



Title 1 Targeted Assistance Diagnostic for ACIP 2024-2025

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Brindlee Mountain Primary School

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Instructions

Title I Targeted Assistance schools must complete all of the following sections of this ACIP diagnostic:

- **Title I Targeted Assistance 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.

2024-25 Title I Targeted Assistance Diagnostic for ACIP

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The school leadership 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. These discussions led to well-defined and outlined action steps necessary to achieve the desired goals. The school leadership team members met again in August 2024 to analyze data and formulate and reflect on past and current goals. This led to proposed action steps based on data.

2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

Comprehensive assessment data for the 2023-2024 school year showed improvement in reading scores and math. On DIBELS Reading Assessment the percentage of Kindergarten students who benchmarked increased from 66% to 73%. The number of First Graders increased benchmarked from 75% to 80%. The number of 2nd graders that benchmarked increased from 75% to 89%.

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

NA

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and-after school programs, summer programs, tiered behavioral models that address behavior problems, 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.) (Sec. 1115(b)(B)(i)(ii))

Strategies, such as the evidence and research-based Institution of Multi-Sensory Education (IMSE) have strengthened the reading literacy skills of students and teachers. Teachers are implementing the research-based Go Math program as well as Alabama Math, Science, Technology, and Initiative strategies for all students

during core instruction. Tier 3 students are receiving instruction daily by certified teachers using the research and evidence-based SPIRE program.

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))

All students, grades kindergarten through second grade, receive large group guidance classes that correlate with the Alabama State Guidance and Counseling Plan bi-monthly. 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 all kindergarten and first-grade students.

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))

The second semester a before-school tutoring program was offered to Tier 2, Tier 3, SPED, and EL Students. In addition, students had the opportunity to participate in Camp Marshall. Camp Marshall was a program that provided instruction for 7 hours a day for 6 weeks during June and the first of July.

4. How are students with the greatest needs receiving services?

All special populations have access to all services and programs available: free/reduced lunch, Title I, ELL, SpED, At Risk, and counseling. Community resources (DHR, DMH) 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. Migrants are identified upon enrollment.

5. What are the multiple criteria by which students may exit the program?

The multiple criteria are established by the Marshall County Board of Education. Those guidelines are used to assess, determine, and intervene if necessary.

6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education? (Sec. 1115 (b)(A))

The second semester a before-school tutoring program was offered to Tier 2, Tier 3, SPED, and EL Students. In addition, students had the opportunity to participate in Camp Marshall. Camp Marshall was a program that provided instruction for 7 hours a day for 6 weeks during June and the first of July.

7. How is program planning for eligible students incorporated into the existing School Improvement Planning process?

It is included in the purposeful planning, itemized budgeting of resources, and school-wide goals. In this, the Clp has established rigorous checkpoints and guidelines to assess.

Component 3: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum. (Sec. 1115)(b)(2)(G)(i))

The MCBOE employs a gifted specialist to both identify and design pathways for the most high-achieving students. The needs are outlined by the leadership team and goals are established in conjunction with the CIP.

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

The CIP has established guidelines for the supplemental practices as established by the PST process. In this process, students are identified, informed, and assisted with their varying levels of academic growth. This is done by the leadership team, special education department, and using district guidelines. The guidelines help focus on the accelerated path.

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

The school has established multiple plans (behavioral, instructional, and planning) that establish a culture that is inclusive of all students. This is verified by the incident data from PowerSchool.

4. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

There are teachers in multiple areas and the school has designed, in conjunction with the pre-K, a 'move-up' transition day that allows students to become comfortable, hear expectations, and become a part of the school family.

Component 4: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program. (Sec. 1115)(b)(2)(D))

The CIP has designed a framework to use federal funding to allow staff to engage in purposeful professional development. In this, there are pathways for teachers to engage in specialized and targeted professional development that will strengthen the school culture. This includes MEGA, the School Climate and Culture Symposium in Savannah GA, our participation in the PK-3 Leadership Academy, and CLAS.

Component 5: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. 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.

The second semester a before-school tutoring program was offered to Tier 2, Tier 3, SPED, and EL Students. In addition, students had the opportunity to participate in Camp Marshall. Camp Marshall was a program that provided instruction for 7 hours a day for 6 weeks during June and the first of July.

2. Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))

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 for 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

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3. 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)

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

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

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Component 6: Coordination and Integration of Federal, State and Local Programs and Resources

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

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

Through regular data meetings and a continuous review process, BMPS uses student achievement results to help monitor the effectiveness of the school-wide program. As a primary school, we do not have data from state annual assessments (other than ACAP for second graders; the first time assessed was Spring 2023), but local assessment data is used to both track progress and identify areas of growth for all students. Regular formative and summative data is used to identify target areas for improvement. In addition, we hold vertical meetings with upper elementary teachers to collaborate about the needs of third-grade students based on third-grade data.

2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))

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 for 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.

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); (Sec. 1115(b)(2)(F)).

NA

Component 7: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

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, and neglected or delinquent youth. Collaboration with home visitation, family literacy, and ESLL staff ensures that duplication and fragmentation are 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.

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

Data interpretation by our leadership team to establish parameters for successful implementation moving forward. In this, there are multiple levels to focus on to ensure compliance, operation, and implementation.

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

Survey Data

4. What process is followed by the school to revise the plan on an ongoing basis, review the process of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

Quarterly meetings by district staff, leadership team, and administrative team.

5. What objectives/critical initiatives did you change from your previous year's ACIP? Why did you delete or change these goals?

None

ACIP Assurances

Instructions:

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

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

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

☒ YES

☐ NO

☐ N/A

ATTACHMENTS

Attachment Name



ACIP Committee

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

☒ YES

☐ NO

☐ N/A

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

☒ YES

☐ NO

☐ N/A

Parent and Family Engagement

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

When school resumed, we held an orientation on August 3, 2024, for parents and students. Parents are notified of the meeting through notices sent home by teachers in English and Spanish, newspaper announcements, public postings, social media, and school websites. It is held in the evening to accommodate working parents and guardians. On 08/11/24 a Title 1 Parent Meeting was held. Topics discussed include Continuous Improvement Plan, report cards, Title 1 Program and Budget, School-Parent Compacts, and Family Nights. The leadership staff of BMPS 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 parent's discretion. Teachers are available to meet with parents during their planning times, before and after school, and at scheduled appointments. BMPS involves parents in all areas of the Title 1 Program. The committee meets and reviews all programs and helps to determine added and needed changes. BMPS 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 BMPS sends home invitations to all parents, publishes information on social media, and an automated phone call to BMPS parents. For this academic year, the Title One Parent Night will held on 09/21/24

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.

BMPS normally 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, parent-teacher conferences, award celebrations, book fairs, 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).

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

year and during our annual Title 1 budgeting process. Surveys are distributed to parents to gain information and an understanding of their 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 communication folders/planners. These folders allow for efficient and consistent written communication between home and school. 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))

BMPS 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 reading and math, and how to schedule parent-teacher conferences. They are reminded of how they can participate in the decisions 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 the family's primary language may be utilized

to better communicate and respond to the needs of these families. Title 1 Parent Night will be held Monday, 08/11/24 at 6:00 pm.

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 BMPS faculty and parents. It is reviewed regularly and updated at least annually to reflect current needs based on academic data. The school parent is sent home with every student annually and parents are asked to review and sign. 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, in Title 1 meetings. Parents are asked to sign the compacts. In addition, the students, teachers, and the principal sign the compacts signifying their commitment to work together. Each teacher has the responsibility to explain the compact to the student 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, 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 Spire, DIBELS, iReady, 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 non-threatening to all parents. The school-parent compact is jointly developed at each school with the parents of the children attending school. Each school's compact contains the required components and describes how it is used, reviewed, and updated. The compacts are sent home to each family, and 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 BMPS 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. BMPS 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 BMPS CIP committee meets to review, evaluate, and revise its 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 school's CIP is 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 the 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.

BMPS offers flexible and various opportunities for parents to partner with our school to increase involvement and student achievement. BMPS 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's 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. BMPS also offers orientation items wherein 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, through the following activities specifically described: 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 are 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/teachers 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 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 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 hop create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faulty 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 extent feasible and appropriate coordinate and integrate parental involvement programs and activities with Parents as Teachers, 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.

BMPS 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. BMPS will provide the following activities for the 2024-2025 academic year: Orientation/Openhouse Awards Programs Title 1 Parent Night, Field Days Field Trips Book Fairs Family Lunch Literacy Activities 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, through 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 to 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 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 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, on 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 BMPS education for 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. Will utilize newsletters, social media, websites, and flyers to communicate with families. D. Marshall County Schools will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, public preschools, 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. We did have a Family Reading Night and Awards Day in the Spring of 2025.

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.

BMPS will continue to work with teachers in professional learning, faculty meetings, and grade-level meetings to understand the importance of parental involvement and that building partnerships with parents is essential. The principal will set the expectation that teachers work closely with our parental involvement committee in planning parental involvement activities and materials that best meet our school-identified goals.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The school website provides links to educational sites designed to help parents assist their child with computer-based programs. Constant communication with parents is provided through newsletters, calendars, emails, and conferences. In addition, BMPS provides parents with information on various agencies that partner with BMPS and are available to encourage and support active participation in educational activities.

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.

BMPS 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. A process is in place where any parent, at any time, 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 on the state content standards, student academic achievement standards, and 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 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 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, on 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 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, public preschools, 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, BMPS has 4 EL students. Information on all school meetings, parent notices, etc., is sent to parents in Spanish. 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, meetings, and other activities, is sent to the parents of participating children in an 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 the 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.

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)
 2024/2025 BMPS Coordination of Resources		<ul style="list-style-type: none">
 ACIP Committee		<ul style="list-style-type: none">1

Critical Initiative

On Track

Opportunity for teachers to purchase books for classroom libraries.

Objective:
Provide high-quality data-driven reading instruction for all students.

Activity

Book Purchases

Person responsible: Staff

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource:

Source of Funding: Class Wallet

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

On Track

Increase the amount of technology for students and staff to work on reading goals.

Objective:
Provide high-quality data-driven reading instruction for all students.

Activity

Purchase additional technology

Person responsible: N Bolding

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$4500.00

Source of Funding: CIS

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

On Track

Problem Solving Framework RTI Process will provide Tiered instruction intervention direction for teachers and reading practice to students based on the analysis of student data.

Objective:

Provide high-quality data-driven reading instruction for all students.

Critical Initiative

On Track

Provide small group Tiered Intervention using a math interventionist paid through federal funds.

Objective:
Provide high-quality data-driven reading instruction for all students.

Activity

Part-Time Reading Interv. for Tier 3 Instruction

Person responsible: N Bolding

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$25773.80

Source of Funding: Title 1

Other Resource:

Activity Measure(s)

Benchmark(s)

Activity

Part-Time Math Interv for Tier 3 Instruction

Person responsible: N Bolding

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$25773.80

Source of Funding: Title 1

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

On Track

Provide ongoing PD through Data meetings and analysis

Objective:
Provide high-quality data-driven reading instruction for all students.

Activity

Subcoverage for meetings

Person responsible:

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$5829.95

Source of Funding: Title 1

Other Resource:

Activity Measure(s)

Benchmark(s)

acy

Critical Initiative

On Track

Provide high-quality instruction through STEM classes

Objective:

Provide high-quality math instruction

Activity

STEM Classes are offered four days a week

Person responsible: N Bolding		Launch Date: 08/08/2024	
Required Resource(s):			
Financial Resource:		Source of Funding:	
Other Resource:			
Activity Measure(s)		Benchmark(s)	

acy

Critical Initiative

On Track

Data meetings with reading and math coaches

Objective:

Provide high-quality math instruction

acy

Critical Initiative

On Track

Increase the availability of technology for staff and students

Objective:

Provide high-quality math instruction

acy

Critical Initiative

On Track

Utilize I-Ready testing in math

Objective:
Provide high-quality math instruction

rnrs

Critical Initiative

Weekly EL classes with EL teacher

Objective:
EL students will increase their speaking and reading skills with the help of the EL teacher

On Track

Activity

Weekly EL classes with certified EL teacher

Person responsible: N Bolding		Launch Date: 08/08/2024	
Required Resource(s):			
Financial Resource:		Source of Funding:	
Other Resource:			

Activity Measure(s)	Benchmark(s)
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rn timers

Critical Initiative

On Track

Explicit and differentiated instruction from classroom teacher

Objective:

EL students will increase their speaking and reading skills with the help of the EL teacher

rn timers

Critical Initiative

On Track

DIBELS Testing

Objective:

EL students will increase their speaking and reading skills with the help of the EL teacher

rners	
<div>Critical Initiative</div> <div>Utilize mClass assessment in reading and I-Ready in Math</div> <div><div>Objective:</div><div>EL students will increase their speaking and reading skills with the help of the EL teacher</div></div>	<div>On Track</div>

Critical Initiative

On Track

The reading coach conducts morning routine announcements for fun, facts, and information

Objective:

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

Critical Initiative

On Track

Student receive postive notes and are entered into a pool

Objective:

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

r Involvement

Critical Initiative

On Track

Daily and weekly communication by principal and teachers in various formats

Objective:

To ensure the involvement of parents in supporting a partnership between the school, parents, and community.

r Involvement

Critical Initiative

On Track

Stakeholder involvement in the Title 1 planning process

Objective:

To ensure the involvement of parents in supporting a partnership between the school, parents, and community.

Critical Initiative

Communicate with parents weekly via parent communication folders

Objective:
To ensure the involvement of parents in supporting a partnership between the school, parents, and community.

Activity

Paret communication folders from Title allocation

Person responsible: N Bolding

Launch Date: 08/08/2024

Required Resource(s):
Financial Resource: \$1180.10
Other Resource:

Source of Funding: Title 1

Activity Measure(s)

Benchmark(s)

Critical Initiative

On Track

Implementation of the ALSDE technology curriculum for 30 minutes a week

Objective:

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Critical Initiative

Technology lessons/activities integrated into classes by the STEM teacher, classroom teacher, librarian, and math specialist

Objective:

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Critical Initiative

Enhance wireless capabilities in all areas.

Increase student access to devices.

Objective:
To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Critical Initiative

On Track

Defined Learning Online Program: uses PBI to cover math, science, reading, and social studies.

Objective:

Provide high-quality Science, Technology, Engineering, and Math Instruction.

Critical Initiative

On Track

Math interventionists and STEM teacher work full-time to provide stem integration

Objective:

Provide high-quality Science, Technology, Engineering, and Math Instruction.

Critical Initiative

On Track

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

Objective:

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

Enhancement

Critical Initiative

On Track

Enhance wireless capabilities in all areas.

Increase student access to devices.

Objective:

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Activity

Staff and Student Access to Renaissance Learning

Person responsible: N Bolding		Launch Date: 08/08/2024	
Required Resource(s):			
Financial Resource: \$9414.60		Source of Funding: Title 1	
Other Resource:			
Activity Measure(s)		Benchmark(s)	

Objective

Provide high-quality data-driven reading instruction for all students.

Critical Initiative Opportunity for teachers to purchase books for classroom libraries. Start Date: 08/08/2024 End Date: 07/31/2025	Key Measures mClass/ Dibels
Critical Initiative Increase the amount of technology for students and staff to work on reading goals. Start Date: 08/08/2024 End Date: 07/31/2025	Key Measures mClass/ Dibels
Critical Initiative Problem Solving Framework RTI Process will provide Tiered instruction intervention direction for teachers and reading practice to students based on the analysis of student data. Start Date: 08/08/2024 End Date: 07/31/2025	Key Measures mClass/ Dibels
Critical Initiative Provide small group Tiered Intervention using a math interventionist paid through federal funds. Start Date: 08/08/2024 End Date: 07/31/2025	Key Measures mClass/ Dibels
Critical Initiative Provide ongoing PD through Data meetings and analysis Start Date: 08/08/2024 End Date: 07/31/2025	Key Measures mClass/ Dibels

Objective

Provide high-quality math instruction

Critical Initiative

Provide high-quality instruction through STEM classes

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

I-Ready

Critical Initiative

Data meetings with reading and math coaches

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

I-Ready

Critical Initiative

Increase the availability of technology for staff and students

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

I-Ready

Critical Initiative

Utilize I-Ready testing in math

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

I-Ready

Objective

EL students will increase their speaking and reading skills with the help of the EL teacher

Critical Initiative

Weekly EL classes with EL teacher

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

mClass/ Dibels

Critical Initiative

Explicit and differentiated instruction from classroom teacher

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

mClass/ Dibels

Critical Initiative

DIBELS Testing

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

mClass/ Dibels

Critical Initiative

Utilize mClass assessment in reading and I-Ready in Math

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

mClass/ Dibels

Objective

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

Critical Initiative

The reading coach conducts morning routine announcements for fun, facts. and information

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

Morning Routine/ Awards

Critical Initiative

Student receive postive notes and are entered into a pool

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

Leadership Meetings

Pride Notes

Objective

To ensure the involvement of parents in supporting a partnership between the school, parents, and community.

Critical Initiative

Daily and weekly communication by principal and teachers in various formats

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

Sign-In Sheets

Critical Initiative

Stakeholder involvement in the Title 1 planning process

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

Monthly Meetings

Parent Meetings

E-Learning Meetings

Critical Initiative

Communicate with parents weekly via parent communication folders

Start Date:End Date:

Key Measures

Objective

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Critical Initiative

Implementation of the ALSDE technology curriculum for 30 minutes a week

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

Understanding of Technology Curriculum

Critical Initiative

Technology lessons/activities integrated into classes by the STEM teacher, classroom teacher, librarian, and math specialist

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

mClass/ Dibels

Critical Initiative

Enhance wireless capabilities in all areas.

Increase student access to devices.

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

mClass/ Dibels

I-Ready

Objective

Provide high-quality Science, Technology, Engineering, and Math Instruction.

Critical Initiative

Defined Learning Online Program: uses PBL to cover math, science, reading, and social studies.

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

PBL

Critical Initiative

Math interventionists and STEM teacher work full-time to provide stem integration

Start Date: 08/08/2024End Date: 07/31/2025

Key Measures

Studies weekly from STEM manual

Objective

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

Critical Initiative

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

Start Date: 08/08/2024

End Date: 07/31/2025

Key Measures

Counseling classes

Mental Health Training

Objective

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficient

Critical Initiative

Key Measures

Enhance wireless capabilities in all areas.

Increase student access to devices.

Start Date: 08/08/2024

End Date: 07/31/2025

Brindlee Mountain Primary School

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Beliefs

Working cooperatively with all stakeholders, we seek to provide our students with a well-rounded, relevant curriculum that maximizes opportunities to learn. By providing our students with a comprehensive curriculum that follows the Alabama CCRS and differentiated instruction

Literacy	Math Literacy	English Learners	Culture and Attendance	Stakeholder Involvement	Technology Education	STEM	Mental Health	Technology Enhancement
Objectives	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none">• Provide high-quality data-driven reading instruction for all students.	<ul style="list-style-type: none">• Provide high-quality math instruction	<ul style="list-style-type: none">• EL students will increase their speaking and reading skills with the help of the EL teacher	<ul style="list-style-type: none">• Use strategies from Safe and Civil Schools training to raise ADA , decrease student discipline referrals, and academic growth.	<ul style="list-style-type: none">• To ensure the involvement of parents in supporting a partnership between the school, parents, and community.	<ul style="list-style-type: none">• To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie	<ul style="list-style-type: none">• Provide high-quality Science, Technology, Engineering, and Math Instruction.	<ul style="list-style-type: none">• To provide awareness and resources for the emotional well-being of students at BMPS for their families to pursue.	<ul style="list-style-type: none">• To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none">• Opportunity for teachers to purchase books for classroom libraries.	<ul style="list-style-type: none">• Provide high-quality instruction through STEM classes	<ul style="list-style-type: none">• Weekly EL classes with EL teacher• Explicit and differentiated	<ul style="list-style-type: none">• The reading coach conducts morning routine announcements for fun, facts. and	<ul style="list-style-type: none">• Daily and weekly communication by principal and teachers in various formats	<ul style="list-style-type: none">• Implementation of the ALSDE technology curriculum for 30 minutes a week	<ul style="list-style-type: none">• Defined Leanring Online Program: uses PBI to cover math, science, reading, and	<ul style="list-style-type: none">• To be committed to the wellness of each student through prevention,	<ul style="list-style-type: none">• Enhance wireless capabilities in all areas. Increase student

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> • Increase the amount of technology for students and staff to work on reading goals. • Problem Solving Framework RTI Process will provide Tiered instruction intervention direction for teachers and reading practice to students based on the analysis of student data. • Provide small group Tiered Intervention using a math interventionist paid through federal funds. • Provide ongoing PD through Data meetings and analysis 	<ul style="list-style-type: none"> • Data meetings with reading and math coaches • Increase the availability of technology for staff and students • Utilize I-Ready testing in math 	<p>instruction from classroom teacher</p> <ul style="list-style-type: none"> • DIBELS Testing • Itilize mClass assessment in reading and I-Ready in Math 	<p>information</p> <ul style="list-style-type: none"> • Student receive postive notes and are entered into a pool 	<ul style="list-style-type: none"> • Stakeholder involvement in the Title 1 planning process • Communicate with parents weekly via parent communication folders 	<ul style="list-style-type: none"> • Technology lessons/activities integrated into classes by the STEM teacher, classroom teacher, librarian, and math specialist • Enhance wireless capabilities in all areas. <p>Increase student access to devices.</p>	<p>social studies.</p> <ul style="list-style-type: none"> • Math interventionists and STEM teacher work full-time to provide stem integration 	<p>observation, and referral to outside agencies.</p>	<p>access to devices.</p>

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> • mClass/ Dibels 	<ul style="list-style-type: none"> • I-Ready 	<ul style="list-style-type: none"> • mClass/ Dibels 	<ul style="list-style-type: none"> • Morning Routine/ Awards • Leadership Meetings • Pride Notes 	<ul style="list-style-type: none"> • Sign-In Sheets • Monthly Meetings • Parent Meetings • E-Learning Meetings 	<ul style="list-style-type: none"> • Understanding of Technology Curriculum • mClass/ Dibels • I-Ready 	<ul style="list-style-type: none"> • Defined Learning Online Program: uses PBI to cover math, science, reading, and social studies. • Math interventionists and STEM teacher work full-time to provide stem integration 	<ul style="list-style-type: none"> • Counseling classes • Mental Health Training 	

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding: Class Wallet

Other

Critical Initiative

Opportunity for teachers to purchase books for classroom libraries.

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Increased reading scores

Objective

Provide high-quality data-driven reading instruction for all students.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources: \$4500.00

Source of Funding: CIS

Other

Critical Initiative

Increase the amount of technology for students and staff to work on reading goals.

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Increase AR scores and participation

Objective

Provide high-quality data-driven reading instruction for all students.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Problem Solving Framework RTI Process will provide Tiered instruction intervention direction for teachers and reading practice to students based on the analysis of student data.

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Reduction of students in higher tiers

Objective

Provide high-quality data-driven reading instruction for all students.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources: \$51547.60

Source of Funding: Title 1, Title 1

Other

Critical Initiative

Provide small group Tiered Intervention using a math interventionist paid through federal funds.

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Higher achievement percentages

Objective

Provide high-quality data-driven reading instruction for all students.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources: \$5829.95

Source of Funding: Title 1

Other

Critical Initiative

Provide ongoing PD through Data meetings and analysis

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Increased performance measures

Objective

Provide high-quality data-driven reading instruction for all students.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide high-quality instruction through STEM classes

Key Measures

- mClass/ Dibels
- I-Ready

Intended Outcome(s)

- Increase in I Ready assessment scores

Objective

Provide high-quality math instruction

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Data meetings with reading and math coaches

Key Measures

- I-Ready

Intended Outcome(s)

- Increased performance percentages

Objective

Provide high-quality math instruction

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Increase the availability of technology for staff and students

Key Measures

- I-Ready

Intended Outcome(s)

- Add Intended Outcome Increase in I Ready scores and reduction of students in Tier 2 & 3.

Objective

Provide high-quality math instruction

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Utilize I-Ready testing in math

Key Measures

- I-Ready

Intended Outcome(s)

- Increase standardized test scores

Objective

Provide high-quality math instruction

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Weekly EL classes with EL teacher

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Increase in DIBELS scores and ACCESS.

Objective

EL students will increase their speaking and reading skills with the help of the EL teacher

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Explicit and differentiated instruction from classroom teacher

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Increase in DIBELS Scores and ACCESS Scores

Objective

EL students will increase their speaking and reading skills with the help of the EL teacher

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

DIBELS Testing

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Increase student proficiency percentages

Objective

EL students will increase their speaking and reading skills with the help of the EL teacher

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Utilize mClass assessment in reading and I-Ready in Math

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Increase student performance percentages

Objective

EL students will increase their speaking and reading skills with the help of the EL teacher

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

The reading coach conducts morning routine announcements for fun, facts. and information

Key Measures

- Morning Routine/ Awards

Intended Outcome(s)

- Attendance rates will improve

Objective

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

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Student receive postive notes and are entered into a pool

Key Measures

- Leadership Meetings
- Pride Notes

Intended Outcome(s)

- Community presence in the planning process

Objective

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

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Daily and weekly communication by principal and teachers in various formats

Key Measures

- Sign-In Sheets

Intended Outcome(s)

- Increased parental involvement in school promoted events

Objective

To ensure the involvement of parents in supporting a partnership between the school, parents, and community.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Stakeholder involvement in the Title 1 planning process

Key Measures

- Monthly Meetings
- E-Learning Meetings
- Parent Meetings

Intended Outcome(s)

- The more involvement in the process the more productive the process will be

Objective

To ensure the involvement of parents in supporting a partnership between the school, parents, and community.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources: \$1180.10

Source of Funding: Title 1

Other

Critical Initiative

Communicate with parents weekly via parent communication folders

Key Measures

Intended Outcome(s)

Objective

To ensure the involvement of parents in supporting a partnership between the school, parents, and community.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Implementation of the ALSDE technology curriculum for 30 minutes a week

Key Measures

- Understanding of Technology Curriculum

Intended Outcome(s)

- Increase in technological literacy

Objective

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Technology lessons/activities integrated into classes by the STEM teacher, classroom teacher, librarian, and math specialist

Key Measures

- mClass/ Dibels

Intended Outcome(s)

- Increased achievement scores

Objective

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

- Enhance wireless capabilities in all areas.
- Increase student access to devices.

Key Measures

- mClass/ Dibels
- I-Ready

Intended Outcome(s)

- Integration of technology

Objective

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Defined Learning Online Program: uses PBL to cover math, science, reading, and social studies.

Key Measures

- PBL

Intended Outcome(s)

- Students will use technology to increase understanding.

Objective

Provide high-quality Science, Technology, Engineering, and Math Instruction.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Math interventionists and STEM teacher work full-time to provide stem integration

Key Measures

- Studies weekly from STEM manual

Intended Outcome(s)

- Students increase competence in preparedness

Objective

Provide high-quality Science, Technology, Engineering, and Math Instruction.

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

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

Key Measures

- Counseling classes
- Mental Health Training

Intended Outcome(s)

- Increase student participation

Objective

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

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.

Brindlee Mountain Primary School

Mission

Brindlee Mountain Primary is a secure campus that is focused on producing empowered, independent, and kind leaders.

Resource(s)

Total Financial Resources: \$9414.60

Source of Funding: Title 1

Other

Critical Initiative

- Enhance wireless capabilities in all areas.
- Increase student access to devices.

Key Measures

Intended Outcome(s)

- Student Achievement

Objective

To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie

Vision

To provide every student with multiple opportunities to achieve success and reach their full potential.