



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025_09262024_12:58

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Brindlee Mountain Elementary School

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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.

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The school leadership team and family engagement team participated in discussions for CIP development in July 2024. The team began to summarize the effectiveness of the current plan and began to discuss revisions for the 2024-2025 academic year. We assigned and used the results from our Climate and Culture Elementary School Student Survey from Spring 2024. Climate and Culture Staff Survey from Spring 2024, Title 1 Parent Survey from Spring 2024. We also used DIBELS, STAR, and ACAP Data results. These discussions led to well-defined and outlined action steps necessary to achieve the desired goals. The school leadership team members met again in September 2024 to analyze data, formulate, and reflect on past and current goals. This led to the proposed action steps based on data.

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

It was determined that we would continue the Culture Initiatives in place with a focus on teachers feeling more supported. As far as academics we decided to keep one Title One interventionist to work with T3 Math, Reading, and hold bi-weekly STEM classes. We are upgrading interactive panels, staff technology, and student chromebooks.

Along with support from The Bailey group we are putting a renewed focus on quality tier 1 instruction, meaningful tier 2 groupings, PLC's, and the purposeful use of data.

3. What conclusions were drawn from the results?

We determined that we are continuing our renewed focus on school culture and climate with our main focus being teacher support systems. We are continuing our Sunshine Committee and are conducting frequent grade level and subject level meetings/PLC's. We are continuing our Safe and Civil Schools Initiatives to help in this regard. We are putting a renewed focus on Quality Tier 1 and Tier 2 Instruction, implementing meaningful PLC's, limiting teacher time outside the classroom for meetings, etc. Students, are not spending enough time in whole text reading and are continuing the Accelerated Reading Reward Program. Strategies and techniques such as a partnership with The Bailey Group, AMSTI Math, Local Math Coach, District Math Coach, and ARI refreshers are being introduced to provide teachers PD on quality Tier 1 Classrooms. We also concluded we needed more time and personnel to serve our Tier 3 students.

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

Based on the current and past data, we concluded that in moving forward, data indicates we need increased funding in the areas of technology and personnel to meet the needs of all students. This is due to the implementation of the Alabama College and Career Standards, and the Literacy Act, Numeracy Act. We need more training on standards-based instruction, reading stamina, and Tier 2 strategies.

Perception data indicated that stakeholders feel welcome at BMES as encouraged to be involved by the school in their child's educations. Perception data also indicates that as a school, we can do a better job of educating parents about our curriculum programs, offerings and tiered instruction strategies.

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

BMES School goals reflect current student assessment data and perception survey results. Academic goals are based on current student achievement data and cultural goals that relate directly to current school needs as identified by survey results and various types of stakeholder evidence.

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

Based on perception surveys, student achievement data, teacher qualitative data, Family Engagement Team input, leadership team input and faculty and staff survey data current goals were formulated with critical initiatives and action steps to help guide to school improvement process.

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

Goals are created to meet the needs of all students at BMES. Special recognition is given to disadvantaged student in meeting their needs, supplementing the existing curriculum offerings with directed funding in the areas of intervention and technology. Services for children with limited English proficiency, children with disabilities, migrant students, neglected and delinquent youth, served under Part A of Title VII, Homeless children, and immigrant children provided in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. The Core ESL Program is Sheltered Instruction provided by the regular classroom teacher. Supplemental assistance is provided in English Language acquisition by pullout and in-class, tutoring and through monitoring as needed by the ESL Teacher. Students participate in regular education program and extracurricular activities as all student do without any barriers. Additional supports are provided for these students through Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Children will have the opportunity to participate in activities that will enhance their English skills. Special

education students can receive services provided through the school-wide program in addition to special education services. Homeless children receive services through district programs and homeless liaison. In addition, all homeless children are eligible for assistance through the district homeless grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funding. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day as needed. During the summer, frequent home visits are made to support migrant students through tutoring, evaluations of well-being, and school preparedness. Marshall County Schools do not operate an Indian Education program or N or D programs. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. Marshall County Schools will take the following actions to ensure that information related to the school parent program, meetings, and other activities are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and in a language, the parent can understand. Every effort will be made to communicate with parents in their primary language. Marshall County Schools have several interpreters to meet with and communicate with parents.

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

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.

Goals are created to meet the needs of all students at BMES. Special recognition is given to disadvantaged student in meeting their needs, supplementing the existing curriculum offerings with directed funding in the areas of intervention and technology. Services for children with limited English proficiency, children with disabilities, migrant students, neglected and delinquent youth, served under Part A of Title VII, Homeless children, and immigrant children provided in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. The Core ESL Program is Sheltered Instruction provided by the regular classroom teacher. Supplemental assistance is provided in English Language acquisition by pullout and in-class, tutoring and through monitoring as needed by the ESL Teacher. Students participate in regular education program and extracurricular activities as all student do without any barriers. Additional supports are provided for these students through Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the school-wide program in addition to special education services. Homeless children receive services through district programs and homeless liaison. In addition, all homeless children

are eligible for assistance through the district homeless grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funding. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day as needed. During the summer, frequent home visits are made to support migrant students through tutoring, evaluations of well-being, and school preparedness. Marshall County Schools do not operate an Indian Education program or N or D programs. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. Marshall County Schools will take the following actions to ensure that information related to the school parent program, meetings, and other activities are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and in a language, the parent can understand. Every effort will be made to communicate with parents in their primary language. Marshall County Schools have several interpreters to meet with and communicate with parents.

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.)

All students receive large group guidance classes that correlate with the Alabama State Guidance and Counseling Plan weekly. Marshall County Schools partner with the Mountain Lakes Behavioral Center to offer an in-school mental health therapist. We also partner with the Marshall County Child Advocacy Center to offer the SCAN program to students, and Marshall Medical Center North for The First Start Puberty Program. Our Special Education Students receive counseling as needed from North Alabama Counseling Center. The district employs a Behavioral Specialist, Mental Health Coordinator, and Social Workers. Students that exhibit problem behaviors

are referred to the Problem Solving Team (PST). The team determines how to address the behavior problem and strategies and/or solutions for the classroom teacher.

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**.

Students receive after school tutoring through the YMCA Power Scholars Program. This is a 5 year grant that encompasses academic, health, and arts education. We offer Camp Marshall Tutoring and Summer Program for students who are determined through PST to be Tier 3 or Tier 2 students. Camp Marshall is invitation only and specifically for strugglers.

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.

Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, under part A of Title VII, homeless children, and immigrant children are provided services in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. All special populations have access to all services and programs available: free/reduced lunch, Title I, ESL, Special Education, At Risk, and counseling. Community resources (DHR, Department of Mental Health) provide necessary school supplies, food, clothing, and shelter. Students have equal access to the same free appropriate public education provided to all; the opportunity to meet the same state and performance standards to which all students are held without being stigmatized or isolated. Migrant students are identified upon enrollment and identified by SDE based on employment surveys; provided assistance in securing pertinent materials (immunization, social security cards, etc.) and served without regard to residential status. The needs are met through homeless and migrant grant funds. ESL students are identified upon enrollment and receive a Home Language Survey to determine eligibility for testing if the survey indicates that the language is not English. All eligible students are tested with the WIDA_ACCESS Placement Test (W-APT) to determine eligibility. ESL committee members determine appropriate services. Services are provided for ESL students pull-out and inclusion instruction. Parents receive school documents in English, Spanish, or appropriate home language. The ESL committee reviews each student's progress annually. If the students exit the ESL program they will be monitored for two years to ensure success. Homeless students are identified at enrollment using State Department and federal regulations and provided with support. DHR, Social Services, LEA school will contact the LEA for possible funding or other needs. Title I and community resources provide homeless students with necessary school supplies, clothes, and other necessary items. Economically Disadvantaged with low incomes, are identified through the application for free and reduced lunches and receive special considerations for needed resources. Special Education services are provided in accordance with federal and state laws.

Following a referral meeting to determine the need for an evaluation, an evaluation is conducted to determine eligibility for Special Education services. The IEP team develops the IEP based on the results of the evaluations if needed. Children with disabilities have access to a variety of education programs and services available to non-disabled children. In addition, students identified with learning and/or emotional disabilities are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. Neglected and delinquent are identified by one of the following sources: DHR, Social Services, LEA Attendance Officer, parent, teacher, or administrator. The counselor and administrator identify possible needed services for Neglected and delinquent students. The counselor monitors student grades and absences and ensures that the identified students have access to additional services as needed, including food, school supplies, and clothing. The LEA works directly with the courts to ensure parental cooperation. The Core ESL Program is sheltered instruction provided by the regular classroom teacher. Supplemental assistance is provided in English language acquisition by pull-out, in-class, tutoring, or through monitoring as needed by the ESL teacher. Students participate in the regular education program and extracurricular activities as all students do without barriers. Title 1 School-wide Diagnostic Brindlee Mountain Elementary School Additional supports are provided for these students through the Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the school-wide program in addition to special education services. Homeless children and youth receive services through the school-wide program. In addition, all homeless children and youth are eligible for assistance through the district's Homeless Grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funds. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day. During the summer, frequent home visits are made to support migrant students through tutoring, evaluation of well being, and school preparedness. Marshall County Schools does not operate an Indian Education program or N or D program. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. All schools in the Marshall County School District are Title I schools. The migrant students are guaranteed the same equal educational opportunity as other students in our school system. The ALSDE Employment Survey is part of the student registration packet for all kindergarten and new students. The employment surveys are completed and returned for the purpose of identifying migrant students and families. The survey is then forwarded to the central office for review. The migrant recruiters/home liaison will follow-up as needed for identification. The migrant recruiter works with the ALSDE recruiter to determine Priority I and Priority II students. Criteria established by the state department will be used in determining priority. Students will be assigned priority 1 if they are failing or in danger of failing and have interrupted schooling. Priority of services is determined by evaluation of the academic needs of migrant children, disruption by moves made during the school year, and at risk of failing. As soon as the priority status is determined, each principal is given a copy for use with their students. All Migrant students identified

as Priority 1 will receive additional services. The principal shares this information with the literacy coach and ESL staff to help coordinate services to meet the needs for these students. The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies:

- Cooperatively working together in ensuring that all plans, goals, objectives, are communicated to all staff that is responsible for programs and fiscal responsibility that ensures compliance with state and federal regulations.

- Coordination of appropriate services with Homeless in order to provide resources to families who are by definition homeless. Services include materials, supplies, health care and tutoring if needed.

- Coordination of appropriate services with English as Second Language by providing staff to translate forms and material, help to Hispanic families by providing services when needed and by providing tutorial services for children.

- Coordination of services with Head Start in order to provide referrals to Marshall County Special Needs Program. Marshall County School System provides Preschool Special Needs Service and Speech Language services to Marshall County students that attend Head Start and qualify for special education. -Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service to the children of Marshall County. - Coordination of services with Marshall County Special Education in order to meet the needs of all Marshall County Students by providing vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify. -Coordination of services with the Marshall County Schools Migrant Program by providing additional services to families who meet the definition of "Migrant". Services provided are supplemental education, medical, academic assistance, clothing, referral to appropriate agencies. -Coordination of services with the Marshall County Schools At-Risk program by providing referrals for children who need alternative education. -Coordination with Title II Professional Learning Program to assist with staff training and with other technology based programs. -Coordination with the district technology Director and other technology specialists to ensure that technology is integrated across the curriculum.

- Coordination with the Marshall County Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction. A similar grouping is instrumental in the development of each school's individual school wide plan. Title I set-aside resources are used to supplement support for children with Limited English Proficiency, children with

disabilities, migratory children, neglected or delinquent youth. Collaboration with home visitation, family literacy, and ESLL staff ensures that duplication and fragmentation is eliminated. Special services are also provided through extended-day and extended-year programs. -Children with special needs receive supplemental assistance through Title I by removing any reasonable obstacles that inhibit full inclusion with Title I activities. This process is accomplished through consultation with non-Title I personnel best able to assess the needs of Title I children with special needs. Additional Title I support is made available through set-aside resources for eligible children when other means of support have been exhausted. Through collaboration with special needs programs, all buses have communication radios to ensure the safe transportation of students during extended-time activities.

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.

Differentiated instruction is provided by a Highly Qualified Core ESL teacher who will utilize Elevation EL strategies and ARI strategies to provide high-quality instruction to ESL students along with the core reading program Journeys. Core teachers will also be utilizing strategies learned from AMSTI, i Ready Strategies and SPIRE. The ESL teacher will collaborate with classroom teachers to provide PD, individual conferences and additional modeling for differentiated instruction reading/writing strategies. The teacher will receive goal setting, WIDA standards and Elevation EL PD as tools to improve overall instruction. IELP meetings are held with parents to discuss placement or continuation of services. Translators are available for Spanish speakers. As a district we utilize Transact to translate documents in other languages. We have access to translators via phone for languages other than Spanish.

6. What is the school's teacher turnover rate for this school year?
We had 2 teachers leave for different opportunities.

7. What is the experience level of key teaching and learning personnel?
Three 3rd Grade Teachers= 3 year 4, 1 with 28 years.

Three 4th Grade Teachers=1 with 20 or more, 1 with 15 or more, and 1 with 5 years.

Three 5th Grade Teachers= one with 10 or more, one with 2, and one with 3.

Reading Coach= 30 plus

Math Interventionist= 20 plus

Stem Teacher= 15 plus

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)?

N/A

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

Each year district representatives and school employees analyze data. Not only is academic data examined, but also student/teacher attendance, discipline statistics and other important data. We also analyze our State Report Cards. Once areas of strength and weakness are identified PD is organized and instruction is adjusted accordingly. We also have regular data and PST meetings where data is analyzed by grade, class, and individual student. We are adding meaningful PLC's for each grade level.

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

Professional development opportunities for this year include on-site Professional Development, lesson studies, modeling and co-teaching with our Reading Specialist, STAR Reading and Math Diagnostic Training, District School Improvement Specialist, School Math Interventionist/STEM Teacher, District Math Specialist, IMSE Training, District ELA Specialist, Pacing Guide, Google Training, SAMUEL, Letrs,, Managing Crisis Safely, Do the Math, Alabama Literacy Act, New Reading Curriculum, Savaas Math, ARI, and others.

We are also working with The Bailey Group, MTSS, and Kids First.

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.

We currently have two new teachers (year 2) being mentored by a veteran teachers who will work alongside of them throughout the year. This is a district wide initiative

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

Based on regular data, including Educate Alabama, student data, and school data a dialogue exist between teachers and administration based around PLPs and student needs. Professional development is a continuous process based on teacher need and student assessment data. Data meetings and grade level meetings occur regularly to review ongoing student data. Surveys are administered to faculty and staff to get input on what PD needs they need and would be interest in attending. Bailey Group is assisting us in providing quality PD.

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.

We work closely with BMPS and share an afterschool program with them. We hold an annual LITERACY MEETING for PK-3 parents and teachers to share information about the Literacy Act.

We have yearly move up days where each grade level moves to the grade above. Second graders from BMPS also come here on that day. We plan fun activities so the students will feel comfortable the next school year. The Primary and Elementary Feeder pattern Principals and Reading Coaches work closely to ensure students have smooth transitions.

We house two PK's on our campus and we transition by:

End of the year Pre-K classroom focus on transition to kindergarten. Reading Kindergarten books, practicing more independence.

End of the year Pre-K family program.

Portfolio book completion, students take as a Pre-K memory book.

Send home fun "Get Ready For Kindergarten" activities to work on over the summer.

Gold Data is shared from PK to K

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?

Through regular data meetings and continuous review process, BMES uses student achievement results to help monitor the effectiveness of the school wide program. We use before and after data from ACAP, DIBELS, iReady, and STAR data. Regular formative and summative data is used to identify target areas for improvement. In addition, we hold vertical meetings, bi-monthly data meetings, and subject level meetings to determine needs and direction.

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?

Through regular data analysis and tracking current plans as they relate to school goals, we are able to ensure the current resources are integrated with our school-wide academic goals. Through our regular Problem Solving Team (PST) framework, Bailey Group Resources, and MTSS plan, we are able to monitor the progress of those who are struggling to meet standards and implement individualized plans for students to help them improve academic achievement. In addition, we continually monitor implementation of goals and work towards student mastery. For those students who struggle with more standards, we continually monitor progress through the PST process and tiered interventions. We utilize a school wide data wall to help us disseminate and analyze data. Each student has a data notebook to track and own their data!

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 BMES CIP/Leadership team consists of grade-level teachers from grades 3-5, the principal, special education teachers, reading specialist, counselor, community members and our Family Engagement Team. Regular evaluation and review is part of our continuous improvement. Regular meetings are held with the team and faculty to identify how current plans are meeting the needs of students and what areas need to be adjusted to increase growth. In addition, regular walkthroughs are conducted to help identify classroom needs and to help mold future goals in collaboration with stakeholders. There is a process in place to allow interested stakeholders to make suggestions to current school goals and plans. The current continuous improvement plan is available for public review at any time at our school and on our website. Based on input from stakeholders and current student data, our school team will meet to determine what revisions need to be made. We are also using our Bailey Group Resources.

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

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.

The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies. Cooperatively working together in ensuring that all plans, goals, and objectives are communicated to all staff responsible for programs' fiscal responsibility that ensures compliance with state and federal regulations. Coordination of appropriate services with Homeless in order to provide resources to families who are by definition homeless. Services may include materials, supplies, health care, and tutoring. Coordination of appropriate services with English as a Second Language by providing staff to translate forms and materials, provide help to Hispanic families by providing services, when needed and providing tutorial services for children. Coordination of services with Head Start in order to provide referrals to Marshall County Special Needs Program. Marshall County School system provides Preschool Special Needs services and Speech Language services to Marshall County students that attend Head Start and who qualify for special education. Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service to the children of Marshall County. Coordination of services with Marshall County Special Education in order to meet the needs of all Marshall County Students by providing vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify under Alabama Administrative Code. Coordination of services with the Marshall County Schools Migrant Program by providing additional services to families who meet the definition of "Migrant." Services provided are supplemental education, medical, academic assistance, clothing, and referral to appropriate agencies. Coordination of services with the Marshall County Schools At-Risk program by providing referrals for children who need alternative education. Coordination with Title II Professional Learning Program to assist with staff training and with other technology-based programs. Coordination with the district technology Director and other technology specialists to ensure that technology is integrated across the curriculum. Coordination with the Marshall County Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction. A similar grouping is instrumental in the development of each school's individual school wide plan. Some Title 1 resources are used to supplement support for children with Limited English Proficiency, children with disabilities, migratory children, neglected and delinquent youth. Collaboration with home visitation, family literacy, and EL staff ensures that duplication and fragmentation is eliminated. Special services are also provided through extended day and extended year programs. Children with special needs receive supplemental assistance through Title 1 by removing any reasonable obstacles that inhibit full inclusion with Title 1 activities. This process is accomplished through consultation with non-Title 1 personnel best able to assess the needs of Title 1 children with special needs. Additional Title 1 support is made available through set aside resources for eligible

children when other means of support have been exhausted. Through collaboration with special needs programs, all buses have communication radios to insure the safe transportation of students during extend time activities.

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).

Preschool programs including Parents as Teachers, First Teacher, and First Class Office of School Readiness classrooms will be implemented to support the transition of students from the programs into local elementary school programs. All preschools are partnered with one of our elementary schools in order to transition students from PreK to Kindergarten in an easy manner. The preschool students interacts with elementary school services such as participating in organized school events such as assemblies, pep rallies, school plays, daily participation in the Child Nutrition Program and frequent visits to the school library and school computer labs. Visiting Kindergarten classrooms and meeting Kindergarten teachers is arranged at the end of the school year for PreK parents and students. A special needs preschool (IDEA) exists and also carries these same services. Preschool teachers and Home Visitation staff, and Kindergarten teachers meet periodically to communicate observations from Home visitation staff and PreK teachers, curriculum information for improved transition as well as conversations regarding early childhood readiness skills needed to be successful in Kindergarten. Ongoing parent conferences occur in our PreK classrooms throughout the year to Prepare PreK parents for Kindergarten expectations. Marshall County School District uses state and federal funds to provide preschool to children who are four years old in each feeder pattern. This preschool program is designed to provide students an opportunity to become familiar with their learning environment as well as receive an introduction to readiness activities. Parents are provided workshops and strategies that they can use with their own children to prepare them for the school setting. The High Scope Preschool Curriculum, a scientifically researched-based program is utilized in the preschool program. Through designated key experiences for children, teaching and parent strategies and child observation materials, the curriculum provide a decision-making framework. Educational experiences are planned and designed to facilitate children's construction of concepts, development of skills, and engagement in the learning process. The scientifically research-based curriculum is developmentally appropriate and implemented with attention to needs, interests, abilities, learning styles, and developmental levels of individual children. The system also provides a full range of services to special needs children age 3-5 in both private, church-based childcare centers and other community settings. A Developmental Delayed certified teacher and Speech-Language Pathologist provide services in order to meet the needs of preschool need children in Marshall County. The Parents as Teacher preschool program through the Marshall County Home Visitation Program are also available to children who qualify for both of these programs. Both of these programs provide a developmentally

appropriate approach to children aged 3 to 4. Parents of all children, particularly parents of at-risk children, have equal opportunity to enroll their children in the preschool program, including the classrooms supported by the Office of School Readiness funds. No barriers exist to enrollment in the preschool program. Marshall County Schools reach for parents, particularly parents of English Learners and all other Title 1 children by distributing fliers across Marshall County through local agencies, doctors' offices, dental offices, the Marshall County Health Department and at businesses across the county. Fliers are sent home with every student in Marshall County Schools announcing the preschool enrollment period. Fliers are translated into Spanish as well. Advertisements announcing enrollment dates are run in area newspapers and are announced on local radio stations including the Spanish-speaking radio station in our area. Preschool enrollment dates are communicated to families by our Home Visitation Program staff and are announced on our Spanish speakers Night. Translated newsletters also ensure preschool enrollment dates are communicated in a timely manner. Marshall County Schools ensures that the enrollment process for the preschool openings supported through the State grant does not preclude parents of educationally at-risk children from enrolling their children or, if a random selection process is needed because of demand, from them being in the selection pool. Marshall County Schools uses multiple, educationally related, objective criteria to determine eligible students for a Title 1 preschool. This criterion is kept on file at the Marshall County Schools Preschool Office. Marshall County Schools ensures that Title 1 funds pay no more than the fair share of costs commensurate with the number of educationally at-risk children the LEA adds. Worksheets are maintained at the district office to ensure these funds are appropriately computed and applied at each preschool.

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

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% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

Over the summer the leadership team invited a group of parents to be a part of our Family Engagement Team. We meet monthly via zoom or in person. Parents are notified of the meeting through notices sent home by teachers in English and Spanish, newspaper announcements, public postings, social media, Class DOJO, and school website. It is usually held in the evening to accommodate working parents and guardians. On September 30th a Title 1 Parent Meeting was held. Topics discussed include: Continuous Improvement Plan, report cards, Title 1 Program and Budget, School-Parent Compacts, Family Nights. The leadership staff of BMES has a strong belief in the importance of parental involvement and therefore has implemented measures to offer parent meetings. Parent meetings are held at the parents' discretion. Teachers are available to meet with parents during their planning times, before and after school, and at scheduled appointments. We've involved parents in all areas of the Title 1 Program... the Compact, Budget and CIP. The committee meets and reviews all programs and helps to determine added and needed changes. BMES also hosts an annual Title One Parent Night in which the school administration presents an informative workshop explaining what it means to be a Title 1 school, how the 1% of the Title 1 funds are set aside, and the rights of parents as it relates to Title One. To promote this Parent Night BMES sends home invitations to all parents, publishes information on social media, REMIND, Class DOJO, and an automated phone call to BMES parents.

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.

BMES offers various times and formats for parental involvement and meetings. Informative meetings and parental involvement opportunities are spread throughout the calendar year and at flexible times, both during normal school hours and after-hours. Some examples of these include Open House/Orientation, book fair, parent-teacher conferences, award celebrations, data and donuts, and family reading night.

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).

BMES parents and stakeholders are involved in the planning, review, and improvement of the Title program through discussion and dialogue over the course

of the school year and during our annual Title 1 budgeting process. Surveys are distributed to parents to gain information an understanding of needs.

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

Funds allocated for parental involvement are being used to increase communication with parents through daily communication. We send home monthly calendars, daily reminders and items from Attendance Matters. We purchased parental involvement materials that are sent and/or are handed out. The Marshall County Schools will take the following actions to involve parents in the joint development of its LEA parental involvement plan under Section 1112 of the ESEA: The Marshall County School System will: Involve parents in the development of the LEA Title 1 Plan. Parents are members of the System-Wide Advisory Council and are integral in the development of the LEA Title 1 Plan which includes the Parental Involvement Plan. Administer a Parent Needs/Evaluation survey in the fall and spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans. Information compiled is used along with other data in the comprehensive needs assessment to determine the overall effectiveness of system programs and the parental involvement plan.

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))

BMES utilizes a variety of ways to provide parents with information on student academic performance. Progress reports and report cards are sent home regularly following the calendar set forth by the Marshall County School System. Parents are informed through our annual Title One Parent Night how Title 1 funds are being used in our school and what supplemental programs and instructional support are being offered as a result of Title One funds. Parents and stakeholders are encouraged to be involved in the learning process and are given various opportunities to be involved in the decision-making process as it relates to school goals. Parents also learn about priority goals in the reading and math, how to schedule parent-teacher conferences, and what it means to be in PST. They are reminded of how they can participate in the decision related to the education of their child. An interpreter is provided at all Title 1 meetings to communicate with Spanish speaking parents. Documents are also provided in Spanish when needed. Marshall County Schools will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request and in a language the parent can understand. Every effort will be made to communicate with parents in the primary language. Additionally, parents and community members who share families

primary language may be utilized to better communicate and respond to the needs of these families.

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 has been jointly developed by the BMES faculty, Leadership Team and our Family Involvement Team. It is reviewed regularly and updated at least annually to reflect current needs based on academic data. The school-parent compact is sent home with every student annually and parents are asked to review and sign it. These must be on file in each Homeroom Teachers Classroom. Award ceremonies are held at school to motivate and award student achievement. Parents are invited to attend all awards ceremonies. Parents are given a copy of the compact upon enrollment, Title 1 meetings. Parents are asked to sign the compacts. In addition, the students, teachers and the principal signs the compacts signifying their commitments to work together. Each teacher has the responsibility to explain the compact to the student and obtain students' signatures and house them in their classrooms for use during parent-teacher and or student-teacher conferences. All Marshall County Schools provide parents with timely information about programs under Title 1 during the Annual Title 1 Parent Meeting. Principals, Assistant Principals, teachers and reading coaches explain the curriculum in use at the school and that this curriculum is aligned to the Alabama State Courses of Study for each grade. Parents are given information about the state's adopted assessment plan including ACT, ACT Work Keys, Aspire, DIBELS, STAR, and ACAP. It is communicated during this meeting that parents are given the opportunity to request regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children. Regular Parent-Teacher conferences are held at school and preschool. Administrators and teachers are available to assist parents' needs and concerns. School climates are welcoming and nonthreatening to all parents. The school-parent compact is jointly developed at each school with parents of the children attending school. Each schools' compact contains the required components and describes how it is used, reviewed, and updated. The compacts are sent home to each family, signed by parents, students and principals. Compacts are maintained in each homeroom teacher's file for use and review with students and teachers throughout the school year.

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

The BMES continuous improvement plan is available in different formats and locations. It can be found on our school website, in the front office, and in the principal's office. BMES parents are welcome to review and make suggestions at any time on the current CIP and we employ a form that we ask parents to complete and turn in with any suggestions and/or dissatisfaction. The form is then turned in to the administrators who will reflect and meet with parents when appropriate. In May

of each year, the BMES CIP committee meets to review, evaluate, and revise it CIP. Parents have the right to give input regarding the revision of the plan. The notices also stated that after the plan is finalized and approved, and a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the CIP Leadership team. If a school within Marshall County Schools has comments or concerns from parents that the schools CIP are not satisfactory to parents, the school administrator will notify the Federal Programs Coordinator of this concern. A meeting will be scheduled at an agreed-upon time between Federal Programs Supervisor, school administrator and parent to discuss and reach a consensus about the content of the CIP.

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.

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. BMES offers flexible and various opportunities for parents to partner with our school to increase involvement and student achievement. BMES also hosts an annual parent meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title 1, what services will be offered and how parents have the right to be involved in their children's education. BMES also offers orientation items where parents will be given the opportunity to meet their child's teachers, learn about individual class assessments, and what role they can have in helping their child succeed in the classroom. The Marshall County Schools and parents capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, though the following activities specifically described following: A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school as appropriate, in understanding topics such as the following, by undertaking the actions described in the following: The State's academic content standards. The

State's student academic achievement standards. The State and local academic assessments including alternate assessments. The requirements of Part A; How to monitor their child's progress, and; How to work with educators. The Marshall County School System in coordination with school administration will conduct inservice programs, focusing upon the state content standards, student academic achievement standards, state and local assessment, and Title I requirements. Additional activities to promote improved student achievement: Provide assistance/ in-service to parents to develop tutoring skills for monitoring homework and other assignments; Assist parents in interpreting assessment results prior to and after testing; Provide parents/teacher with information that renders conferences that are more meaningful; Encourage parents to schedule periodic parent-teacher conferences. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their child's academic achievement such as literacy training, and using technology, as appropriate to foster parental involvement: The SystemWide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds; All parent education opportunities are provided in collaboration with federal programs, local schools, and Marshall County Home Visitation Program. Parents are notified about the opportunities through advertisements in the local newspapers, website, and flyers; Marshall County Schools will, with the assistance of schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with and work with parents as equal partners, in the value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parents and schools by providing teachers with professional learning activities on how to conduct a parent-teacher conference, professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in education their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members; Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families. We will utilize newsletters, websites and social media to connect with families. Marshall County Schools will to the highest extent feasible and appropriate coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other 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.

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.

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. BMES will work to ensure that all parental materials are closely aligned with our school's identified goals and are printed in English and Spanish.

Throughout the year parents will be given the opportunity to discuss topics that address identified school goals. BMES will provide the following activities for the 2024-2025 academic year: Open house, Awards Programs, Title 1 Parent Night, BETA Club Induction Ceremony, Book Fair, Family Lunches, Data and Donuts, Literacy Activities and Other programs to be announced throughout the year. 1. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, though the following activities specially described below: A. The school district will, with the assistance of its Title 1 Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the following paragraph: The State's academic content standards; The State and local academic assessments including alternate assessments; The requirements of Part A; How to monitor their child's progress, and How to work with educators. The Marshall County Schools System in coordination with school administration will conduct in-service programs focusing upon the state content standards, student academic achievement standards, state and local assessments including alternate assessments, and Title I requirements. Additional activities to promote improved student achievement: Provide assistance/ in-service t parents to develop tutoring skills for monitoring homework and other assignments. Assist parents in interpreting assessment results prior to and after testing. Provide parent and teachers with information that render conferences that are more meaningful Encourage parents to schedule periodic parent-teacher conferences. B. Marshall County Schools will, with the assistance of its schools provide material and training to help parents work with their children to improve their children's academic achievement, such as training, and using technology, as appropriate, to foster parental involvement by: They System-Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. All parent education opportunities are provided in collaboration with federal programs, local schools, and the Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local papers, websites, social media, and flyers. C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs

and build ties between parents and schools by: Providing teachers with professional development activities on how to conduct parent-teacher conferences. Professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in BMES educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members. BMES will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families. We will utilize newsletters, social media, websites, and flyers to communicate with families. Marshall County Schools will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education for their children.

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.

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 greatest 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. BMES will continue to work with teachers in professional learning, faculty meetings, and grade level meetings in understanding the importance of parental involvement and that building partnerships with parents are essential. The principal will set the expectation that teachers work closely with our Family Engagement Team in planning parental involvement activities and materials that best meet our school identified goals. 1. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, though the following activities specially described below. A. The school district will, with the assistance of its Title I, Part A schools provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph: The

State's academic content standards; The State's student academic achievement standards; The State and local academic assessments including alternate assessments; The requirements of Part A; How to monitor their child's progress and How to work with educators. The Marshall County School System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternate assessments, and Title 1 requirements. Additional activities to promote improved student achievement: Provide Assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments; Assist parents in interpreting assessments results prior to and after testing; Provide parents/teachers with information that render conferences that re more meaningful; Encourage parents to schedule periodic parent-teacher conferences. B. Marshall County Schools will with the assistance of its schools provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training using technology and foster parental development. They System-Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. All parent education opportunities are provided in collaboration with federal programs, local schools, and the Marshall County Home Visitation Program. Parents are notified about the opportunities through advertisements in the local papers, websites, social media, and flyers. C. Marshall County Schools will with the assistance of its schools provide teachers with professional learning activities on how to conduct parent-teacher conferences and how to better communicate with parents, conduct professional learning to establish productive and respectful relationships with parents and families. Marshall County Schools will to the extent feasible coordinate and integrate parental involvement programs and activities with Parents as Teachers and public preschool and other programs and conduct other activities that encourage and support parents in more fully participating in their education of their children.

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.

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. The school website provides links to educational sites designed to help parents on assisting their child with computer based programs. Constant communication with parents is provided through newsletter, calendars, emails, and conferences. In addition, BMES provides parents information on various agencies who partner with BMES and are available to encourage and support active participation in educational activities. Will provide parents various opportunities to learn about child development and child rearing through the provision of in-service programs and to distribution of various materials. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's success in school. Promote family literacy and parenting skills through parent resources provided at local schools. This will ensure opportunities for parents to learn about child development and child-rearing issues. Promote family training classes to help parents become full partners in the education their child. OSR Preschool, Marshall County Home Visitation Program, and Title I Preschool provides a minimum of 18 hours of family enrichment workshops by offering parenting classes, special presentations, and parent-teacher sessions. These workshops/programs will be offered monthly with special presentations planned as to needs identified of the particular group. The Marshall County School System Migrant Home Liaison provides home-based preschool program that includes parental involvement strategies planned according to individual need. The EL, Migrant, Homeless Director, Professional Development and Federal Programs Supervisors work collaboratively to coordinate all parent involvement activities. In addition, all local schools have parent involvement committees.

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.

BMES makes multiple efforts to work with parents in meeting their requests as related to their involvement in their children's education. Parent input will be requested in order to determine ways to meet parent needs. A parent survey will be administered in the spring. Parents may also contact the school counselor, Principal and/or Reading Specialist to participate as volunteers. All parents are invited to be a part of our Family Engagement Team and are invited to attend monthly meetings. A process is in place where any parent, at anytime, can make suggestions on increasing achievement at our school. The Marshall County Schools will build the

schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below. A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph: -The State's academic content standards; -The State's student academic achievement standards; -The State and local academic assessments including alternate assessments; -The requirements of Part A; -How to monitor their child's progress; -How to work with educators. The Marshall County School System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments. and Title I requirements. Additional activities to promote improved student achievement: -Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments. -Assist parents in interpreting assessment results prior to and after testing. -Provide parents/teachers with information that render conferences that are more meaningful. -Encourage parents to schedule periodic parent teacher conferences. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology appropriately to foster parental involvement by: -The system wide advisory council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. -All parent education opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: -Will provide teachers with professional learning activities on how to conduct a parent-teacher conference -Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members. -Will conduct professional learning activities on how to establish and We will maintain respectful and productive relationships with families. -Will utilize newsletters, websites, and forms of social media to communicate with families. Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other 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.

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))

At the present time BMES has 4 ESL students. Information on all school meeting, parent notices, etc., is sent to parents in their Native Language. In addition, a county interpreter helps to assist in verbally communicating with these parents as needed. Marshall County Schools will take the following actions to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in and understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand. Every effort will be made to communicate with parents in their primary language. Additionally, parents and community members who share family's primary language may be utilized to better communicate and respond to the needs of these families. Additionally, we recognize the unique challenges of our ELL families and hold an orientation specifically designed for their needs at each school.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

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







 Coordination of Resources

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)
 BMES Compact 2024-2025		.
 Coordination of Resources		.
 District Family/Parental Engagement Plan		.
 Parental Involvement Plan		.
 Strategy Map		.
 Title One Meeting Sign in Sheet		.

Critical Initiative

STAR assessments to determine student learning levels for reading.

Objective:

Provide high-quality data-driven reading instruction.

Activity

STAR Renaissance Tests to determine student growth

Person responsible: District,
Administrator, Teachers

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$7347.08

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS,
iReady, ACAP

Benchmark:

Date:

Critical Initiative

DIBELS mClass diagnostics will show the reading proficiency of third grade students.

Objective:
Provide high-quality data-driven reading instruction.

eracy

Critical Initiative

The reading specialist will work closely with staff and students.

Objective:

Provide high-quality data-driven reading instruction.

Critical Initiative

The Problem Solving Team will meet monthly to determine student achievement, plan tier 2/tier 3 instruction, coach and admin walkthroughs.

Objective:

Provide high-quality data-driven reading instruction.

Activity

Substitutes hired to cover during PST Meetings

Person responsible: Principal

Launch Date: 09/02/2024

Required Resource(s):

Financial Resource: \$2185.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS, iReady, ACAP

Benchmark:

Date:

Critical Initiative

Title One Intervention Aide will work with Tier 2 students identified during Problem Solving Team Meetings.

Objective: Provide high-quality data-driven reading instruction.

Activity

SPUR Interventionist

Person responsible: Principal, Literacy Specialist, Math Coach

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$26992.00
Other Resource:

Source of Funding: Title

Activity Measure(s)

Improvement in STAR, iReady, mClass

Benchmark(s)

Benchmark: Date:

Critical Initiative

Studies Weekly Social Studies Newsletters

Objective:

Provide high-quality data-driven reading instruction.

Activity

Studies Weekly

Person responsible: Administrator,
Teachers

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$1795.80

Source of Funding: Title

Other Resource: Student improvement on
STAR, DIBELS, iReady, ACAP

Activity Measure(s)

Benchmark(s)

Critical Initiative

STAR and iReady Math Assessments to determine student math levels and achievement.

Objective:

Provide high-quality data driven math instruction.

Activity

STAR Math Assessments to determine student growth.

Person responsible: District,
Administrator, Teacher

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$7347.08

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS,
iReady, ACAP

Benchmark:

Date:

acy

Critical Initiative

Math Interventionist & Title One Aide will work with Tier 2 and Tier 3 small groups as identified in our problem solving team.

Objective:
Provide high-quality data driven math instruction.

Critical Initiative

Weekly meetings with our district ESL specialist to adjust support for ESL's. Make connections beyond school, including connections to students' home cultures and fund of knowledge.

Objective:

ESL students will improve language and communication skills.

Critical Initiative

Teachers use ELlevation EL strategies for explicit and differentiated student instruction. Adjust support for ESL's at different levels of language proficiency and background knowledge.

Objective:

ESL students will improve language and communication skills.

rnrs

Critical Initiative

Monthly Problem Solving Team and Individual Learning Plan meetings.

Objective:

ESL students will improve language and communication skills.

rnrs

Critical Initiative

DIBELS testing for 3rd grade ESL Students

Objective:
ESL students will improve language and communication skills.

Critical Initiative

STAR testing and differentiated instructional practices.

Objective:

ESL students will improve language and communication skills.

Activity

Star Testing to determine student growth

Person responsible: District, Administration, Teachers

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$7347.08

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS, iReady, ACAP

Benchmark:

Date:

rnrs

Critical Initiative

Student scores on the ACCESS English Language Proficiency test based on the WIDA English Language Development Standards.

Objective:

ESL students will improve language and communication skills.

Critical Initiative

Principal conducts daily morning moments for announcements, fun facts, riddles, celebrations, etc. We do this together in the lunchroom.

Objective:

Use strategies from our Safe and Civil Schools training to raise our ADA, decrease student discipline referrals, and encourage academic growth.

Critical Initiative

Safe and Civil Schools Student Expectation Plan. Students and staff use DOJO points to monitor student discipline and earn behavior rewards.

Objective:

Use strategies from our Safe and Civil Schools training to raise our ADA, decrease student discipline referrals, and encourage academic growth.

Critical Initiative

Liberty's Legacy aims to educate students about the meaning of freedom, importance of being a good citizen, and honoring hero's.

Objective:

Use strategies from our Safe and Civil Schools training to raise our ADA, decrease student discipline referrals, and encourage academic growth.

Activity

Liberty's Legacy Transportation

Person responsible: Principal

Launch Date:

Required Resource(s):

Financial Resource: \$159.20

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Improvement of Student Culture, Behavior, and Attendance

Benchmark:

Date:

Critical Initiative

Daily and weekly communication from the principal and teachers through email, the school website, DOJO, REMIND, Blackboard, school Facebook, twitter, and Instagram.

Objective:

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

Activity

Staff Laptop for Principal and Counselor

Person responsible: Principal

Launch Date: 10/01/2024

Required Resource(s):

Financial Resource: \$2798.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS, iReady, ACAP

Benchmark:

Date:

Culture and Climate

Technology Goals

Activity

Teacher Laptops

Person responsible: Principal

Launch Date: 10/01/2024

Required Resource(s):

Financial Resource: \$3850.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS,
iReady, ACAP Culture and Climate
Technology Goals

Benchmark:

Date:

Activity

Parental /Community Involvement Flyers and Info

Person responsible: Principal

Launch Date: 10/02/2024

Required Resource(s):

Financial Resource: \$865.80

Source of Funding: Title One

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS,
iReady, ACAP Culture and Climate
Technology Goals

Benchmark:

Date:

Critical Initiative

Stakeholder involvement in the planning process for our Title One Budget, Parent/Teacher/Principal/Student compact, and the School Improvement Plan.

Objective:

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

Critical Initiative

Replace outdated access points to enhance connectivity & improve digital access for students, ensuring a reliable and efficient online learning environment that supports academic success & equity.

Objective:

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Critical Initiative

Implementation of the State of Alabama Technology Course of Study for 30 minutes each week.

Objective:

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Activity

Chromebook Chargers

Person responsible: Principal

Launch Date: 10/01/2024

Required Resource(s):

Financial Resource: \$250.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS, iReady, ACAP Culture and Climate Technology Goals

Benchmark:

Date:

Critical Initiative

Technology lessons/activities integrated into classes provided by the STEM Teacher/Math Interventionist, Library Media Specialist and classroom teacher.

Objective:

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Activity

15 Student Chromebooks for technology instruction

Person responsible: Principal

Launch Date: 10/01/2024

Required Resource(s):

Financial Resource: \$4275.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS, iReady, ACAP Culture and Climate Technology Goals

Benchmark:

Date:

Critical Initiative

Updated Interactive boards, chromebooks, and teacher/staff devices.

Objective:

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Activity

Interactive Panel for Library Media Center

Person responsible: Principal, Library Media Specialist

Launch Date: 10/01/2024

Required Resource(s):

Financial Resource: \$2570.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Student improvement on STAR, DIBELS, iReady, ACAP Culture and Climate Technology Goals

Benchmark:

Date:

Critical Initiative

To be committed to the wellness of each student through prevention, intervention and referrals to outside agencies.

Objective:

To provide awareness and resources for the emotional well-being of students at BMES for their families to pursue.

Objective

Provide high-quality data-driven reading instruction.

Critical Initiative

STAR assessments to determine student learning levels for reading.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

STAR DATA Analysis (See Learner Achievement)

Critical Initiative

DIBELS mClass diagnostics will show the reading proficiency of third grade students.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

DIBELS DATA Analysis (See Learner Achievement)

Critical Initiative

The reading specialist will work closely with staff and students.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Coaching Cycle Data

Critical Initiative

The Problem Solving Team will meet monthly to determine student achievement, plan tier 2/tier 3 instruction, coach and admin walkthroughs.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

<https://eprovestrategies.advanc-ed.org/strategies/>

Principal Walkthroughs

Critical Initiative

Title One Intervention Aide will work with Tier 2 students identified during Problem Solving Team Meetings.

Start Date: 08/09/2024

End Date: 05/23/2025

Key Measures

Intervention Aide Work with PST Students

Critical Initiative

Studies Weekly Social Studies Newsletters

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Social Studies content through Reading Comprehensi

Objective

Provide high-quality data driven math instruction.

Critical Initiative

STAR and iReady Math Assessments to determine student math levels and achievement.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

STAR DATA Analysis (See Learner Achievement)

iReady DATA

Critical Initiative

Math Interventionist & Title One Aide will work with Tier 2 and Tier 3 small groups as identified in our problem solving team.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Intervention Aide Work with PST Students

Objective

ESL students will improve language and communication skills.

Critical Initiative

Weekly meetings with our district ESL specialist to adjust support for ESL's. Make connections beyond school, including connections to students' home cultures and fund of knowledge.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Can Do Descriptors

Ellevation Strategies

Translation Materials

Critical Initiative

Teachers use ELlevation EL strategies for explicit and differentiated student instruction. Adjust support for ESL's at different levels of language proficiency and background knowledge.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Can Do Descriptors

Ellevation Strategies

Translation Materials

Critical Initiative

Monthly Problem Solving Team and Individual Learning Plan meetings.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

PST DATA to Drive Instruction

Critical Initiative

DIBELS testing for 3rd grade ESL Students

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

DIBELS DATA Analysis (See Learner Achievement)

Critical Initiative

STAR testing and differentiated instructional practices.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

STAR DATA Analysis (See Learner Achievement)

Critical Initiative

Student scores on the ACCESS English Language Proficiency test based on the WIDA English Language Development Standards.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

ILP Plan and Meetings with ESL Team

Objective

Use strategies from our Safe and Civil Schools training to raise our ADA, decrease student discipline referrals, and encourage academic growth.

Critical Initiative

Principal conducts daily morning moments for announcements, fun facts, riddles, celebrations, etc. We do this together in the lunchroom.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Morning Moments

Critical Initiative

Safe and Civil Schools Student Expectation Plan. Students and staff use DOJO points to monitor student discipline and earn behavior rewards.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Pride Notes

DOJO

Critical Initiative

Liberty's Legacy aims to educate students about the meaning of freedom, importance of being a good citizen, and honoring hero's.

Start Date:

End Date:

Key Measures

Objective

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

Critical Initiative

Daily and weekly communication from the principal and teachers through email, the school website, DOJO, REMIND, Blackboard, school Facebook, twitter, and Instagram.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

DOJO

Parent Conferences/Communication

Critical Initiative

Stakeholder involvement in the planning process for our Title One Budget, Parent/Teacher/Principal/Student compact, and the School Improvement Plan.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Objective

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Critical Initiative

Replace outdated access points to enhance connectivity & improve digital access for students, ensuring a reliable and efficient online learning environment that supports academic success & equity.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Purchase Orders, Inventory

Critical Initiative

Implementation of the State of Alabama Technology Course of Study for 30 minutes each week.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Understanding of technology standards

Critical Initiative

Technology lessons/activities integrated into classes provided by the STEM Teacher/Math Interventionist, Library Media Specialist and classroom teacher.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Student has full understanding of technology use.

Critical Initiative

Updated Interactive boards, chromebooks, and teacher/staff devices.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Integration of technology

Objective

To provide awareness and resources for the emotional well-being of students at BMES for their families to pursue.

Critical Initiative

To be committed to the wellness of each student through prevention, intervention and referrals to outside agencies.

Start Date: 08/08/2024

End Date: 05/23/2025

Key Measures

Counseling Classes

Mental Health Training

Brindlee Mountain Elementary School

<p>Vision</p> <hr/> <p>To build an educational foundation for our children to ensure a successful future.</p>	<p>Mission</p> <hr/> <p>To work in a safe and caring environment to build an educational foundation for our children.</p>	<p>Beliefs</p> <hr/> <p>Students will know they matter to us, are important, and respected. Goals will be set for each student, growth will be celebrated, and we provided high quality data-driven instruction.</p>
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Reading Literacy	Math Literacy	English Learners	Culture and Attendance	Stakeholder Involvement	Technology	Mental Health
Objectives	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none"> • Provide high-quality data-driven reading instruction. 	<ul style="list-style-type: none"> • Provide high-quality data driven math instruction. 	<ul style="list-style-type: none"> • ESL students will improve language and communication skills. 	<ul style="list-style-type: none"> • Use strategies from our Safe and Civil Schools training to raise our ADA, decrease student discipline referrals, and encourage academic growth. 	<ul style="list-style-type: none"> • To ensure the involvement of parents, to support a partnership among the school, parents, and community. 	<ul style="list-style-type: none"> • Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid). 	<ul style="list-style-type: none"> • To provide awareness and resources for the emotional well-being of students at BMES for their families to pursue.
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> • STAR assessments to determine student learning levels for reading. • DIBELS mClass diagnostics will show the reading proficiency of third grade students. 	<ul style="list-style-type: none"> • STAR and iReady Math Assessments to determine student math levels and achievement. • Math Interventionist & Title One Aide will work with Tier 2 and Tier 3 small groups as 	<ul style="list-style-type: none"> • Weekly meetings with our district ESL specialist to adjust support for ESL's. Make connections beyond school, including connections to students' home cultures and fund of knowledge. 	<ul style="list-style-type: none"> • Principal conducts daily morning moments for announcements, fun facts, riddles, celebrations, etc. We do this together in the lunchroom. • Safe and Civil Schools 	<ul style="list-style-type: none"> • Daily and weekly communication from the principal and teachers through email, the school website, DOJO, REMIND, Blackboard, school Facebook, twitter, and Instagram. 	<ul style="list-style-type: none"> • Replace outdated access points to enhance connectivity & improve digital access for students, ensuring a reliable and efficient online learning environment that supports academic 	<ul style="list-style-type: none"> • To be committed to the wellness of each student through prevention, intervention and referrals to outside agencies.

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> The reading specialist will work closely with staff and students. The Problem Solving Team will meet monthly to determine student achievement, plan tier 2/tier 3 instruction, coach and admin walkthroughs. Title One Intervention Aide will work with Tier 2 students identified during Problem Solving Team Meetings. Studies Weekly Social Studies Newsletters 	<p>identified in our problem solving team.</p>	<ul style="list-style-type: none"> Teachers use ELlevation EL strategies for explicit and differentiated student instruction. Adjust support for ESL's at different levels of language proficiency and background knowledge. Monthly Problem Solving Team and Individual Learning Plan meetings. DIBELS testing for 3rd grade ESL Students STAR testing and differentiated instructional practices. Student scores on the ACCESS English Language Proficiency test based on the WIDA English Language Development Standards. 	<p>Student Expectation Plan. Students and staff use DOJO points to monitor student discipline and earn behavior rewards.</p> <ul style="list-style-type: none"> Liberty's Legacy aims to educate students about the meaning of freedom, importance of being a good citizen, and honoring hero's. 	<ul style="list-style-type: none"> Stakeholder involvement in the planning process for our Title One Budget, Parent/Teacher/Principal /Student compact, and the School Improvement Plan. 	<p>success & equity.</p> <ul style="list-style-type: none"> Implementation of the State of Alabama Technology Course of Study for 30 minutes each week. Technology lessons/activities integrated into classes provided by the STEM Teacher/Math Interventionist, Library Media Specialist and classroom teacher. Updated Interactive boards, chromebooks, and teacher/staff devices. 	

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> STAR DATA Analysis (See Learner Achievement) DIBELS DATA Analysis (See Learner Achievement) Coaching Cycle Data https://eprovestrategies.advanced.org/strategies/ Principal Walkthroughs Intervention Aide Work with PST Students Social Studies content 	<ul style="list-style-type: none"> STAR DATA Analysis (See Learner Achievement) iReady DATA Intervention Aide Work with PST Students 	<ul style="list-style-type: none"> Can Do Descriptors Ellevation Strategies Translation Materials PST DATA to Drive Instruction DIBELS DATA Analysis (See Learner Achievement) STAR DATA Analysis (See Learner Achievement) ILP Plan and Meetings with ESL Team 	<ul style="list-style-type: none"> Morning Moments Pride Notes DOJO 	<ul style="list-style-type: none"> DOJO Parent Conferences/Communication 	<ul style="list-style-type: none"> Purchase Orders, Inventory Understanding of technology standards Student has full understanding of technology use. Integration of technology 	<ul style="list-style-type: none"> To be committed to the wellness of each student through prevention, intervention and referrals to outside agencies.

Key Measures

Key Measures

Key Measures

Key Measures

Key Measures

Key Measures

Key Measures

through Reading
Comprehensi

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$7347.08

Source of Funding: Title

Other

Critical Initiative

STAR assessments to determine student learning levels for reading.

Key Measures

- STAR DATA Analysis (See Learner Achievement)

Intended Outcome(s)

- STAR will determine student reading levels. Data will be used to determine student interventions.

Objective

Provide high-quality data-driven reading instruction.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

DIBELS mClass diagnostics will show the reading proficiency of third grade students.

Key Measures

- DIBELS DATA Analysis (See Learner Achievement)

Intended Outcome(s)

- DIBELS will show reading fluency levels of all third grade students.

Objective

Provide high-quality data-driven reading instruction.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

The reading specialist will work closely with staff and students.

Key Measures

- Coaching Cycle Data

Intended Outcome(s)

- Coach works closely with ARI to follow Alabama Literacy Act policies, complete coaching cycles, etc.

Objective

Provide high-quality data-driven reading instruction.

Vision To build an educational foundation for our children to ensure a successful future.

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$2185.00

Source of Funding: Title

Other

Critical Initiative

The Problem Solving Team will meet monthly to determine student achievement, plan tier 2/tier 3 instruction, coach and admin walkthroughs.

Key Measures

- <https://eprovestrategies.advanc-ed.org/strategies/>
- Principal Walkthroughs

Intended Outcome(s)

- Principal and PST Team will ensure quality and engaging T1, T2 and T3 instruction is taking place.

Objective

Provide high-quality data-driven reading instruction.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$26992.00

Source of Funding: Title

Other

Critical Initiative

Title One Intervention Aide will work with Tier 2 students identified during Problem Solving Team Meetings.

Key Measures

- Intervention Aide Work with PST Students

Intended Outcome(s)

- Title One Intervention Aides will work with T2 and T3 PST Students.

Objective

Provide high-quality data-driven reading instruction.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$1795.80

Source of Funding: Title

Other

- Student improvement on STAR, DIBELS, iReady, ACAP

Critical Initiative

Studies Weekly Social Studies Newsletters

Key Measures

- Social Studies content through Reading Comprehensi

Intended Outcome(s)

- Social Studies content through Reading Comprehension Activities

Objective

Provide high-quality data-driven reading instruction.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$7347.08

Source of Funding: Title

Other

Critical Initiative

STAR and iReady Math Assessments to determine student math levels and achievement.

Key Measures

- STAR DATA Analysis (See Learner Achievement)
- iReady DATA

Intended Outcome(s)

- STAR and i Ready DATA will determine individual learning paths and strategies.

Objective

Provide high-quality data driven math instruction.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Math Interventionist & Title One Aide will work with Tier 2 and Tier 3 small groups as identified in our problem solving team.

Key Measures

- Intervention Aide Work with PST Students

Intended Outcome(s)

- Spur Title 1 Aide will work with T2 and T3 Students

Objective

Provide high-quality data driven math instruction.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Weekly meetings with our district ESL specialist to adjust support for ESL's. Make connections beyond school, including connections to students' home cultures and fund of knowledge.

Key Measures

- Can Do Descriptors
- Translation Materials
- Ellevation Strategies

Intended Outcome(s)

- All ESL students will increase their overall composite scores as measured by ACCESS.

Objective

ESL students will improve language and communication skills.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Teachers use ELlevation EL strategies for explicit and differentiated student instruction. Adjust support for ESL's at different levels of language proficiency and background knowledge.

Key Measures

- Can Do Descriptors
- Translation Materials
- Ellevation Strategies

Intended Outcome(s)

- Intended Outcome(s) Add Intended Outcome ESL students will participate in T1, T2 and T3 instructiona

Objective

ESL students will improve language and communication skills.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Monthly Problem Solving Team and Individual Learning Plan meetings.

Key Measures

- PST DATA to Drive Instruction

Intended Outcome(s)

- Teachers will work with the PST/ ESL team to determine best strategies for individualized learning.

Objective

ESL students will improve language and communication skills.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

DIBELS testing for 3rd grade ESL Students

Key Measures

- DIBELS DATA Analysis (See Learner Achievement)

Intended Outcome(s)

- Teachers and ESL Team will use DIBELS data to determine stu

Objective

ESL students will improve language and communication skills.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$7347.08

Source of Funding: Title

Other

Critical Initiative

STAR testing and differentiated instructional practices.

Key Measures

- STAR DATA Analysis (See Learner Achievement)

Intended Outcome(s)

- Data will determine individual goals and differentiation plans for ILP's.

Objective

ESL students will improve language and communication skills.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Student scores on the ACCESS English Language Proficiency test based on the WIDA English Language Development Standards.

Key Measures

- ILP Plan and Meetings with ESL Team

Intended Outcome(s)

- Data will determine individual goals and differentiation plans for ILP's.

Objective

ESL students will improve language and communication skills.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Principal conducts daily morning moments for announcements, fun facts, riddles, celebrations, etc. We do this together in the lunchroom.

Key Measures

- Morning Moments

Intended Outcome(s)

- Students will attend school each day and behavior will improve.

Objective

Use strategies from our Safe and Civil Schools training to raise our ADA, decrease student discipline referrals, and encourage academic growth.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Safe and Civil Schools Student Expectation Plan. Students and staff use DOJO points to monitor student discipline and earn behavior rewards.

Key Measures

- Pride Notes
- DOJO

Intended Outcome(s)

- Behavior and staff/student relationships will improve.

Objective

Use strategies from our Safe and Civil Schools training to raise our ADA, decrease student discipline referrals, and encourage academic growth.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$159.20

Source of Funding: Title

Other

Critical Initiative

Liberty's Legacy aims to educate students about the meaning of freedom, importance of being a good citizen, and honoring hero's.

Key Measures

Intended Outcome(s)

Objective

Use strategies from our Safe and Civil Schools training to raise our ADA, decrease student discipline referrals, and encourage academic growth.

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$7513.80

Source of Funding: Title, Title, Title One

Other

Critical Initiative

Daily and weekly communication from the principal and teachers through email, the school website, DOJO, REMIND, Blackboard, school Facebook, twitter, and Instagram.

Key Measures

- DOJO
- Parent Conferences/Communication

Intended Outcome(s)

- Effective communications and positive community/parental involvement.

Objective

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

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Stakeholder involvement in the planning process for our Title One Budget, Parent/Teacher/Principal/Student compact, and the School Improvement Plan.

Key Measures

Intended Outcome(s)

Objective

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

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Replace outdated access points to enhance connectivity & improve digital access for students, ensuring a reliable and efficient online learning environment that supports academic success & equity.

Key Measures

- Purchase Orders, Inventory

Intended Outcome(s)

- Equitable technology use across all classrooms.

Objective

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$250.00

Source of Funding: Title

Other

Critical Initiative

Implementation of the State of Alabama Technology Course of Study for 30 minutes each week.

Key Measures

- Understanding of technology standards

Intended Outcome(s)

- Students have full understanding of technology education.

Objective

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$4275.00

Source of Funding: Title

Other

Critical Initiative

Technology lessons/activities integrated into classes provided by the STEM Teacher/Math Interventionist, Library Media Specialist and classroom teacher.

Key Measures

- Student has full understanding of technology use.

Intended Outcome(s)

- Integration of technology education.

Objective

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Vision To build an educational foundation for our children to ensure a successful future.

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources: \$2570.00

Source of Funding: Title

Other

Critical Initiative

Updated Interactive boards, chromebooks, and teacher/staff devices.

Key Measures

- Integration of technology

Intended Outcome(s)

- Technology integration in the classroom.

Objective

Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).

Vision To build an educational foundation for our children to ensure a successful future.

Brindlee Mountain Elementary School

Mission To work in a safe and caring environment to build an educational foundation for our children.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

To be committed to the wellness of each student through prevention, intervention and referrals to outside agencies.

Key Measures

- Counseling Classes
- Mental Health Training

Intended Outcome(s)

- To lower student crisis referrals.

Objective

To provide awareness and resources for the emotional well-being of students at BMES for their families to pursue.

Vision To build an educational foundation for our children to ensure a successful future.