data. These sources include STAR, DIBELS, ACT Aspire, and SuccessMaker. These assessments are research based and are aligned with Alabama College and Career Ready Standards. Administration and teachers will analyze data during grade level meetings to identify strengths and weaknesses to ensure the correct goals have been identified

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

GES goals focus on attendance, and student achievement. Therefore, our disadvantaged students benefit from inclusion, interventions, ESL services, special education, free/reduced lunch, and homeless. Our community resources help provide our disadvantaged students with school supplies, food, and clothing.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

50% of Guin Elementary students will be proficient in justification and explanation.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in justification and explanation in Mathematics by 05/24/2018 as measured by SuccessMaker and other county adopted assessments.

Strategy1:

Strategic Teaching - GES teachers will use ARI strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at Guin Elementary School use technology to support learning across the curriculum. Through on-going professional development, all teachers acquire the knowledge and skills to integrate technology into challenging curriculum that addresses the specific needs, developmental levels, and learning styles of their students. Successmaker, Odysseyware,and other county formative assessments are used to analyze data to individualize instruction that ensures the learning goals are met on the District Level.	Technology	08/10/2017	05/24/2018	$0 - Other	All Classroom teachers Kindergarten through 6th grade, administration, and support staff

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0 - Other	All teachers

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into thier daily lessons.	Direct Instruction	08/24/2017	05/24/2018	$0 - State Funds	Classroom Teachers

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for grades 1-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0 - Other	Classroom teachers grade 1-6, administration, and instructional support

Strategy2:

Instructional Support (Literacy Coach) - The literacy coach will implement, strengthen, and support instruction and intervention efforts K-6. Our literacy coach will demonstrate age-appropriate instructional strategies in all tiers to improve students' math skills. The literacy coach is working explicitly with K-6th grade reading teachers to implement CCRS standards through ARI strategies to increase student proficiency in reading. The literacy coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI). We realize that these are reading strategies but we believe that several of these strategies can work in math.

Activity - ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/24/2017	05/24/2018	$0 - State Funds	Guin Elementary Coach K-6 teachers

Strategy3:

Positive Behavior Support - Guin Elementary continues using positive behavior supports, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students in RtI and Data Meetings.

Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicipal's assistant, movie day, and art class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Learning Earnings manages classroom behavior and incentive programs that will provide the tools necessary to manage the ALSDE behavior improvement initiative.This program is integrated with the state wide student information system, and INOW. The program will benefit from the communications of the platforms, which will yield measurable and actionable data and serve as a valuable tool for teachers and administrators to support positive behavior. The program will show the link between research-validated practices and the

environments in which teaching and learning occurs.

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train new teachers in grades K-6 in Learing Earnings program, continue focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0 - No Funding Required	ALSDE Prevention Support Grant

Goal 2:

50% of all students will score proficient in the area of integration of knowledge and ideas on the State Assessment.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in integration of knowledge and ideas in Reading by 05/24/2018 as measured by State Assessment, formative assessment, Successmaker, and Odysseyware.

Strategy1:

Positive Behavior Support - Guin Elementary has implemented the positive behavior support, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students a in RtI and Data Meetings. Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicipal's assistant, movie day, and art class.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Prevention Grant, Learning Earnings

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade K-6 in Learning Earnings program, focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0 - Other	All teachers and staff

Strategy2:

Strategic Teaching - GES teachers will use strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI and AMSTI strategies

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for k-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0 - Other	Classroom teachers grades k-6, instructional support, and administration.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0 - Other	All Teachers

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into their daily lessons.	Direct Instruction	08/10/2017	05/24/2018	$0 - No Funding Required	Instructional Coach and Classroom Teachers

Strategy3:

Instructional Coach - The instructional coach and new reading teacher will implement, strengthen, and support instruction and intervention efforts K-6 with a focus on 5th grade math proficiency. Our instructional coach and new teachers will be demonstrating age-appropriate instructional strategies in all tiers to improve students' reading skills. The instructional coach is advising explicitly 3rd grade reading to implement CCRS standards through ARI strategies to increase student proficiency in reading. The instructional coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI)

Activity - ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/09/2016	05/25/2017	$0 - Other	K-6th reading Teachers and Instructional Coach

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

50% of Guin Elementary students will be proficient in justification and explanation.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in justification and explanation in Mathematics by 05/24/2018 as measured by SuccessMaker and other county adopted assessments.

Strategy1:

Instructional Support (Literacy Coach) - The literacy coach will implement, strengthen, and support instruction and intervention efforts K-6. Our literacy coach will demonstrate age-appropriate instructional strategies in all tiers to improve students' math skills. The literacy coach is working explicitly with K-6th grade reading teachers to implement CCRS standards through ARI strategies to increase student proficiency in reading. The literacy coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI). We realize that these are reading strategies but we believe that several of these strategies can work in math.

Activity - ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/24/2017	05/24/2018	$0 - State Funds	Guin Elementary Coach K-6 teachers

Strategy2:

Positive Behavior Support - Guin Elementary continues using positive behavior supports, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students in RtI and Data Meetings.

Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicipal's assistant, movie day, and art class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Learning Earnings manages classroom behavior and incentive programs that will provide the tools necessary to manage the ALSDE behavior improvement initiative.This program is integrated with the state wide student information system, and INOW. The program will benefit from the communications of the platforms, which will yield measurable and actionable data and serve as a valuable tool for teachers and administrators to support positive behavior. The program will show the link between research-validated practices and the environments in which teaching and learning occurs.

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train new teachers in grades K-6 in Learing Earnings program, continue focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0 - No Funding Required	ALSDE Prevention Support Grant

Strategy3:

Strategic Teaching - GES teachers will use ARI strategic teaching strategies through a variety of instructional methods, therefore our

students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for grades 1-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0 - Other	Classroom teachers grade 1-6, administration, and instructional support

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0 - Other	All teachers

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into thier daily lessons.	Direct Instruction	08/24/2017	05/24/2018	$0 - State Funds	Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at Guin Elementary School use technology to support learning across the curriculum. Through on-going professional development, all teachers acquire the knowledge and skills to integrate technology into challenging curriculum that addresses the specific needs, developmental levels, and learning styles of their students. Successmaker, Odysseyware,and other county formative assessments are used to analyze data to individualize instruction that ensures the learning goals are met on the District Level.	Technology	08/10/2017	05/24/2018	$0 - Other	All Classroom teachers Kindergarten through 6th grade, administration, and support staff

Goal 2:

50% of all students will score proficient in the area of integration of knowledge and ideas on the State Assessment.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in integration of knowledge and ideas in Reading by 05/24/2018 as measured by State Assessment, formative assessment, Successmaker, and Odysseyware.

Strategy1:

Instructional Coach - The instructional coach and new reading teacher will implement, strengthen, and support instruction and intervention efforts K-6 with a focus on 5th grade math proficiency. Our instructional coach and new teachers will be demonstrating age-appropriate instructional strategies in all tiers to improve students' reading skills. The instructional coach is advising explicitly 3rd grade reading to implement CCRS standards through ARI strategies to increase student proficiency in reading. The instructional coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI)

Activity - ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/09/2016	05/25/2017	$0 - Other	K-6th reading Teachers and Instructional Coach

Strategy2:

Positive Behavior Support - Guin Elementary has implemented the positive behavior support, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students a in RtI and Data Meetings. Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicipal's assistant, movie day, and art class.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Prevention Grant, Learning Earnings

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade K-6 in Learning Earnings program, focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0 - Other	All teachers and staff

Strategy3:

Strategic Teaching - GES teachers will use strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI and AMSTI strategies

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0 - Other	All Teachers

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into their daily lessons.	Direct Instruction	08/10/2017	05/24/2018	$0 - No Funding Required	Instructional Coach and Classroom Teachers

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for k-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0 - Other	Classroom teachers grades k-6, instructional support, and administration.

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:
50% of all students will score proficient in the area of integration of knowledge and ideas on the State Assessment.

Measurable Objective 1:
50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in integration of knowledge and ideas in Reading by 05/24/2018 as measured by State Assessment, formative assessment, Successmaker, and Odysseyware.

Strategy1:

Positive Behavior Support - Guin Elementary has implemented the positive behavior support, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students a in RtI and Data Meetings. Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicipal's assistant, movie day, and art class.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Prevention Grant, Learning Earnings

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade K-6 in Learning Earnings program, focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0 - Other	All teachers and staff

Strategy2:

Strategic Teaching - GES teachers will use strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI and AMSTI strategies

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for k-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0 - Other	Classroom teachers grades k-6, instructional support, and administration.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0 - Other	All Teachers

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into their daily lessons.	Direct Instruction	08/10/2017	05/24/2018	$0 - No Funding Required	Instructional Coach and Classroom Teachers

Strategy3:

Instructional Coach - The instructional coach and new reading teacher will implement, strengthen, and support instruction and intervention efforts K-6 with a focus on 5th grade math proficiency. Our instructional coach and new teachers will be demonstrating age-appropriate instructional strategies in all tiers to improve students' reading skills. The instructional coach is advising explicitly 3rd grade reading to implement CCRS standards through ARI strategies to increase student proficiency in reading. The instructional coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI)

Activity - ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/09/2016	05/25/2017	$0 - Other	K-6th reading Teachers and Instructional Coach

Goal 2:

50% of Guin Elementary students will be proficient in justification and explanation.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in justification and explanation in Mathematics by 05/24/2018 as measured by SuccessMaker and other county adopted assessments.

Strategy1:

Strategic Teaching - GES teachers will use ARI strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for grades 1-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0 - Other	Classroom teachers grade 1-6, administration, and instructional support

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into thier daily lessons.	Direct Instruction	08/24/2017	05/24/2018	$0 - State Funds	Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at Guin Elementary School use technology to support learning across the curriculum. Through on-going professional development, all teachers acquire the knowledge and skills to integrate technology into challenging curriculum that addresses the specific needs, developmental levels, and learning styles of their students. Successmaker, Odysseyware,and other county formative assessments are used to analyze data to individualize instruction that ensures the learning goals are met on the District Level.	Technology	08/10/2017	05/24/2018	$0 - Other	All Classroom teachers Kindergarten through 6th grade, administration, and support staff

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0 - Other	All teachers

Strategy2:

Positive Behavior Support - Guin Elementary continues using positive behavior supports, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students in RtI and Data Meetings.

Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicipal's assistant, movie day, and art class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Learning Earnings manages classroom behavior and incentive programs that will provide the tools necessary to manage the ALSDE behavior improvement initiative.This program is integrated with the state wide student information system, and INOW. The program will benefit from the communications of the platforms, which will yield measurable and actionable data and serve as a valuable tool for teachers and administrators to support positive behavior. The program will show the link between research-validated practices and the environments in which teaching and learning occurs.

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train new teachers in grades K-6 in Learing Earnings program, continue focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0 - No Funding Required	ALSDE Prevention Support Grant

Strategy3:

Instructional Support (Literacy Coach) - The literacy coach will implement, strengthen, and support instruction and intervention efforts K-6.

Our literacy coach will demonstrate age-appropriate instructional strategies in all tiers to improve students' math skills. The literacy coach is

working explicitly with K-6th grade reading teachers to implement CCRS standards through ARI strategies to increase student proficiency in

reading. The literacy coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student

engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI). We realize that these are reading strategies but we believe that several of these

strategies can work in math.

Activity - ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/24/2017	05/24/2018	$0 - State Funds	Guin Elementary Coach K-6 teachers

Goal 3:

Guin Elementary will have less than 54 office referrals for the 2017-2018 school year.

Measurable Objective 1:

increase student growth in behavior skills. by 05/24/2018 as measured by the total number of office referrals..

Strategy1:

Positve Behavior Support - Guin Elementary will maintain the following strategies;

Mentoring Program- Students will meet biweekly for mentoring promoting positive life skills.

Learnings Earnings - Teachers in classroom will reward students for positive behavior weekly.

Leadership Program- Teachers teach positive habits to students to promote positive life skills.

Category: Develop/Implement Student and School Culture Program

Research Cited: 50 Ways to Improve Student Behavior. Hypertext Book and Journal Services (2010)

Activity - Mentoring/PBS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will meet with the counselor and principal every other week throughout the year, All students will be rewarded through Learnings Earnings for positive behaviors.	Behavioral Support Program	08/10/2017	05/24/2018	$0 - No Funding Required	Counselor and Principal

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

Goal 1:

50% of Guin Elementary students will be proficient in justification and explanation.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in justification and explanation in Mathematics by 05/24/2018 as measured by SuccessMaker and other county adopted assessments.

Strategy1:

Positive Behavior Support - Guin Elementary continues using positive behavior supports, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students in RtI and Data Meetings.

Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicipal's assistant, movie day, and art class.

Category: Develop/Implement Student and School Culture Program

Research Cited: Learning Earnings manages classroom behavior and incentive programs that will provide the tools necessary to manage the ALSDE behavior improvement initiative.This program is integrated with the state wide student information system, and INOW. The program will benefit from the communications of the platforms, which will yield measurable and actionable data and serve as a valuable tool for teachers and administrators to support positive behavior. The program will show the link between research-validated practices and the environments in which teaching and learning occurs.

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train new teachers in grades K-6 in Learing Earnings program, continue focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0 - No Funding Required	ALSDE Prevention Support Grant

Strategy2:

Strategic Teaching - GES teachers will use ARI strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into thier daily lessons.	Direct Instruction	08/24/2017	05/24/2018	$0 - State Funds	Classroom Teachers

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for grades 1-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0 - Other	Classroom teachers grade 1-6, administration, and instructional support

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at Guin Elementary School use technology to support learning across the curriculum. Through on-going professional development, all teachers acquire the knowledge and skills to integrate technology into challenging curriculum that addresses the specific needs, developmental levels, and learning styles of their students. Successmaker, Odysseyware,and other county formative assessments are used to analyze data to individualize instruction that ensures the learning goals are met on the District Level.	Technology	08/10/2017	05/24/2018	$0 - Other	All Classroom teachers Kindergarten through 6th grade, administration, and support staff

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0 - Other	All teachers

Strategy3:

Instructional Support (Literacy Coach) - The literacy coach will implement, strengthen, and support instruction and intervention efforts K-6.

Our literacy coach will demonstrate age-appropriate instructional strategies in all tiers to improve students' math skills. The literacy coach is

working explicitly with K-6th grade reading teachers to implement CCRS standards through ARI strategies to increase student proficiency in

reading. The literacy coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student

engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI). We realize that these are reading strategies but we believe that several of these

strategies can work in math.

Activity - ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/24/2017	05/24/2018	$0 - State Funds	Guin Elementary Coach K-6 teachers

Goal 2:

50% of all students will score proficient in the area of integration of knowledge and ideas on the State Assessment.

Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in integration of knowledge and ideas in Reading by 05/24/2018 as measured by State Assessment, formative assessment, Successmaker, and Odysseyware.

Strategy1:

Strategic Teaching - GES teachers will use strategic teaching strategies through a variety of instructional methods, therefore our students will receive explicit and intensive instruction to increase math proficiency scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ARI and AMSTI strategies

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a computer network link program that helps GES with students from all backgrounds meet proficient and advanced levels of academic achievement. Through analyzing GES data over several years, GES found that Successmaker filled the reading skill gaps to boost achievement for k-6 students with diverse needs.	Technology	08/10/2017	05/24/2018	$0 - Other	Classroom teachers grades k-6, instructional support, and administration.

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guin Elementary School will work on the following computer programs to increase student achievement: Odysseyware, Successmaker, and Stride Academy.	Technology	08/10/2017	05/24/2018	$0 - Other	All Teachers

Activity - Instructional Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate various instructional strategies (cooperative learning, scaffolding instruction, and differentiated instruction) into their daily lessons.	Direct Instruction	08/10/2017	05/24/2018	$0 - No Funding Required	Instructional Coach and Classroom Teachers

Strategy2:

Instructional Coach - The instructional coach and new reading teacher will implement, strengthen, and support instruction and intervention efforts K-6 with a focus on 5th grade math proficiency. Our instructional coach and new teachers will be demonstrating age-appropriate instructional strategies in all tiers to improve students' reading skills. The instructional coach is advising explicitly 3rd grade reading to

implement CCRS standards through ARI strategies to increase student proficiency in reading. The instructional coach will also monitor, analyze, and use data daily in all tiers to make decisions for improved teaching and student engagement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Reading Initiative (ARI)

Activity - ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALSDE Specialist will provide quarterly training sessions on how to construct units by correlating AL CCRS.	Professional Learning	08/09/2016	05/25/2017	$0 - Other	K-6th reading Teachers and Instructional Coach

Strategy3:

Positive Behavior Support - Guin Elementary has implemented the positive behavior support, Learning Earnings, to motivate and encourage attendance, homework completion, and performing at the highest level on benchmark assessments. GES is monitoring all students a in RtI and Data Meetings. Learning Earnings will be managed by Guin Elementary School administrators and teachers. Goals are established for students at the school level. As the students reach for positive behavioral targets, they may earn credits when they reach their goals. The main indicators of students success being reviewed are attendance, behavior, and classwork. Students can use the credits to "purchase" items at the school or receive special privileges, through the Learning Earnings store, such as prinicipal's assistant, movie day, and art class.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ALSDE Prevention Grant, Learning Earnings

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade K-6 in Learning Earnings program, focusing on Positive Behavior Support	Professional Learning	08/10/2017	05/24/2018	$0 - Other	All teachers and staff

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

We try to send results to parents in their native language. If the results are not available in their language we will call our ESL teacher and have a meeting set up between her and the parent.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

GES recruits and hires teachers who meet highly qualified status. Every teacher at Guin Elementary School is Highly Qualified. Every teacher continues to improve their instruction by participating in professional development that focuses on areas of need for the educator and students.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

GES had one retirement and did not retain one of our non-tenured teachers. We were able to hire a replacement SPED teacher for the one we did not retain. We also were able to hire two more teachers due to our numbers and due to some Title 1 funds.

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

78.5% of classroom teachers have been teaching 5 years or more.

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

We do not have a high turnover rate.

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

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

Principal, counselor, and reading coach look over the incoming results from the previous state assessment. We then look at every category tested. Once we have identified one or two of our worst scoring categories, we then try to think of ways to take care of our weakness. This is done through guest instructors or through staff that seem to qualified to speak on these particular weaknesses.

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

Teachers, principals, paraprofessionals, and other staff will have opportunities to find professional development through the Educate Alabama E-Learning website. Teachers are also offered professional development opportunities through our school, as well as, through our central office.

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

New teachers and staff attend a two day orientation at the Marion County Board Office. GES mentor teachers hold bimonthly meetings to help answer questions about the school schedules, policies, and procedures. An instructional coach will provide assistance for any curriculum questions that a new teacher may have.

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

Board of Education and GES has approximately 10-20 hours offered yearly basis.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

GES sixth graders will have a successful transition from our 6th grade to the high school.

Measurable Objective 1:

collaborate to ensure our students successful transition to high school. by 05/24/2018 as measured by confidence students show when they get to high school.

Strategy1:

High School Tour - At the end of each school year our school schedules at time for our students to tour the campus and meet with the principal of our high school.

Category: Develop/Implement Student and School Culture Program

Research Cited: Provide "transition time" for students to follow through and/or prepare before the next activity begins or before instructions are given. RTI Strategies Developed by Michael L. Lujan

Activity - High School Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will walk through the high school to tour campus and they will have an opportunity to talk to counselor and principal.	Field Trip	08/10/2017	05/24/2018	$0 - No Funding Required	6th Grade teachers, elementary counselor, and high school counselor.

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

The ACIP committee and faculty analyzed data from state assessments. Analyzed data is used to set goals, drive instruction, and address weaknesses in each classroom.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

GES identifies students who do not master the state's academic achievement assessment standards at an advanced or proficient level through formative assessments, SuccessMaker, and state assessment. The analyzed data identifies students who are not proficient, and the classroom teacher may refer the student to the RtI process. If these students fail to show adequate progress through RtI, then they may be referred for special education testing.

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?

GES uses the RtI model that the state of Alabama has adopted. In compliance with this model, tiered instruction is used to address the student's weaknesses. GES also has monthly RtI meetings which allow teachers to identify students and strategies to move these children to proficiency.

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.

GES addresses individual needs after school through individualized instruction by Stride Academy and ClassWorks . Students can access this program at home to work on non-proficient reading and math skills. Students have the opportunity to join the after school program that will begin after the first nine weeks. Some students who live in government housing have tutoring opportunities provided by the school.

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.

All GES students are eligible for additional services as a schoolwide Title 1 school.
Additional assistance is as follows:
*Our ELL students receive special instruction with our ELL teacher weekly.
*Our special education students are provided accommodations and modifications as indicated in their IEP.
*Our neglected/delinquent students receive special help from our counselor and from our Marion County Board of Education Parental Involvement Coordinator. Additionally, delinquent students receive behavior intervention strategies and additional support.
*Homeless students are referred to our MCBE Parental Involvement Coordinator for economic assistance

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

NA

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

GES uses the following funds to achieve school wide goals:

* Homeless funds are provided to fund a Parent Community Liaison and emergency homeless assistance.

* Title III funds help our county pay for a ESL teacher.

* Title II funds are used to provide a classroom reduction unit and professional development.

* Title I funds are used to provide our Title I resource teachers and any programs needed for student intervention.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

GES coordinates and integrates federal, state, and local services to support the achievement of school wide goals. All children are provided with eligibility forms for free and reduced meals. The forms are processed through the local LEA and central offices. GES currently does not receive funds for violence prevention programs, however, our counselor and staff emphasizes safe learning environments. GES also works hand in hand with our local housing authority. The local housing authority offers an after school tutoring program. Our teachers provide those instructors with any materials and books that are need to provide this service.

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

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

GES Instructional Leadership Team evaluates the schoolwide program continuously throughout the year.

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?

GES continuously evaluates data through RtI meetings, grade level data meetings, and faculty meetings. Our faculty meets twice a month to discuss any students that are not scoring proficient on formative and state assessments.

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?

The administration reviews data and creates a spreadsheet for teachers to evaluate student performance. Once the data has been reviewed, the principal, instructional coach, and teachers analyze data monthly on a more individualized basis to drive instruction.

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 ACIP Leadership Team reviews formative and summative assessments to analyze data to ensure student growth. After the Leadership team has viewed the data, our staff and parent leaders help modify our plan according to the needs.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	15.72

Provide the number of classroom teachers.

16.4

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	808831.56

Total   808,831.56

Administrator Units

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

Provide the number of administrators.

76396.32

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	76396.32

Total   76,396.32

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total 0.00

Counselor

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

Provide the number of Counselors.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	26323.44

Total   26,323.44

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53354.08

Total   53,354.08

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	3854.0

Total   3,854.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1413.0

Total   1,413.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	7680.0

Total   7,680.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	555.0

Total   555.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	153904.41

Provide a brief explanation and breakdown of expenses.

This amount pays for Title 1 teachers, parent liaison, and materials.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	626.58

Provide a brief explanation and a breakdown of expenses.

We will use this money for trainings as needed.

Title III

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

Provide a brief explanation and a breakdown of expenses.

0

Title IV

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

Provide a brief explanation and a breakdown of expenses.

0

Title V

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

Provide a brief explanation and a breakdown of expenses.

0

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.

0

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.

0

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

Provide a brief explanation and breakdown of expenses.

0

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.

0

Local Funds

Label	Question	Value
1.	Provide the total	143843.0

Provide a brief explanation and breakdown of expenses.

Salary Supplements

Instructional Materials

Maintenance and operation

Travel and Training

Office Supplies

Copier Fees

Snacks for Snack Room

6th Grade Washington Trip

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

GES holds our annual meeting on one day of the year at two separate times. The GES annual Title 1 school wide meeting is conducted at two different times to meet the varying schedules of GES parents. Parents will be informed through city and school marquees, parent newsletter, newspaper, and INOW parent portal. GES Title teachers uses a power point presentation to inform parents of the Title 1 requirements emphasizing the parent participation, explaining the one percent set-aside, and the right for parent involvement.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1) GES offers several opportunities for parents to be involved.
* Title 1 annual meeting are conducted at two separate times to meet varying schedules of GES parents.
* Parent teacher conference is offered in October from mid-day to mid-evening.
* We also hold an open house for our parents at the beginning of the school year.
* Parents are invited to our end of the year compact meeting to change the compact for the upcoming year.
2) Parents will be involved in the planning, review, and improvement of the Title 1 program.
* The nominated parent representatives serve as liaisons between parents and Title 1 program.
* Parent surveys are conducted and analyzed for input on school improvement.
3) Title 1 funds are allocated for parental involvement in the following ways:
* Parental involvement coordinator's salary is paid through these funds.
* Parent communication such as, pamphlets, newsletters, and parenting suggestion tips.

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

Our first interaction with parents occurs at our yearly GES Open House. Parents meet with their child's teacher and see their classroom for the upcoming school year. Guin Elementary teachers and administration also plan instructional meetings to inform parents of curriculum expectations and testing instruments that will be utilized during the school year. To aide in this communication, paperwork for our EL students has been translated into Spanish and sent home. Additionally, parents are encouraged to attend our Parent Teacher Conference in

October as well as school conferences throughout the year as needed. Parents are invited to attend IEP and 504 meetings to discuss Strategies to Increase Parental Involvement Strategies to Increase Parental Involvement student progress and individual needs. Additional phone and in person conferences will be held to discuss progress of struggling learners.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The GES School-Parent Compact was created in conjunction with parent leaders to provide a working plan to outline responsibilities of the student, teacher, parent, and administration. Each stakeholder group signs the compact yearly and is accountable for the outlined areas of responsibility that contribute to academic growth.

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

Parents may express dissatisfaction with the Continuous Improvement Plan components by voicing concerns in person or by phone to the faculty, parent leaders, and administration of GES, through email, or by submitting a letter to our parent representatives.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

GES parents will be given multiple opportunities to learn about student academic expectations, Alabama College and Career Ready Standards, research-based instruction, intervention programs, special education services, and Title I requirements through instructional opportunities throughout the year. During our annual meetings parents will receive information about the Title 1 program, our curriculum, and academic assessments used at GES.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

Student help materials will be sent home by classroom teachers to further assist students in their area of need. A professional resource area in the instructional coaches office is available for parent use as well as Netbook computers to assist homeless families.
The Parent Liaison will hold meetings to address any questions that parents have and to apprise the parents of any upcoming involvement opportunities.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

Continuous outreach to parents is a goal of GES faculty, staff, and administration. Education is evident through faculty meeting discussions and study of research based articles outlining effective interaction strategies. These effective strategies are identified and practiced to improve parent involvement. Parents are encouraged to participate in special event days, designated meetings, student field trips,parent/teacher conferences, special classroom activities, and by volunteering as a classroom helper. Communication is established though varying types of media such as teacher newsletters, parent leaflets, phone calls, special notes, emails, school and teacher web pages,school marquee, newspaper,and text messages. GES also offers a mentoring program for any new staff to discuss strategies for increasing parental involvement and to ensure a successful start to their career.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Parent interest surveys outline requested programs to provide information and training in meaningful areas. Parents have access to the

Instructional Coach's resource library. Our kindergarten teachers designate a time for parents to come to a back to school meeting. During this meeting teachers give parents information on the expectations for kindergarten.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

GES continuously tries to involve parents by inviting them to parent involvement activities, school assemblies, parent meetings, and conferences. GES encourages participation to these events so parents feel they are an equal partner in the education of their children. GES faculty, parent leaders, and administration have developed a school wide compact which holds all stakeholders accountable.
Our ESL teacher, through conversion technology, enables each school in our county to communicate with parents in his/her native language. Communication barriers are removed through translated paperwork and provision of a translator as needed.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

*Parents with limited English proficiency will receive assistance from our ESL teacher. The school will provide communication in the proper language.
*Parents with disabilities uses our handicapped accessible facilities and assisted by school personnel as needed.
*Parents of migratory students have no barriers to student registration within our school. The Marion County Board of Education Parental Involvement Coordinator helps assist in the transitional period for the family.