

## 2019-2020 Title I Schoolwide Diagnostic for ACIP \_09252019\_22:33

2019-2020 Title I Schoolwide Diagnostic for ACIP

**Geneva County Board of Education**

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## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

*Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.*

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

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

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

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

Geneva County Elementary School data collection came from parents, students and staff through a survey that was conducted. These surveys were focused on school and instructional climate. In addition to the information compiled from the surveys, we looked at state assessments results for grades 3 - 5. We also looked at K-2 DIBELS. Based on the needs assessment, Geneva County Elementary needs additional data on small group strategic reading and progress monitoring of students in K-5 throughout the year. Through our PST/data and grade level meetings, we will interpret and analyze these sources of data to monitor programs and student growth. The PST/ Data Team, which meets quarterly, will facilitate the collection and analysis of data to monitor student achievement in order to ensure implementation based on sound scientific research. The team will work collaboratively with the math, reading, and writing committees to monitor the data and assess our needs.

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

Geneva County Elementary School data collection came from parents, students and staff through a survey that was conducted. These surveys were focused on school and instructional climate. In addition to the information compiled from the surveys, we looked at state assessments results for grades 3 - 5. We also looked at K-2 DIBELS. Based on the needs assessment, Geneva County Elementary needs additional data on small group strategic reading and progress monitoring of students in K-5 throughout the year. Through our PST/data and grade level meetings, we will interpret and analyze these sources of data to monitor programs and student growth. The PST/ Data Team, which meets monthly/quarterly, will facilitate the collection and analysis of data to monitor student achievement in order to ensure implementation based on sound scientific research. The team will work collaboratively with the math, reading, and writing committees to monitor the data and assess our needs. During the 2018-2019 school year 17% of third and 24% of fourth grade students along with 31% of fifth grade students scored at the distinguished level (4) in reading on the Scantron Assessment. During the 2018-2019 school year 28% of third grade and 24% of fourth grade and 33% of fifth grade students scored at the distinguished level (4) in math on the Scantron Assessment. During the 2018-2019 school year 30% of third and 24% fourth grade students along with 23% of fifth grade students scored at the proficient level (3) in reading on the Scantron Assessment. During the 2018-2019 school year 41% of third grade, 24% of fourth grade and 30% of fifth grade students scored at the proficient level (3) in math on the Scantron Assessment. During the 2018-2019 school year, 30% of third grade, 31% of fourth grade and 28% of fifth graders scored developing level (2) in reading on the Scantron Assessment. During the 2018-2019 school year, 20% of third grade, 42% of fourth grade and 32% of fifth graders scored developing level (2) in math on the Scantron Assessment. During the 2018-2019 school year, 23% of third grade, 20% of fourth grade and 18% of fifth graders scored emerging level (1) in reading on the Scantron Assessment. During the 2018-2019 school year, 11% of third grade, 10% of fourth grade and 5% of fifth graders scored emerging level (1) in mathematics on the Scantron Assessment. During the 2018-2019 school year, only 46% of 2nd grade students benchmarked in

reading on the DIBELS Next assessment. Seventy percent 70% of EL students attained their annual goals according to ACCESS 2.0.

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

Students in 4th grade math along with subgroups need to continue making progress to reach proficiency on Scantron Assessment. Students in 2nd grade reading need to continue making progress to reach benchmark on DIBELS NEXT assessment. EL students need to continue making progress to maintain the goal of at least 80% reaching their annual goals according to ACCESS 2.0.

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

Goals are connected to the priority needs of students as based on data and continuous progress monitoring/data analysis. Overall, parents, teachers, administration and our community are satisfied with the job the school is performing. As educators, we recognize the need to reevaluate programs and strategies implemented. Our commitment is to remain consistent and intentional with regards to teaching our core curriculum with a primary focus to teach to the standards with individual needs meet. The Geneva County Elementary staff is committed to develop a strong foundation to increase learning for all students.

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

All school goals developed from information gathered through assessments and data to include Scantron Assessment results, DIBELS NEXT results, ASSIST survey results, as well as STAR assessment results. Decisions are made through close analysis of this data and monitoring results.

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

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

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

1. 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.

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

students' individual goals and programming require amendments or if the programs offered are providing quality education which promotes success.

2. 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.)

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

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day**.

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

4. Describe procedures/strategies used to address academic challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

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

5. 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.

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

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

One teacher and the Reading Specialist moved to a different system at the end of the 2018-2019 school year.

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

Bachelor's degree 16 Master's degree 13.286y degree 2 Total 31.281-5 years 96-10 years 911+ years 13.28

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

Geneva County Elementary School does not have a high turnover rate. Jobs are posted on the Teach in Alabama website in order to be able to choose from a large pool of Highly Qualified teachers. A Teacher of the Year is selected each year and receives a bonus and a TOY ring from Balfour.

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

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

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

Faculty members complete a Professional Learning Plan through EducateAlabama. Teachers will attend workshops and trainings in accordance with their individual plans. Workshop opportunities will be posted as they become available and information gained during attendance will be shared with peers through turn-around training. Training in scientific research based programs and methods will be provided to faculty and staff members during in-service days, during the summer, and as needed during the school year based on academic standards and student needs. Professional development includes ARI training, AMSTI, Webb's DOK Training, Increasing StudentEngagement Training, eLEOT Training, Understanding Scantron Data, Scantron Testing, ACAP Alternate, ACAP Summative, IXL, Writing, Education Galaxy, SAMUEL Training.

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

New or inexperienced teachers are given support from an assigned master teacher. The Alabama Teacher Mentoring Program offers new teachers with less than one semester of teaching experience the opportunity to have a mentor for their first year.

12. Describe how all professional development is “sustained and ongoing.”

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

13. 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.

Geneva County Elementary has received OSR grants for two OSR First Class Pre-K Classrooms. Our Pre-K programs First provide effective, high quality early childhood experiences that prepare our students for school success and lifelong learning.

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

**(N/A for Elementary Schools)**

N/A

### **Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)**

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

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

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

Data from annual State testing is utilized to complete a schoolwide needs assessment. Needs assessments are completed, goals are designed to meet the needs of all students to include targeted strategies in tiered instruction, strategic teaching techniques in both whole group and small group instruction, and ongoing professional development for teachers and staff,

walkthroughs. In addition, the identified students will be monitored through the RTI/Problem Solving Team.

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

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

#### **Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))**

NOTE: Not all schools receive all of the funding sources mentioned.

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

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

2. 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).

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

## ACIP Assurances

### Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

- YES**
- NO
- N/A

### **ATTACHMENTS**

#### **Attachment Name**

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ACIP Team Signatures

2. 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**
- NO
- N/A

3. 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**
- NO
- N/A

## Parent and Family Engagement

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

Parents are invited to attend an Annual Title I meeting at the beginning of the school year. Each year, schools receiving Title I, Part A funds are required to host a meeting for parents to explain the Title I program and how parents can be involved. At this meeting, the following issues are addressed: Explain what participation in Title I means for the school and include: Parental Involvement Policy/Plan, the School Parental Involvement Policy/Plan, and the School-Parent Compact. Explain the rights of parents to be involved in the school's programs and provide ways to do so. GCES uses an Annual Title I Parent Meeting PowerPoint presentation which includes discussion of the Title I budget as well as 1% set-aside.

2a. Describe 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.

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

2b. Describe 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).

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

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Any funds allocated for Parental Involvement will be used to increase Parental Involvement at Geneva County Elementary School. Parental Involvement funds have been used for school

magnets/frames that have the school calendar/important dates, postcards, childcare for meetings and communication folders.

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

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

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

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

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

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

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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.

Parents are invited to attend Parent Meetings that address the Title One requirements. Parent conferences are flexible; teachers and faculty are available upon request to assist parents in the understanding of individual student test results. Parents are encouraged to sign up for INOW Parent Portal to allow them direct access to their child's grades. We also send home weekly folders to provide communication with parents concerning their child's grades and behavior, as well as, information regarding upcoming school events. Family Reading Nights are held in order for parents to come learn about our reading program and also to read with their children. Wondering about Wonders and Meandering Math is a night that is held to answer parent questions about the reading program, math program and content standards.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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 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.

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

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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 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.

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

so that parents can come and read and with their children and students can take additional AR tests to reach their AR point goals.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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 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.

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

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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 such other reasonable support for parental involvement activities as parents may request.

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

7. 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))

Geneva County Elementary has experienced a rapid growth of ELL students. GCES utilizes out countywide Migrant liaison, reports and forms printed in their language. GCES also makes use of TransAct for translation purposes. Geneva County Elementary will support our parents in their effort to be more involved in their child's education. The faculty and staff will make every effort to either

assist the parent in the manner needed or to refer the parent to the correct person. It is our goal to make sure parents have the assistance needed in a timely manner.

## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

- I have completed and uploaded the Coordination of Resources - Comprehensive Budget.
- I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

### **ATTACHMENTS**

#### **Attachment Name**

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 [Comprehensive Budget Document](#)

## eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes**
- No

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Team Signatures		• 1
 Comprehensive Budget Document		•