



Title 1 Schoolwide Diagnostic for ACIP: 2024-2025_03062025_13:27

Title 1 Schoolwide Diagnostic for ACIP: 2024-2025

Brindlee Mountain Primary School
Stephanie Springfield
1050 Scant City Road
Guntersville, Alabama, 35976
United States of America

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Instructions

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

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

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

2024-2025 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The school leadership team 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. What were the results of the comprehensive needs assessment?

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. What conclusions were drawn from the results?

The number of words read in the oral reading fluency assessment has not shown significant growth in first and second grade. New strategies and techniques such as IMSE Orton-Gillingham, are being introduced to address this issue. Teachers are also having students spend more time reading text from classrooms and the media center to help increase students' automaticity. Students will continue to have increased flex time to visit the library. Teachers are continuing to learn new strategies through PD with LETRS and IMSE Orton-Gillingham.

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

The number of words read in the oral reading fluency assessment has not shown significant growth in first and second grade. New strategies and techniques such as IMSE Orton-Gillingham, are being introduced to address this issue. Teachers are also having students spend more time reading text from classrooms and the media center to help increase students' automaticity. Students will continue to have increased flex time to visit the library. Teachers are continuing to learn new strategies through PD with LETRS and IMSE Orton-Gillingham.

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

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

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

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

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

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

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

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 researched-based Go Math program as well as Alabama Math, Science, Technology, 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. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or

concurrent enrollment, or early college high schools

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

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

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

Differentiated instruction is provided by a Highly Qualified Core EL teacher who will utilize Elevation strategies and ARI strategies to provide high-quality instruction to EL students along with the reading program Journeys. Core teachers will also be utilizing strategies learned from AMSTI and IMSE. The EL teacher will collaborate with classroom teachers to provide PD, individual conferences and additional modeling for differentiated instruction reading/writing strategies. The teacher will receive goal setting, WIDA standards and Elevation PD as tools to improve overall instruction. IELP meetings are held with parents to discuss placement or

continuation of services. Translators are available for Spanish speakers. As a district we utilize Transact to translate documents in other languages. We have access to translators via phone for languages other than Spanish.

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

At the end of the 2023-2024 academic year, BMPS had one Kindergarten teacher transfer and a veteran teacher was hired to replace her in July 2024 . PreK shifted to BMES leaving BMPS without a PreK classroom. All teachers hired are deemed Highly Qualified and have various levels of experience. Eight of those staff members have 20+ years of experience.

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

The average number of years of experience for BMPS teachers is 12.6 years. Of our teachers 14 have Masters Degree's and 4 have Bachelors Degree's.

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

Turnover right for the 2024 school year was very minimum. One new position was added for 2024. A STEM teacher was hired in July 2024..

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

Every year district representatives and school employees analyze data. Not only is academic data examined, but also student/teacher attendance, discipline statistics and other important data. Once areas of strength and weakness are identified PD is organized and instruction is adjusted accordingly. We also have regular data and PST meetings where data is analyzed by grade, class, and student.

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

Professional development opportunities for this year include on-site PD, lesson study with reading coach and math coach, IMSE, Google Training, SAMUEL, LETRS Training and ARI coaching, and regional support.

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

This year we will have no teachers receiving mentoring due to only one teacher being hired and her having several years of experience. Marshall County Schools

does have an official Mentoring Program in place for new teachers with no experience.

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

Based on regular data, including Educate Alabama, student data, and school data a dialogue exist between teachers and administration based around PLPs and student needs. Professional development is a continuous process based on teacher need and student assessment data. Data meetings are grade level to review student data is ongoing. The professional text is read together as a faculty and ideas from these texts are incorporated into daily instructional practices. Surveys are administered to faculty and staff to get input on what PD needs they need and would be interest in attending.

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

BMPS will have "move-up" activities to help students understand the process of the next grade level. Teachers will create simple activates to use on move-up day with each class that comes in their classroom. Pre-K students will be included in the "move-up" activities and visit kindergarten classrooms and teachers. Students in the second grade will be transported to Brindlee Mountain Elementary School where they will attend third grade. This will allow students to become familiar with the school, teachers and administration. We do this annually each April or May.

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

(N/A for Elementary Schools)

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

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

Through regular data meetings and continuous review process, 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; first time assessed was Spring 2024), 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. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Through regular data analysis and tracking current plans as they relate to school goals, we are able to ensure the current resources are integrated with our school-wide academic goals. Through our regular Problem Solving Team (PST) framework and RTI plan, we are able to monitor the progress of those who are struggling to meet standards and implement individualized plans for students to help them improve academic achievement. In addition, we continually monitor implementation of goals and work towards student mastery. For those students who struggle with more standards, we continually monitor progress through the PST process and tiered interventions.

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

The BMPS CIP team consists of grade-level teachers from PreK-2, the principal, special education teacher, reading specialist, counselor, community member, and parent. Regular evaluation and review is part of our continuous improvement. Regular meetings are held with the team and faculty to identify how current plans are meeting the needs of students and what areas need to be adjusted to increase growth. In addition, regular walkthroughs are conducted to help identify classroom needs and to help mold future goals in collaboration with stakeholders. There is a process in place to allow interested stakeholders to make suggestions to current school goals and plans. The current continuous improvement plan is available for public review at any time at our school and on our website. Based on input from stakeholders and current student data, our school team will meet to determine what revisions need to be made.

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

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

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

The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies. Cooperatively working together in ensuring that all plans, goals, and objectives are communicated to all staff responsible for programs' fiscal responsibility that ensures compliance with state and federal regulations. Coordination of appropriate services with Homeless in order to provide resources to families who are by definition homeless. Services may include materials, supplies, health care, and tutoring. Coordination of appropriate services with English as a Second Language by providing staff to translate forms and materials, provide help to Hispanic families by providing services, when needed and providing tutorial services for children. Coordination 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.

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

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

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

ACIP Assurances

Instructions:

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

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

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

☒ YES

☐ NO

☐ N/A

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

When school resumed, we held orientation on August 5, 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 Sept 12, 2024 a Title 1 Parent Meeting was held. Topics discussed include Continuous Improvement Plan, report cards, Title 1 Program and Budget, School-Parent Compacts, Family Nights. The leadership staff of 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 parents' discretion. Teachers are available to meet with parents during their planning times, before and after school, and at scheduled appointments. BMPS involve 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 Sept. 12, 2024.

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. Due to current restricts because of COVID-19 we are having to meet with parents either through teleconferencing or through online sites like Zoom or Google Meet.

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

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

Funds allocated for parental involvement are being used to increase communication with parents through 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 the reading and math, how to schedule parent-teacher conferences. They are reminded of how they can participate in the decision related to the education of their child. An interpreter is provided at all Title 1 meetings to communicate with Spanish speaking parents. Documents are also provided in Spanish when needed. Marshall County Schools will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request and to 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 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, September 20, 2021 at 6:00 pm. The meeting will be held via Zoom due to current restrictions in place because of COVID-19.

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, Title 1 meetings. Parents are asked to sign the compacts. In addition, the students, teachers and the principal signs the compacts signifying their commitments to work together. Each teacher has the responsibility to explain the compact to the student and obtain students' signatures and house them in their classrooms for use during parent-teacher and or student-teacher conferences. All Marshall County Schools provide parents with timely information about programs under Title 1 during the Annual Title 1 Parent Meeting. Principals, Assistant Principals, teachers and reading coaches explain the curriculum in use at the school and that this curriculum is aligned to the Alabama State Courses of Study for each grade. Parents are given information about the state's adopted assessment plan including ACT, ACT Work Keys, Aspire, DIBELS, 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 nonthreatening to all parents. The school-parent compact is jointly developed at each school with parents of the children attending school. Each schools' compact contains the required components and describes how it is used, reviewed, and updated. The compacts are sent home to each family, signed by parents, students and principals. Compacts are maintained in each homeroom teacher's file for use and review with students and teachers throughout the school year.

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

The 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 it CIP. Parents have the right to give input regarding the revision of the plan. The notices also stated that after the plan is finalized and approved, and a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the CIP Leadership team. If a school within Marshall County Schools has comments or concerns from parents that the schools CIP are not satisfactory to parents, the school administrator will notify the Federal Programs Coordinator of this concern. A meeting will be scheduled at an agreed-upon time between Federal Programs Supervisor, school administrator , and parent to discuss and reach a consensus about eh 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 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 ve 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, though the following activities specifically described following: A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school as appropriate, in understanding topics such as the following, by undertaking the actions described in the following: The State's academic content standards. The State's student academic achievement standards. The State and local academic assessments including alternate assessments. The requirements of Part A; How to monitor their child's progress, and; How to work with educators. The Marshall County School System in coordination with school administration will conduct inservice programs, focusing upon the state content standards, student

academic achievement standards, state and local assessment, and Title I requirements. Additional activities to promote improved student achievement: Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments; Assist parents in interpreting assessment results prior to and after testing; Provide parents/teacher with information that renders conferences that are more meaningful; Encourage parents to schedule periodic parent-teacher conferences. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their child's academic achievement such as literacy training, and using technology, as appropriate to foster parental involvement: The 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, 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, and public preschool and other programs and conduct othe 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 ongoing 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 2023-2024 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, though the following activities specially described below: A. The school district will, with the assistance of its Title 1 Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the following paragraph: The State's academic content standards; The State and local academic assessments including alternate assessments; The requirements of Part A; How to monitor their child's progress, and How to work with educators. The Marshall County Schools System in coordination with school administration will conduct in-service programs focusing upon the state content standards, student academic achievement standards, state and local assessments including alternate assessments, and Title I requirements. Additional activities to promote improved student achievement: Provide assistance/in-service t parents to develop tutoring skills for monitoring homework and other assignments. Assist parents in interpreting assessment results prior to and after testing. Provide parent and teachers with information that render conferences that are more meaningful Encourage parents to schedule periodic parent-teacher conferences. B. Marshall County Schools will, with the assistance of its schools provide material and training to help parents work with their children to improve their children's academic achievement, such as training, and using technology, as appropriate, to foster parental involvement by: They System-Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. All parent education opportunities are provided in collaboration with federal programs, local schools, and the Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local papers, websites, social media, and flyers. C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools by: Providing teachers with professional development activities on how to conduct parent-teacher conferences. Professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in BMPS education their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members. Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families. 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, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and

support parents in more fully participating in the education for their children. *All these are things we have used in the past but can't currently due to COVID-19 restrictions. We did have a Family Reading Night and Awards Day in the Spring of 2024.

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 in understanding the importance of parental involvement and that building partnerships with parents are essential. The principal will set the expectation that teachers work closely with our 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 on assisting their child with computer based programs. Constant communication with parents is provided through newsletter, calendars, emails, and conferences. In addition, BMPS provides parents information on various agencies who 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 anytime, can make suggestions on increasing achievement at our school. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below. A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph: -The State's academic content standards; -The State's student academic achievement standards; -The State and local academic assessments including alternate assessments; -The requirements of Part A; -How to monitor their child's progress; -How to work with educators. The Marshall County School System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments. and Title I requirements. Additional activities to promote improved student achievement: -Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments. -Assist parents in interpreting assessment results prior to and after testing. -Provide parents/teachers with information that render conferences that are more meaningful. -Encourage parents to schedule periodic parent teacher conferences. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology appropriately to foster parental involvement by: -The system wide advisory council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. -All parent education

opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: -Will provide teachers with professional learning activities on how to conduct a parent-teacher conference -Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members. -Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families. -Will utilize newsletters, websites, and forms of social media to communicate with families. Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

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

At the present time BMPS has 6 EL students. Information on all school meeting, 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, meeting, 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 family's primary language may be utilized to better communicate and respond to the needs of these families. Additionally, we recognize the unique challenges of our ELL families and hold an orientation specifically designed for their needs at each school.

Coordination of Resources - Comprehensive Budget

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

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

● **I have completed and uploaded the Coordination of Resources - Comprehensive Budget.**

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

ATTACHMENTS

Attachment Name



Brindlee Mountain Primary School - 2024-2025 - Coordination of Resources

eProve™ strategies: Goals & Plans

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

☒ Yes

☐ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Committee		• 1
 Brindlee Mountain Primary School - 2024-2025 - Coordination of Resources		•

Critical Initiative

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

Increase the amount of technology for students and staff to work on reading goals via a part-time technology teacher paid through federal funding.

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

Activity

Teacher at 9 hours per week, pulling three classed

Person responsible: N Bolding

Launch Date: 08/08/2024

Required Resource(s):
Financial Resource: \$11340.00
Other Resource:

Source of Funding: Title 1

Activity Measure(s)

Benchmark(s)

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.

Objective:

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

Critical Initiative

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: \$3212.00

Source of Funding: Title 1

Other Resource:

Activity Measure(s)

Benchmark(s)

Student Data

Benchmark:

Date:

Activity

Part-Time Math Interv for Tier 3 Instruction

Person responsible: N Bolding

Launch Date: 08/08/2024

Required Resource(s):

Financial Resource: \$38780.00

Source of Funding: Title 1

Other Resource:

Activity Measure(s)

Benchmark(s)

Student Data

Benchmark:

Date:

Critical Initiative

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: \$12000.00

Source of Funding: Title 1

Other Resource:

Activity Measure(s)

Benchmark(s)

acy	
Critical Initiative	
Provide high-quality instruction through STEM and math intervention classes paid through Title 1 Federal Funds	
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

Data meetings with reading and math coaches

Objective:

Provide high-quality math instruction

acy

Critical Initiative

Increase the availability of technology for staff and students

Objective:

Provide high-quality math instruction

acy

Critical Initiative

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

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)

rnrs

Critical Initiative

Explicit and differentiated instruction from classroom teacher

Objective:

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

rnrs

Critical Initiative

DIBELS Testing

Objective:

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

rnrs

Critical Initiative

Utilize mClass assessment in reading and I-Ready in Math

Objective:

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

Critical Initiative

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

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.

Critical Initiative

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.

Critical Initiative

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

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

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

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

Activity

part-Time STEAM Teacher

Person responsible: N Bolding

Launch Date: 08/08/2025

Required Resource(s):

Financial Resource: \$38780.00

Source of Funding:

Other Resource:

Activity Measure(s)

Benchmark(s)

Student Data

Benchmark:

Date:

Critical Initiative

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

Objective:

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

Critical Initiative

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

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: \$6969.69

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: 08/08/2025 End Date: 05/22/2026	Key Measures mClass/ Dibels
Critical Initiative Increase the amount of technology for students and staff to work on reading goals via a part-time technology teacher paid through federal funding. Start Date: 08/08/2025 End Date: 05/22/2026	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: 08/08/2025 End Date: 05/22/2026	Key Measures mClass/ Dibels
Critical Initiative Provide small group Tiered Intervention using a math interventionist paid through federal funds. Start Date: 05/08/2025 End Date: 05/22/2026	Key Measures mClass/ Dibels
Critical Initiative Provide ongoing PD through Data meetings and analysis Start Date: 08/08/2025 End Date: 05/22/2026	Key Measures mClass/ Dibels

Objective

Provide high-quality math instruction

Critical Initiative

Provide high-quality instruction through STEM and math intervention classes paid through Title 1 Federal Funds

Start Date: 08/08/2025End Date: 05/22/2026

Key Measures

mClass/ Dibels

I-Ready

Critical Initiative

Data meetings with reading and math coaches

Start Date: 08/08/2025End Date: 05/22/2026

Key Measures

I-Ready

Critical Initiative

Increase the availability of technology for staff and students

Start Date: 08/08/2025End Date: 05/22/2026

Key Measures

I-Ready

Critical Initiative

Utilize I-Ready testing in math

Start Date: 08/08/2025End Date: 05/22/2026

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: 08/08/2025End Date: 05/22/2026

Key Measures

mClass/ Dibels

Critical Initiative

Explicit and differentiated instruction from classroom teacher

Start Date: 08/08/2025End Date: 05/22/2026

Key Measures

mClass/ Dibels

Critical Initiative

DIBELS Testing

Start Date: 08/08/2025End Date: 05/22/2026

Key Measures

mClass/ Dibels

Critical Initiative

Utilize mClass assessment in reading and I-Ready in Math

Start Date: 08/08/2025End Date: 05/22/2026

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: 08/08/2025End Date: 05/22/2026

Key Measures

Morning Routine/ Awards

Critical Initiative

Student receive postive notes and are entered into a pool

Start Date: 08/08/2025End Date: 05/22/2026

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: 08/08/2025End Date: 05/22/2026

Key Measures

Sign-In Sheets

Critical Initiative

Stakeholder involvement in the Title 1 planning process

Start Date: 08/08/2025End Date: 05/22/2026

Key Measures

Monthly Meetings

Parent Meetings

E-Learning Meetings

Critical Initiative

Communicate with parents weekly via parent communication folders

Start Date: 08/08/2025End Date: 05/22/2026

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: 08/08/2025End Date: 05/22/2026

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: 08/08/2025End Date: 05/22/2026

Key Measures

mClass/ Dibels

Critical Initiative

Enhance wireless capabilities in all areas.

Increase student access to devices.

Start Date: 08/08/2025End Date: 05/22/2026

Key Measures

mClass/ Dibels
I-Ready

Objective

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

Critical Initiative	Key Measures
Defined Learning Online Program: uses PBL to cover math, science, reading, and social studies. Start Date: 08/08/2025End Date: 05/22/2026	PBL
Critical Initiative	Key Measures
Math interventionists and STEM teacher work full-time to provide stem integration Start Date: 08/08/2025End Date: 05/22/2026	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: 08/08/2025End Date: 05/22/2026

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: 08/08/2025

End Date: 05/22/2026

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
• Provide high-quality data-driven reading instruction for all students.	• Provide high-quality math instruction	• EL students will increase their speaking and reading skills with the help of the EL teacher	• Use strategies from Safe and Civil Schools training to raise ADA , decrease student discipline referrals, and academic growth.	• To ensure the involvement of parents in supporting a partnership between the school, parents, and community.	• To replace outdated access points in schools to enhance wireless connectivity and improve digital access for students, ensuring a reliable and efficie	• Provide high-quality Science, Technology, Engineering, and Math Instruction.	• To provide awareness and resources for the emotional well-being of students at BMPS for their families to pursue.	• 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
• Opportunity for teachers to purchase books for classroom libraries.	• Provide high-quality instruction through STEM and math intervention classes paid	• Weekly EL classes with EL teacher • Explicit and differentiated	• The reading coach conducts morning routine announcements for fun, facts. and	• Daily and weekly communication by principal and teachers in various formats	• Implementation of the ALSDE technology curriculum for 30 minutes a week	• Defined Leanring Online Program: uses PBI to cover math, science, reading, and	• To be committed to the wellness of each student through prevention,	• 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
• Increase the amount of technology for students and staff to work on reading goals via a part-time technology teacher paid through federal funding. • 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	through Title 1 Federal Funds • Data meetings with reading and math coaches • Increase the availability of technology for staff and students • Utilize I-Ready testing in math	instruction from classroom teacher • DIBELS Testing • Itilize mClass assessment in reading and I-Ready in Math	information • Student receive postive notes and are entered into a pool	• Stakeholder involvement in the Title 1 planning process • Communicate with parents weekly via parent communication folders	• Technology lessons/activities integrated into classes by the STEM teacher, classroom teacher, librarian, and math specialist • Enhance wireless capabilities in all areas. Increase student access to devices.	social studies. • Math interventionists and STEM teacher work full-time to provide stem integration	observation, and referral to outside agencies.	access to devices.

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
• mClass/ Dibels	• mClass/ Dibels • I-Ready	• mClass/ Dibels	• Morning Routine/ Awards • Leadership Meetings • Pride Notes	• Sign-In Sheets • Monthly Meetings • Parent Meetings • E-Learning Meetings	• Understanding of Technology Curriculum • mClass/ Dibels • I-Ready	• Defined Leanring Online Program: uses PBI to cover math, science, reading, and social studies. • Math	• Counseling classes • Mental Health Training	

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

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.

Mission

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

Resource(s)

Total Financial Resources: \$11340.00

Source of Funding: Title 1

Other

Critical Initiative

Increase the amount of technology for students and staff to work on reading goals via a part-time technology teacher paid through federal funding.

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.

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: \$41992.00

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: \$12000.00

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 and math intervention classes paid through Title 1 Federal Funds

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.

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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

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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.

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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

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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

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Mission

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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

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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

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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

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Mission

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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

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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

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Brindlee Mountain Primary School

Mission

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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

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Mission

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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

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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

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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

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Resource(s)

Total Financial Resources: \$38780.00

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.

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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

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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

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Mission

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Resource(s)

Total Financial Resources: \$6969.69

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.