



Title 1 Schoolwide Diagnostic for ACIP: 2025-2026_09092025_21:13

Title 1 Schoolwide Diagnostic for ACIP: 2025-2026

Brindlee Mountain Elementary School

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Instructions

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

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

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

2025-2026 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Continuous Improvement Plan Development (2025) The school leadership team and family engagement team participated in discussions for CIP development in July 2025. The team reviewed the effectiveness of the current plan and began discussing revisions for the 2025–2026 academic year. We analyzed the results from the Climate and Culture Elementary School Student Survey (Spring 2025), the Climate and Culture Staff Survey (Spring 2025), and the Title I Parent Survey (Spring 2025).

In addition, we used results from DIBELS, STAR, i-Ready, ACAP practice testing, and ACAP state assessment data. These discussions led to clearly defined action steps necessary to achieve the desired goals.

The school leadership team members met again in September 2025 to analyze data, reflect on past and current goals, and formulate new strategies. This process informed the proposed action steps based on current data trends and identified needs.

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

It was determined that we would continue the Culture Initiatives already in place, with an increased focus on providing teachers with more time to collaborate, plan, and reflect.

For academic initiatives, BMES will maintain one Title I Math Interventionist who will provide Tier 3 math and reading interventions and conduct bi-weekly STEM classes for all students.

We are upgrading technology resources, including interactive panels, staff technology, and student Chromebooks to touch-screen devices to support interactive instruction and engagement.

Weekly PLCs will continue, with every other week dedicated to Tier 2 discussions focused on targeted student support and progress monitoring.

With continued support from The Bailey Group, BMES is putting a renewed emphasis on high-quality Tier 1 instruction, meaningful Tier 2 small-group instruction, and the purposeful use of data to drive teaching and learning.

In addition, we are conducting two schoolwide book studies — Teach Like a Pirate and The Anxious Generation — to strengthen teacher engagement, creativity, and student connection.

BMES is also implementing a new MTSS Behavior Plan focusing on Tier 1 with guidance from our BCBA and School Psychometrist to promote positive behavior supports and ensure consistency across all settings.

3. What conclusions were drawn from the results?

The comprehensive needs assessment revealed the continued need to focus on providing teachers with more time for collaboration, planning, and data analysis. Staff feedback and stakeholder input emphasized the importance of maintaining a positive school culture while improving academic growth through stronger instructional support.

As a result, BMES will continue existing Culture Initiatives and will strengthen Tier 1 instruction with support from The Bailey Group. Academic data indicated that targeted interventions remain necessary; therefore, one Title I Interventionist will continue to provide Tier 3 Math and Reading support and lead bi-weekly STEM classes.

Technology needs were also identified, leading to plans to upgrade interactive panels, staff devices, and student Chromebooks to touch-screen models. Weekly PLCs (with Tier 2 data discussions every other week) will ensure consistent progress monitoring and instructional alignment.

In addition, the staff identified a need for professional growth in student engagement and behavioral support. Two schoolwide book studies (Teach Like a Pirate and The Anxious Generation) and a new MTSS Behavior Plan, developed with assistance from our BCBA and School Psychometrist, will address these needs.

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

Based on current and past data, we concluded that BMES continues to show strong school culture and stakeholder satisfaction. Perception data indicated that teachers are overall happy in their roles but expressed a need for more time for planning, collaboration, and instructional focus. This feedback guided our continued emphasis on protected PLC time and improved scheduling to support teacher collaboration.

Analysis of student achievement data and program reviews showed the need for a stronger focus on Tier 1 instruction and consistent Tier 2 interventions across grade levels. We also identified Tier 1 behavior concerns, leading to the development and implementation of a new MTSS Behavior Plan supported by our BCBA and School Psychometrist.

As a result, BMES is conducting an intense focus on student data through weekly PLCs (with every other week dedicated to Tier 2 data discussions) and maintaining the Title I Interventionist position to provide Tier 3 support and bi-weekly STEM instruction. Additionally, we are investing in touch-screen Chromebook upgrades,

staff technology, and interactive panels to support student engagement and instructional quality.

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

Goals at BMES are designed to meet the needs of all students, with special recognition and directed support for disadvantaged populations. Targeted funding is allocated in the areas of intervention and technology to supplement existing curriculum offerings and ensure equitable access to high-quality instruction.

Services are provided for children with limited English proficiency, disabilities, migrant backgrounds, those experiencing homelessness, and other students served under federal programs to increase program effectiveness, eliminate duplication, and reduce fragmentation across the instructional program.

The Core ESL Program utilizes Sheltered Instruction provided by the regular classroom teacher. Additional support for English Language acquisition is provided through pullout and in-class tutoring, as well as ongoing monitoring by the ESL teacher. Students with limited English proficiency participate fully in the regular education program and extracurricular activities without barriers, and receive additional supports through Title III allocations.

Special education students receive both special education and schoolwide services to meet their individualized goals. Homeless children receive services through district programs and the Homeless Liaison, which may include assistance with education, shelter, food, medical and dental care, transportation, clothing, and personal items.

Migrant students are supported through Migrant funding. Recruiters assist families in accessing needed resources and conduct home visits throughout the year, including summer months, to ensure student well-being and preparedness for school.

While Marshall County Schools does not operate an Indian Education or N or D program, each school's advisory committee reviews services for all federally supported subgroups to promote program effectiveness, reduce duplication, and ensure a coordinated approach to meeting student needs.

The district ensures that all information related to school-parent programs, meetings, and activities is provided in a clear, uniform format, and translated or adapted as needed so that families can fully understand and participate. Interpreters are available to communicate with parents in their primary language, ensuring accessibility for all families.

At BMES, we continue to strengthen our Tier 1 instruction and MTSS supports, ensuring every student — regardless of background — has the opportunity to succeed academically, socially, and emotionally.

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

Based on perception surveys, student achievement data, teacher qualitative feedback, Family Engagement Team input, leadership team discussions, and faculty and staff survey data, BMES goals were developed to reflect the most current needs of our students and staff.

Analysis of these multiple data sources indicated that while overall culture and morale remain strong, teachers expressed a need for more time for collaboration, planning, and instructional support. This feedback, combined with student data trends, led to an intensified focus on Tier 1 instructional quality, targeted Tier 2 interventions, and the implementation of a new MTSS Behavior Plan to address Tier 1 behavior concerns.

In addition, ongoing review of achievement data revealed the continued need for focused interventions in math and reading. The Title I Interventionist will continue to support Tier 3 math and reading instruction and conduct bi-weekly STEM classes to strengthen problem-solving and engagement.

Weekly PLCs (with every other week dedicated to Tier 2 discussions) and data-driven coaching cycles ensure that all instructional decisions are informed by quantitative and qualitative data. These findings directly shaped this year's goals, critical initiatives, and action steps to guide the continuous improvement process at BMES.

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

The goals at Brindlee Mountain Elementary School (BMES) are designed to meet the needs of all students, while giving special recognition to disadvantaged students to ensure equitable access to high-quality instruction and learning opportunities. Directed Title I funding supports intervention, personnel, and technology to strengthen the academic program and meet the requirements of the Alabama Literacy Act, Numeracy Act, and College and Career Readiness Standards.

Services are provided for students with disabilities, English Learners, migrant students, homeless students, and those from economically disadvantaged backgrounds to increase program effectiveness, eliminate duplication, and reduce fragmentation of services. The core ESL program is provided through Sheltered Instruction by the regular classroom teacher, with supplemental pull-out and in-class tutoring and monitoring by the ESL teacher as needed. Students participate fully in all school programs and extracurricular activities without barriers, and additional supports are provided through Title III allocations.

Special education students receive both special education services and additional instructional support provided through the schoolwide Title I program. Homeless students receive assistance through the district's Homeless Liaison and Homeless Grant, including help with educational materials, food, transportation, clothing, and health care. Migrant students receive services through Migrant funding, with

recruiters assisting families, coordinating support, and conducting home visits throughout the year and summer to ensure readiness and well-being.

BMES continues to enhance Tier 1 instruction and behavior supports through the implementation of a new MTSS Behavior Plan, supported by the BCBA and School Psychometrist. Weekly PLCs and bi-weekly Tier 2 discussions ensure teachers use data to address the academic and social-emotional needs of all students.

The school and district also ensure that all parent communication—including Title I and parent engagement activities—is provided in an understandable format and in the primary language of families. Interpreters are available to support communication and family engagement, ensuring all parents are informed and able to participate meaningfully in their child's education.

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.

At Brindlee Mountain Elementary School (BMES), instructional goals and strategies are intentionally designed to meet the needs of all students while providing additional support for disadvantaged populations. Directed funding is used to strengthen the academic program through intervention services, technology integration, and professional development that promote high-quality instruction and a well-rounded education.

To increase the amount and quality of learning time, BMES implements a combination of core instruction, small-group intervention, and enrichment opportunities. One Title I Interventionist provides Tier 3 Math and Reading support and facilitates bi-weekly STEM classes for all students to promote hands-on learning and problem-solving. Weekly PLC meetings and bi-weekly Tier 2 data discussions allow teachers to analyze assessment data, monitor progress, and adjust instruction for individual student needs.

The school's renewed emphasis on Tier 1 instruction—supported by The Bailey Group—focuses on ensuring every classroom provides high-quality, standards-aligned instruction grounded in the Alabama College and Career Ready Standards, Literacy Act, and Numeracy Act. Professional learning opportunities include two schoolwide book studies (Teach Like a Pirate and The Anxious Generation) to enhance teacher engagement, creativity, and understanding of student well-being.

BMES also implements a new MTSS Behavior Plan, developed with support from the BCBA and School Psychometrist, to ensure that social-emotional learning and behavioral supports are aligned with academic goals and improve instructional time.

Students with disabilities, English Learners, homeless students, and migrant students receive individualized services designed to increase program effectiveness and reduce fragmentation. The ESL program provides Sheltered Instruction in the regular classroom, supplemented with pullout or in-class tutoring and monitoring by the ESL teacher. These students participate fully in all school activities, with additional support through Title III funds.

Technology upgrades, including interactive panels, staff devices, and touch-screen Chromebooks, enhance digital learning and ensure equitable access to engaging, high-quality instruction. Through these combined efforts, BMES provides a well-rounded, data-driven educational program that supports academic achievement, social growth, and college and career readiness for all students.

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.)

BMES addresses the needs of all students, with particular attention to those at risk of not meeting challenging State academic standards, through a variety of academic, behavioral, and social-emotional supports.

All students participate in large-group guidance lessons aligned with the Alabama State Guidance and Counseling Plan. These lessons are delivered by the school counselor and focus on social skills, character education, attendance, and personal growth.

Mental health and counseling supports are provided through multiple partnerships. BMES partners with the Mountain Lakes Behavioral Center to provide an on-site mental health therapist for students. We also collaborate with the Marshall County Child Advocacy Center to deliver the SCAN program, and with Marshall Medical

Center North for the First Start Puberty Program. Special education students receive counseling as needed through North Alabama Counseling Center.

The district employs a Behavioral Specialist, Mental Health Coordinator, and Social Workers who collaborate with school staff to provide additional support for students and families.

To address behavioral and emotional needs, BMES has implemented a new MTSS Behavior Plan with guidance from our Board Certified Behavior Analyst (BCBA) and School Psychometrist. This plan focuses on Tier 1 prevention, Tier 2 targeted interventions, and Tier 3 individualized supports, ensuring alignment with the Individuals with Disabilities Education Act (IDEA).

Students who exhibit academic or behavioral concerns are referred to the Problem Solving Team (PST),

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**.

BMES provides additional opportunities for Tier 3 and special education students to receive support and reinforcement of academic skills beyond the regular school day.

Students identified through PST meetings and data analysis as needing intensive intervention participate in after-school tutoring sessions three days a week until 5:00 p.m. These sessions focus on strengthening foundational skills in reading and math through individualized instruction and targeted interventions.

BMES also offers Camp Marshall, a summer tutoring and enrichment program specifically for Tier 3 and special education students. Camp Marshall is invitation-only and provides small-group instruction focused on academic goals, literacy and numeracy development, and engaging, hands-on learning experiences that prevent summer learning loss.

These extended learning opportunities ensure that students receiving the most intensive supports continue to make academic progress beyond the traditional school day and school year.

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

Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth served under Part A of Title VII, homeless children, and immigrant children are provided to increase the program's effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. All special populations have access to all schoolwide programs and

services, including free/reduced lunch, Special Education, ESL, counseling, and At-Risk supports.

Community agencies such as the Department of Human Resources (DHR) and the Department of Mental Health assist families with essential resources, including school supplies, food, clothing, and shelter. All students have equal access to a free and appropriate public education (FAPE) and the opportunity to meet the same state academic and performance standards as all other students, without stigma or isolation.

Migrant students are identified upon enrollment through the ALSDE Employment Survey, which is part of the registration process for all new and kindergarten students. Surveys are forwarded to the central office for review and verification. The Migrant Recruiter/Home Liaison coordinates with the ALSDE Migrant Program to identify Priority I and Priority II students using state-established criteria. Priority I students—those failing or at risk of failing due to interrupted schooling—receive additional instructional and social-emotional supports. Migrant recruiters also assist with obtaining necessary documents (such as immunization and social security cards) and conduct home visits throughout the year and summer to support academic readiness and well-being.

English Learners (EL) are identified during enrollment through the Home Language Survey. Eligible students are assessed using the WIDA ACCESS Placement Test (W-APT) to determine service needs. The ESL Committee reviews assessment data to assign services, which may include pull-out instruction, in-class support, or monitoring by the ESL teacher. The Core ESL Program utilizes Sheltered Instruction provided by the classroom teacher, with supplemental English language acquisition assistance as needed. Parents receive communication in English, Spanish, or the appropriate home language, and interpreters are available to assist families. Once students exit the ESL program, they are monitored for two years to ensure academic success.

Homeless students are identified at enrollment per State Department and federal guidelines. The LEA Homeless Liaison and school counselor coordinate services, ensuring access to education, transportation, food, clothing, health care, and school supplies. The district Homeless Grant provides additional assistance, and partnerships with DHR and community agencies ensure students' needs are met promptly.

Economically Disadvantaged students are identified through free and reduced lunch applications and receive priority access to supplemental academic resources, counseling, and intervention supports as needed.

Special Education services are provided in accordance with IDEA and state regulations. Following referral and evaluation, eligible students receive individualized services based on their IEP. Students with disabilities have access to the same academic programs and extracurricular activities as their peers and may also participate in schoolwide Title I instructional programs as appropriate.

Neglected and delinquent youth are identified through DHR, social services, court systems, or school personnel. The counselor and administrator coordinate to provide counseling, academic support, and basic needs such as school supplies, food, and clothing. The district works directly with local agencies and the courts to ensure appropriate services and parental cooperation.

BMES integrates all supports within a comprehensive MTSS framework to address both academic and behavioral needs. With the guidance of the BCBA and School Psychometrist, the school has implemented a Tiered Behavior Support Plan focused on prevention, early intervention, and individualized strategies for students with behavioral challenges. The Problem Solving Team (PST) reviews academic and behavioral data, coordinates interventions, and monitors progress for students in all subgroups.

The Marshall County Board of Education coordinates and integrates educational services with community partners and agencies to ensure compliance, alignment, and equity, including:

- Coordination with the Homeless Liaison to provide resources and services to families experiencing homelessness.
- Collaboration with the ESL Department to ensure translation of documents, interpretation services, and academic support for English Learners.
- Coordination with Head Start for referrals to Preschool Special Education and Speech-Language services.
- Collaboration with the Child Nutrition Program to ensure access to nutritious meals.
- Coordination with Special Education, At-Risk, and Migrant programs to ensure needs are met through assessments, supplemental instruction, and referrals to community resources.
- Coordination with Title II and district technology departments to ensure teachers receive professional development and technology is integrated into instruction.
- Continuous support and technical assistance from the Marshall County Continuous Improvement Leadership Team to ensure fidelity of implementation and monitoring of all Title I schoolwide plans.

Through these combined and coordinated efforts, BMES ensures that all students—especially those most at risk—receive equitable, high-quality, and coordinated educational services that address their academic, behavioral, and social-emotional needs.

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.

BMES ensures that parents of English Learners (ELs) receive individual student academic achievement results and clear explanations of those results in a language they can understand.

During Individual English Learner Plan (IELP) meetings, the ESL teacher and school staff meet with families to review student progress, assessment data, and placement or continuation of services. Academic results from assessments such as ACCESS for ELLs, i-Ready, and classroom benchmarks are explained in detail to help parents understand their child's performance and growth.

Translators are available for all Spanish-speaking families, and the district utilizes TransACT to translate written communication, including test results, progress reports, and required notifications, into additional languages as needed. For families who speak languages other than Spanish, the district provides live phone interpretation services to ensure full understanding of academic results and recommendations.

These procedures ensure that all English Learner parents are provided with timely, accurate, and understandable information about their child's academic achievement and progress.

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

For the 2025–2026 school year, BMES experienced a low teacher turnover rate. Two teachers retired, one teacher was promoted to the Math Interventionist position, and one first-year teacher was non-renewed due to performance.

To meet student needs and support growth, the school added one additional unit in Special Education and one additional unit in 4th grade. In total, five new instructional staff members were hired for the current school year.

Overall, BMES maintained a stable and experienced teaching staff, with turnover primarily resulting from retirements and internal restructuring rather than voluntary departures.

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

Brindlee Mountain Elementary School employs a highly qualified and experienced instructional staff. The majority of teachers have multiple years of classroom experience, contributing to the stability and effectiveness of instruction across all grade levels.

- Special Education Department: One teacher with over 10 years of experience and one with 3 years.
- 3rd Grade Team: Teachers with 5, 5, 5, and 1 year of experience.

- 4th Grade Team: Teachers with 5, 3, 2, and 2 years of experience.
- 5th Grade Team: Teachers with over 10, 5, and 6 years of experience.
- Reading Coach: Over 10 years of experience.
- Math Coach: Over 10 years of experience.
- Library Media Specialist: Over 10 years of experience.

Overall, BMES maintains a balanced mix of veteran educators and early-career teachers, ensuring both strong instructional leadership and ongoing professional growth within each grade level and support area.

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)?

BMES does not experience a high teacher turnover rate; however, the school and district continue to implement proactive strategies to recruit, support, and retain quality educators.

To promote retention, BMES emphasizes a positive school culture, collaborative teamwork, and strong administrative and peer support. Teachers participate in weekly PLCs and receive ongoing coaching and feedback from the Reading and Math Coaches. The school provides protected planning time, opportunities for shared decision-making, and recognizes staff through ongoing celebrations, morale initiatives, and appreciation events.

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

Each year, district representatives and BMES staff collaboratively analyze a variety of data sources to determine areas of professional development need. Academic performance data from ACAP, i-Ready, DIBELS, and STAR, along with attendance, discipline, and perception data, are reviewed to identify schoolwide strengths and areas for growth. State Report Card results are also examined to guide goal-setting and instructional planning.

Once trends are identified, professional development is organized to directly address areas of need. PD may include targeted sessions on standards-based instruction, small-group strategies, data analysis, and Tier 2 and Tier 3 intervention practices.

In addition to annual reviews, weekly PLCs and bi-weekly Tier 2 data meetings allow teachers to analyze data by grade level, classroom, and individual student to make ongoing instructional adjustments.

This systematic approach ensures that professional development at BMES is data-driven, relevant, and aligned with both district initiatives and the specific academic needs of students.

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

BMES provides a variety of professional development opportunities for teachers, administrators, paraprofessionals, and support staff to improve instruction and strengthen student outcomes.

Staff participate in district-level professional development focused on curriculum updates, standards-based instruction, assessment practices, and technology integration. BMES partners with The Bailey Group, which provides comprehensive support in reading, math, special education, science, and administration through coaching, modeling, and on-site professional learning.

The school also collaborates closely with the Office of Mathematical Instruction and the Alabama Reading Initiative (ARI) to ensure alignment with state standards, enhance Tier 1 instructional quality, and strengthen foundational literacy and numeracy practices.

At the school level, weekly PLC meetings serve as job-embedded professional learning for each grade level, and bi-weekly Tier 2 data discussions allow teachers to analyze student progress and adjust instruction.

Faculty are participating in two schoolwide book studies—Teach Like a Pirate and The Anxious Generation—to foster creativity, engagement, and deeper understanding of student mental health and motivation.

All staff also receive training and support in MTSS Tier 1 behavioral supports and implementation of the new schoolwide behavior plan, developed with the BCBA and School Psychometrist, to promote proactive classroom management and consistent expectations.

Through these coordinated professional learning efforts, BMES ensures that all staff have access to collaborative, data-driven, and high-impact professional development that directly enhances instruction, student achievement, and overall school culture.

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.

BMES provides a strong teacher mentoring and support program to ensure the success and retention of new and inexperienced teachers.

All first-year teachers are assigned a mentor teacher who provides guidance, feedback, and classroom support throughout the school year. Mentors assist with lesson planning, classroom management, data analysis, and professional growth goals.

The Math Coach and Reading Specialist provide additional instructional support through coaching cycles, modeling, co-teaching, and one-on-one planning sessions. These specialists help new teachers strengthen instructional practices in both literacy and math, align lessons to state standards, and effectively use data to drive instruction.

To promote collaboration and continuous growth, substitutes are provided so teachers have opportunities to observe other classrooms and learn from colleagues across grade levels.

Through these mentoring activities, BMES ensures that all new and developing teachers receive the personalized support, professional collaboration, and instructional guidance necessary for success in the classroom.

12. Describe how all professional development is “sustained and ongoing.” Professional development at BMES is sustained, ongoing, and data-driven, ensuring continuous improvement aligned with both teacher growth and student achievement.

Based on multiple data sources—including Educate Alabama, ACAP, i-Ready, DIBELS, STAR, and local school data—teachers and administrators engage in regular dialogue through Professional Learning Plans (PLPs), data meetings, and weekly PLCs. These meetings focus on analyzing student progress, identifying instructional needs, and planning next steps for professional learning.

Professional development is not limited to one-time events but is embedded throughout the year. The Bailey Group provides ongoing, job-embedded professional learning and coaching in reading, math, science, special education, and leadership. BMES also partners with the Alabama Reading Initiative (ARI) and the Office of Mathematical Instruction to ensure continued alignment with state standards and the implementation of evidence-based instructional practices.

In addition, teachers participate in two schoolwide book studies—Teach Like a Pirate and The Anxious Generation—that promote engagement, creativity, and understanding of student behavior and mental health. Staff are also receiving training and support in MTSS Tier 1 behavioral practices, working closely with the BCBA and School Psychometrist to strengthen classroom management and student support systems.

Faculty and staff complete annual PD surveys to provide input on areas of need and interest, ensuring that professional learning remains relevant and responsive.

Through these ongoing cycles of reflection, coaching, collaboration, and data review, BMES ensures that professional development is continuous, meaningful, and directly connected to both teacher effectiveness and student success.

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.

BMES implements multiple strategies to support students as they transition from one grade level to the next, ensuring a smooth academic and social adjustment for all learners.

BMES works closely with Brindlee Mountain Primary School (BMPS) and shares an afterschool program that serves students across both campuses, helping to build familiarity and continuity. An annual Literacy Act Parent Meeting is held for Pre-K through 3rd grade parents and teachers to provide information on reading expectations, progress monitoring, and the requirements of the Alabama Literacy Act.

Each spring, BMES hosts a Move-Up Day, where each grade level visits the next grade's classrooms for engaging activities and introductions. Second graders from BMPS visit BMES on this day to meet teachers, tour the building, and participate in fun activities designed to make them feel comfortable for the upcoming school year.

The Primary and Elementary feeder principals, reading coaches, and interventionists collaborate to ensure consistent instruction and smooth transitions between BMPS and BMES.

BMES also houses two Pre-K classes, and transition to kindergarten is intentionally embedded into the end-of-year program. Activities include reading kindergarten-themed books, practicing independence, and creating Pre-K memory portfolios. Families attend an end-of-year Pre-K celebration, and students take home "Get Ready for Kindergarten" activities to complete over the summer. GOLD assessment data is shared with kindergarten teachers to inform placement and planning.

Within BMES, data is shared among 3rd, 4th, and 5th grade teachers at the end of each school year to ensure instructional continuity. Teachers meet to discuss individual student progress, strengths, and areas for continued support, particularly in reading, math, and behavior.

At the end of 5th grade, BMES collaborates with Brindlee Mountain High School (BMHS) to support a successful transition to 6th grade. Student data—including assessment results, MTSS intervention notes, and behavioral supports—is shared with BMHS counselors and teachers to ensure a smooth academic and social transition.

These coordinated efforts between grade levels and campuses ensure that all BMES students experience a seamless, supportive, and well-planned transition as they progress through each stage of their education.

14. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster

children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

(N/A for Elementary Schools)

N/A

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

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

BMES evaluates the results of the schoolwide program through a comprehensive and continuous review process using multiple sources of academic and school data.

Student achievement results from ACAP, DIBELS, i-Ready, and STAR assessments are analyzed before and after each instructional cycle to determine growth and measure the effectiveness of instructional strategies and interventions. Data is disaggregated by grade level, subgroup, and tier to ensure that all students, including those most at risk, are making progress toward proficiency.

Regular formative and summative assessment data is reviewed during weekly PLC meetings, bi-monthly data meetings, and vertical and subject-level team meetings to identify target areas for improvement and adjust instruction accordingly.

The Bailey Group provides support in analyzing data trends and aligning Tier 1 instruction with state standards, while the Problem Solving Team (PST) and MTSS framework ensure that students needing additional support receive timely interventions.

Through this systematic process, BMES continuously monitors progress, evaluates instructional effectiveness, and makes data-driven decisions to strengthen the overall schoolwide program and improve student achievement.

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?

BMES determines the effectiveness of the schoolwide program in increasing achievement for students furthest from meeting state standards through ongoing data analysis, progress monitoring, and alignment of resources to schoolwide goals.

Using a comprehensive system that includes the Problem Solving Team (PST) process, Bailey Group support, and the MTSS framework, BMES monitors student progress and ensures that individualized intervention plans are implemented and

adjusted as needed. Data from ACAP, i-Ready, DIBELS, and STAR assessments are reviewed regularly to evaluate student growth and the effectiveness of instructional strategies.

Teachers meet in weekly PLCs and bi-monthly data meetings to track progress toward school goals and ensure interventions are producing measurable results. A schoolwide data wall is maintained to visualize student performance, identify trends, and support collaborative decision-making. Each student also maintains a personal data notebook, empowering them to take ownership of their learning and track their own academic growth.

Through this consistent, data-driven approach, BMES ensures that all resources, interventions, and instructional strategies are effectively supporting the success of students who are furthest from achieving grade-level standards.

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

The BMES Continuous Improvement Plan (CIP)/Leadership Team includes representation from grade-level teachers (3rd–5th), the principal, special education teachers, the reading specialist, counselor, community members, and the Family Engagement Team. This diverse team ensures that multiple perspectives are included in the evaluation and revision process.

Regular evaluation and review are embedded in BMES's continuous improvement cycle. The leadership team meets throughout the year to analyze student achievement data, attendance, discipline trends, walkthrough feedback, and stakeholder input. Results from ACAP, i-Ready, STAR, and DIBELS are reviewed to determine how effectively the schoolwide program is meeting student needs.

The Bailey Group provides ongoing support by helping the leadership team interpret data, evaluate Tier 1 instructional practices, and identify priority areas for improvement. Classroom walkthroughs and teacher feedback further guide adjustments to instructional strategies, interventions, and professional learning.

Opportunities for stakeholder input are provided through surveys, Family Engagement Team meetings, and open discussions at faculty meetings. The Continuous Improvement Plan is made available for public review both on the BMES website and in the school office, ensuring transparency.

Based on data analysis and stakeholder feedback, the leadership team revises goals, strategies, and action steps to ensure continuous improvement and sustained academic growth for all students.

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 coordinates and integrates educational services with multiple programs and agencies to ensure that all plans, goals, and objectives are communicated to staff responsible for program and fiscal accountability, maintaining full compliance with state and federal regulations.

Coordination of Services Includes:

- Homeless Education Services: Collaboration to provide resources for families identified as homeless, including materials, supplies, health care, and tutoring support.
- English as a Second Language (ESL): Coordination to provide translation of forms and materials, assistance to Hispanic families, and tutorial services for English Learners.
- Head Start Programs: Coordination to provide referrals to the Marshall County Special Needs Program, including Preschool Special Needs and Speech-Language services for qualifying students attending Head Start.
- Child Nutrition Program: Coordination to ensure access to nutritious food services for all children across the district.
- Special Education: Collaboration to meet the needs of students by providing vision, hearing, speech, and academic assessments, as well as services for all who qualify under the Alabama Administrative Code.
- Migrant Program: Coordination to provide supplemental educational support, medical and academic assistance, clothing, and referrals to agencies for families who meet the definition of "migrant."
- At-Risk Program: Coordination to provide referrals and resources for students requiring alternative education services.
- Title II Professional Learning: Collaboration to deliver ongoing staff training and support for technology-based instructional programs.
- District Technology Department: Coordination with the Technology Director and technology specialists to ensure technology integration across all content areas.
- Continuous Improvement Leadership Team: Collaboration to provide continuous monitoring, technical assistance, and support for all Title I schools.

Administrators, staff, and parents involved in early childhood, vocational education, special needs, and student welfare play an active role in developing both the district educational master plan and individual schoolwide plans.

Title I resources are used to supplement support for English Learners, students with disabilities, migratory students, and neglected or delinquent youth. Collaboration with home visitation, family literacy, and EL staff ensures that duplication and fragmentation of services are eliminated.

Additional special services are provided through extended-day and extended-year programs. Students with special needs receive supplemental assistance through Title I by removing barriers that limit full inclusion in Title I activities. This process is carried out in consultation with non-Title I personnel who best assess the needs of eligible students.

Title I set-aside funds are used when other resources are exhausted, ensuring equitable access to all services. Through collaboration with special needs and transportation departments, all buses are equipped with communication radios to ensure the safe transportation of students during extended-time programs and 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).

The Marshall County School System coordinates and integrates a wide range of federal, state, and local services and programs to support achievement of schoolwide goals and ensure all students have equitable access to high-quality learning opportunities.

Violence Prevention Programs: BMES and the district implement prevention and early-intervention supports through MTSS Tier 1 behavior initiatives, the district Behavior Specialist, School Psychometrist, and BCBA support, emphasizing proactive strategies and positive school culture. Partnerships with the Marshall County Child Advocacy Center (SCAN program) and Mountain Lakes Behavioral Health provide counseling and prevention education to promote student safety and well-being.

Nutrition Programs: All students participate daily in the Child Nutrition Program, which provides nutritious breakfasts and lunches. The school coordinates with the district Child Nutrition Department to promote healthy eating habits and ensure compliance with USDA standards.

Housing and Homeless Support Programs: The district Homeless Liaison coordinates with DHR, local shelters, and community agencies to ensure that students experiencing homelessness receive resources such as food, clothing,

transportation, health care, tutoring, and school supplies. All homeless students are eligible for assistance through the district Homeless Grant and have full access to all instructional programs and activities.

Head Start and Preschool Transition Programs: Preschool programs—including Parents as Teachers, First Teacher, and First Class Office of School Readiness classrooms—are implemented to support a seamless transition from preschool to kindergarten. Each preschool is partnered with a local elementary school to strengthen readiness and continuity. Preschool students regularly participate in elementary school events such as assemblies, library visits, computer lab activities, and child nutrition programs.

End-of-year transition activities include Kindergarten visits, a Pre-K Family Program, and distribution of “Get Ready for Kindergarten” materials for summer learning. Teachers and home visitation staff collaborate with kindergarten teachers to review curriculum expectations, GOLD assessment data, and student readiness skills to ensure successful transitions.

Marshall County Schools utilize state and federal funds to provide preschool services for all eligible four-year-old children. The HighScope Preschool Curriculum, a scientifically research-based program, is implemented with attention to individual developmental levels, learning styles, and readiness skills. Instruction is designed to develop foundational literacy, numeracy, and problem-solving abilities through hands-on learning experiences.

The district also provides a full continuum of services for children with disabilities ages 3–5, both in public schools and in community-based settings, delivered by Developmentally Delayed certified teachers and Speech-Language Pathologists.

Recruitment and Access: Marshall County Schools ensures equitable access to preschool programs, with outreach that includes flyers distributed through local agencies, health providers, businesses, and churches, as well as translated materials and announcements via local radio, newspapers, and Spanish-language media outlets. The Home Visitation Program staff also communicates enrollment opportunities directly to families.

When preschool demand exceeds available space, a random selection process ensures that educationally at-risk children are not excluded. Objective criteria for eligibility are maintained at the district preschool office. Title I funds are used only for the proportional fair share of costs for eligible students, with documentation maintained for compliance.

Adult Education, Career and Technical Education, and School Improvement: The district collaborates with Marshall Technical School and local community programs to promote awareness of career and technical education pathways. For schools identified for Comprehensive or Targeted Support and Improvement (CSI/TSI), additional coaching and technical assistance are provided through the District Continuous Improvement Leadership Team and The Bailey Group, ensuring that all improvement activities align with federal and state accountability standards.

Through these coordinated partnerships and integrated services, Marshall County Schools provide comprehensive academic, behavioral, nutritional, and developmental supports that prepare all students—beginning in preschool—for long-term success.

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



Signature Page

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))

BMES convenes an Annual Title I Parent Meeting each school year to inform parents of the school's participation in the Title I Program and to explain program requirements, including the 1% Parent and Family Engagement set-aside and the rights of parents under Section 1116(c)(1).

During the summer, the BMES Leadership Team invites parents to participate in the Family Engagement Team, which meets monthly (in person or via Zoom) to review parent involvement activities, the Continuous Improvement Plan (CIP), and Title I updates.

The annual Title I meeting is publicly announced and promoted through multiple communication platforms, including English and Spanish notices, teacher newsletters, social media, the school website, local newspaper postings, ClassDojo, and the automated call system. Meetings are typically held in the evening to accommodate working parents and guardians.

The 2025 Annual Title I Parent Meeting was held on September 30, where families received information about the Title I Program and Budget, School-Parent Compact, Continuous Improvement Plan, report cards, and upcoming Family Nights. Parents were also informed about how Title I funds are used to support instruction and how the 1% Parent and Family Engagement funds are dedicated to supporting activities that strengthen school-home partnerships.

BMES leadership strongly believes that parental involvement is essential to student success. Parents are invited to participate in all aspects of the Title I program, including reviewing and revising the School-Parent Compact, the Title I budget, and the CIP. Teachers and administrators are available to meet with parents during planning periods, before and after school, or by appointment to address student progress and family concerns.

Through these ongoing efforts, BMES ensures that parents are informed, involved, and empowered to take an active role in their child's education and the success of the schoolwide program.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

BMES offers a variety of times, formats, and opportunities for parental involvement and meetings to accommodate the diverse needs of families. Informative meetings and family engagement events are scheduled throughout the school year at flexible times, both during school hours and after school hours, to ensure that all parents can participate.

Examples of these events include Open House/Orientation, Book Fair family nights, Parent-Teacher Conferences, Award Celebrations, Data & Donuts, and Family Reading Night. These opportunities allow families to connect with teachers, celebrate student success, and learn about academic programs and resources.

BMES also offers meetings during teacher planning times, on E-learning days, and through Google Meet or phone conferences to provide flexibility for working parents or those unable to attend in person. Parents are included in IEP meetings, referral meetings, PST meetings, 504 meetings, and other decision-making processes related to their child's academic or behavioral progress.

Through these flexible scheduling options and accessible meeting formats, BMES ensures that all parents have meaningful opportunities to collaborate, communicate, and actively participate in their child's educational experience.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

BMES parents and stakeholders are actively involved in the planning, review, and improvement of the Title I Program through ongoing collaboration and open communication throughout the school year.

Parent and community input is gathered through surveys, Family Engagement Team meetings, and the annual Title I Budget and Program Review process. Parents are invited to share feedback on school needs, budget priorities, instructional programs, and family engagement activities.

The Family Engagement Team, composed of parents, teachers, administrators, and community members, meets monthly (both in person and via Zoom) to review the Continuous Improvement Plan (CIP), School-Parent Compact, and Title I goals. Feedback collected through these meetings and surveys is used to guide decisions about resource allocation and program effectiveness.

Parents also have the opportunity to review and provide input during the Annual Title I Meeting and other school events designed to inform and engage families in schoolwide planning.

Through these processes, BMES ensures that all Title I parents have meaningful opportunities to participate in decision-making, contribute feedback, and help shape continuous improvement efforts that support the success of every student.

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

Funds allocated for Parent and Family Engagement at BMES are used to strengthen communication, collaboration, and participation between the school and families in alignment with Section 1116(c)(2)(3) of the Every Student Succeeds Act (ESSA).

At BMES, parent involvement funds support increased communication through daily updates, newsletters, and monthly calendars that keep families informed about academic expectations, school events, and attendance goals. Materials from the Attendance Matters initiative are distributed to encourage consistent attendance and engagement.

Funds are also used to purchase parental involvement materials—such as instructional resources, handouts, and family learning tools—that are shared during events like Data & Donuts, Family Literacy Night, Open House, and Title I Parent Night to help parents support learning at home.

In collaboration with the Marshall County School System, BMES parents are included in the development of the LEA Title I Plan through participation on the System-Wide Advisory Council. The district also administers Parent Needs and Evaluation Surveys in the fall and spring to gather feedback on program effectiveness and parental involvement efforts. Data collected from these surveys, along with other performance indicators, are used in the Comprehensive Needs Assessment to guide continuous improvement of both the school and district parental involvement plans.

Through these coordinated efforts, BMES ensures that funds dedicated to parental involvement are used effectively to enhance communication, build relationships, and empower families to support student achievement.

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

BMES utilizes multiple methods to ensure that parents of participating children receive timely, clear, and understandable information about Title I programs, curriculum, academic assessments, and achievement expectations.

Progress reports and report cards are sent home regularly according to the Marshall County Schools academic calendar. Parents are also provided timely updates through teacher communication, newsletters, ParentSquare, and ClassDojo. During the Annual Title I Parent Night, families receive information about

how Title I funds are used to support supplemental programs, intervention services, and classroom instruction.

Parents are given detailed explanations of the curriculum in use, the forms of academic assessments (such as ACAP, DIBELS, i-Ready, and STAR), and the achievement expectations for each grade level. Opportunities are also provided for regular meetings, including Parent-Teacher Conferences, PST meetings, IEP and 504 meetings, and Family Engagement Team sessions, where parents can share input, formulate suggestions, and participate in decision-making related to their child's education.

An interpreter is present at all Title I meetings to communicate with Spanish-speaking parents if needed, and all important documents are provided in both English and Spanish. When other languages are needed, BMES and Marshall County Schools utilize translation services and bilingual community members to ensure that every family receives information in a language and format they can understand.

Through these practices, BMES ensures that all families are informed, included, and empowered to take an active role in their child's learning and the continuous improvement of the school.

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 at BMES is a shared agreement that outlines how parents, school staff, and students will work together to improve academic achievement and ensure student success.

The compact is jointly developed by the BMES Leadership Team, faculty, and Family Engagement Team, which includes parent representatives. It is reviewed annually and updated as needed to reflect current academic goals, parent input, and data from school performance measures such as ACAP, i-Ready, DIBELS, and STAR.

Each year, the compact is sent home with every student, and parents are asked to review, sign, and return it. Copies are kept on file in each homeroom teacher's classroom and are referenced during parent-teacher conferences and other meetings to reinforce shared responsibility for student learning.

The compact is also distributed and discussed during Title I Parent Meetings, Open House, and Family Engagement events. During these sessions, teachers, parents, and students review the commitments made by each party—highlighting the shared roles of the school (to provide high-quality instruction), parents (to support learning at home), and students (to take responsibility for their education).

Teachers explain the compact to their students and obtain student signatures, emphasizing the importance of ownership and accountability in learning. The

principal, teachers, parents, and students all sign the compact, symbolizing their partnership in supporting academic success.

BMES also provides parents with information about curriculum alignment to the Alabama Courses of Study and details on the state's assessment plan, including ACAP, DIBELS, STAR, and ACT WorkKeys (as applicable). Parents are invited to request meetings, share input, and participate in decisions related to their child's education throughout the year.

Through this collaborative process, BMES ensures that the School-Parent Compact remains a living document—actively used, reviewed, and celebrated as part of the school's ongoing commitment to building strong partnerships that enhance student achievement.

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

The BMES Continuous Improvement Plan (CIP) is available for public review in multiple formats and locations, including the school website, the front office, and the principal's office. Parents and stakeholders are encouraged to review the plan at any time and provide feedback or suggestions regarding its content or implementation.

BMES provides a CIP Feedback Form that allows parents to submit comments, suggestions, or concerns. Completed forms are submitted to school administrators, who review the feedback and, when appropriate, schedule meetings with parents to discuss concerns and potential revisions.

Each May, the BMES CIP/Leadership Team—which includes parents, teachers, administrators, and community members—meets to review, evaluate, and revise the plan based on academic data, stakeholder input, and school goals. Parents are invited to participate in this process and have the right to provide written comments regarding the plan's development or revision.

If a parent finds the finalized plan unsatisfactory, they may submit a written statement of dissatisfaction to the school. The school will forward these comments to the CIP Leadership Team and notify the Marshall County Schools Federal Programs Coordinator. In such cases, a meeting will be scheduled between the Federal Programs Supervisor, school administrator, and parent to discuss concerns and work toward consensus regarding the plan's content.

Through these procedures, BMES ensures that parents have a clear and respectful process for submitting feedback and that their voices remain an integral part of the school's ongoing improvement efforts.

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

engagement).

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

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

To ensure effective involvement of parents and to support a strong partnership among the school, families, and the community to improve student academic achievement, BMES and the Marshall County School System implement multiple strategies aligned with ESSA Section 1116.

BMES provides materials, resources, and training to help parents work with their children at home to improve academic achievement. Literacy resources, math practice tools, and information on technology integration are shared during family engagement events such as Data & Donuts, Family Literacy Night, and the Annual Title I Parent Meeting. These events give families hands-on strategies for supporting reading, writing, and math at home.

At the Annual Title I Parent Meeting, parents receive an overview of state academic content standards, achievement standards, assessments (ACAP, i-Ready, STAR, DIBELS), and Title I services. They also learn about their rights to be involved in decision-making and how to communicate with school staff regarding academic progress and interventions.

Throughout the school year, BMES hosts orientation events, conferences, and family workshops where parents meet teachers, review grade-level expectations, and learn how to support learning goals. Parents are encouraged to schedule conferences during planning times, E-learning days, or virtually through Google Meet or phone meetings.

The Marshall County School System, in coordination with Title I schools, builds parental capacity through:

- Parent in-service sessions to help families interpret student data, monitor progress, and understand assessment results.
- Professional learning for teachers and staff on strengthening family partnerships, effective parent communication, and culturally responsive engagement.
- Systemwide Advisory Council and Parent Advisory Council meetings (held twice yearly) to review use of parental involvement funds and evaluate program effectiveness.

- Collaboration with the Marshall County Home Visitation Program and Parents as Teachers to support early childhood readiness and transitions into elementary school.

BMES uses newsletters, social media, school website updates, and ParentSquare to keep parents informed and engaged. Parents are recognized as equal partners in the educational process, and their feedback directly informs planning, instruction, and continuous improvement efforts.

Through these ongoing initiatives, BMES and Marshall County Schools build lasting partnerships that empower parents to play an active and meaningful role in their child's success.

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

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

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

To ensure effective involvement of parents and to support a strong partnership among the school, families, and community to improve student academic achievement, BMES and the Marshall County School System implement strategies that build capacity for both staff and parents in alignment with ESSA Section 1116.

BMES educates teachers, office personnel, and staff—with the assistance and input of parents—on the value and utility of parent contributions and on how to reach out to, communicate with, and collaborate with parents as equal partners. Professional learning focuses on developing effective communication skills, conducting productive parent-teacher conferences, and maintaining respectful relationships that promote student growth.

All parental materials are aligned with BMES's identified school goals and provided in English and Spanish. Parents are offered ongoing opportunities to discuss topics related to academic priorities and data-driven goals.

For the 2025–2026 school year, BMES will host the following family engagement activities:

- Open House / Orientation

- Awards Programs
- Annual Title I Parent Night
- BETA Club Induction Ceremony
- Book Fair and Family Lunches
- Data & Donuts and Family Literacy Activities Additional programs and events will be announced throughout the year to encourage continuous participation.

The Marshall County School System, in coordination with school administrators, builds the capacity of schools and parents through:

- Parent in-service opportunities to help families understand the state academic content standards, local and alternate assessments, and Title I requirements.
- Training parents to monitor progress, interpret assessment results, and support homework and learning at home.
- Encouraging regular parent-teacher conferences to strengthen school-home collaboration.
- Providing professional learning for teachers and staff on how to communicate effectively with parents, recognize their contributions, and coordinate parent programs that build trust and partnership.

District-level support includes System-Wide and Parent Advisory Council meetings held twice yearly to evaluate the use of Parent and Family Engagement funds. Parent education opportunities are offered in collaboration with federal programs, local schools, and the Marshall County Home Visitation Program.

To the greatest extent feasible, the district and BMES coordinate and integrate parent involvement activities with Parents as Teachers, public preschool programs, and other early-learning initiatives to ensure a strong transition to kindergarten and sustained family participation.

BMES communicates with families through newsletters, social media, the school website, flyers, and ParentSquare, providing regular updates and opportunities for engagement.

Through these combined efforts, BMES and Marshall County Schools foster a culture where parents, teachers, and staff share equal responsibility for supporting student achievement and continuous school improvement.

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

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

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

To ensure effective involvement of parents and to strengthen the partnership among the school, parents, and the community to improve student academic achievement, BMES coordinates and integrates parent involvement programs and activities with other federal, state, and local programs in alignment with ESSA Section 1116.

BMES continues to work with teachers through professional learning sessions, faculty meetings, and grade-level collaboration to emphasize the importance of building strong partnerships with parents. The principal sets clear expectations that teachers collaborate with the Family Engagement Team when planning parent involvement activities, ensuring that all events and materials align with the school's identified goals and data-driven priorities.

To the greatest extent feasible, BMES and the Marshall County School System coordinate parental involvement programs and activities with Parents as Teachers, public preschool programs, and other early childhood and federal initiatives. These programs help families engage in early learning, transition planning, and continued involvement throughout their child's education.

The Marshall County School System, in coordination with BMES, supports schools and parents by:

- Providing assistance and in-service opportunities to help parents understand state academic content standards, academic achievement expectations, state and local assessments (including alternate assessments), and Title I requirements.
- Offering parent training sessions on how to monitor their child's progress, interpret assessment results, and support learning at home through literacy, math, and technology-based activities.
- Encouraging parents to schedule regular parent-teacher conferences and to use school communication tools for ongoing engagement.
- Conducting professional development for teachers and staff on how to conduct productive parent-teacher conferences, strengthen communication with families, and establish respectful, collaborative relationships with parents.

-
- Hosting System-Wide and Parent Advisory Council meetings twice annually to review the use of Parent and Family Engagement funds and discuss strategies to enhance program effectiveness.
 - Collaborating with the Marshall County Home Visitation Program and other agencies to coordinate family support, early intervention, and readiness activities for preschool and elementary-age students.

BMES keeps families informed and engaged through newsletters, social media, the school website, flyers, and ParentSquare. Through these coordinated efforts, BMES ensures that parents are encouraged, supported, and empowered to be equal partners in their child's education and in the continuous improvement of the school.

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

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

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

To ensure effective involvement of parents and to strengthen the partnership among the school, parents, and the community to improve student academic achievement, BMES coordinates and integrates parent involvement programs and activities with other federal, state, and local programs in alignment with ESSA Section 1116.

BMES provides professional learning sessions, faculty meetings, and grade-level collaborations that emphasize the importance of meaningful family partnerships. The principal sets expectations that teachers collaborate with the Family Engagement Team when planning parent activities to ensure that all events and materials align with the school's goals and data-driven priorities.

To the greatest extent feasible, BMES and the Marshall County School System coordinate parent involvement efforts with Parents as Teachers, public preschool programs, and other early-childhood and federal initiatives. These programs help families engage in early learning, support transitions, and remain active participants throughout their child's educational journey.

The Marshall County School System, in coordination with BMES, supports schools and parents by:

- Providing training and in-service opportunities to help parents understand state content standards, academic expectations, state and local assessments (including alternate assessments), and Title I requirements.
- Offering parent workshops on monitoring progress, interpreting assessment results, and supporting learning at home through literacy, math, and technology.
- Encouraging regular parent-teacher conferences and the use of school communication tools for ongoing engagement.
- Conducting professional development for teachers and staff on conducting effective conferences, communicating with families, and building positive relationships.
- Hosting System-Wide and Parent Advisory Council meetings twice annually to review the use of Parent and Family Engagement funds and evaluate program effectiveness.
- Collaborating with the Marshall County Home Visitation Program and other agencies to coordinate family support, early intervention, and readiness activities for preschool and elementary students.

BMES ensures that information about school and parent programs, meetings, and activities is sent to families in clear, uniform formats and, when practicable, in a language they can understand. The school website provides links to resources that help parents support their child's use of computer-based learning programs. Continuous communication is maintained through newsletters, calendars, emails, and conferences.

BMES also connects families with community agencies and partners that provide parenting resources and support. Parents are offered opportunities to attend child-development and parenting workshops, which promote healthy physical, intellectual, and emotional growth.

Programs such as the OSR Preschool, Marshall County Home Visitation Program, and Title I Preschool offer at least 18 hours of family-enrichment workshops annually, including parenting classes, special presentations, and parent-teacher sessions. The Migrant Home Liaison provides a home-based preschool program with individualized parent-involvement strategies.

The EL, Migrant, Homeless, Professional Development, and Federal Programs Supervisors collaborate to coordinate all parent-involvement activities district-wide. Each local school, including BMES, maintains an active Parent Involvement Committee to ensure consistent communication, collaboration, and continuous improvement.

Through these coordinated and comprehensive efforts, BMES and the Marshall County School System ensure that parents are encouraged, supported, and empowered to be equal partners in their child's education and in the ongoing success of the schoolwide program.

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.

To ensure effective involvement of parents and to support a strong partnership among the school, families, and the community to improve student academic achievement, BMES provides additional and reasonable support for parental involvement activities as requested by parents, in alignment with ESSA Section 1116.

BMES actively seeks parent input to determine how best to meet family needs and strengthen engagement. A Parent Survey is administered each spring to collect feedback regarding communication, family engagement opportunities, and academic support needs. In addition, parents are encouraged to contact the school counselor, principal, or reading specialist to volunteer or participate in school programs and events.

All parents are invited to join the Family Engagement Team, which meets monthly to plan, review, and evaluate parental involvement activities. Parents also have the opportunity to make suggestions at any time on ways to increase student achievement and strengthen school-home partnerships.

The Marshall County School System, in coordination with BMES, builds the capacity of schools and parents through the following supports:

- Providing training and assistance to help parents understand state academic content standards, academic achievement standards, state and local assessments (including alternate assessments), Title I requirements, and ways to monitor student progress.
- Conducting parent in-service sessions to develop tutoring skills for helping with homework and interpreting assessment results before and after testing.
- Encouraging parents to participate in regular parent-teacher conferences and to communicate frequently with educators about their child's progress.

- Offering materials and training to help parents support learning at home, including literacy and technology workshops.

The System-Wide Advisory Council (including the Parent Advisory Council) meets twice annually to discuss the use of Parent and Family Engagement funds. Parent education opportunities are offered in collaboration with federal programs, local schools, 21st Century Community Learning Centers, and the Marshall County Home Visitation Program. These opportunities are publicized through local newspapers, the district website, radio announcements, and flyers.

Teachers, counselors, and administrators participate in professional learning on how to build strong relationships with parents, conduct meaningful parent-teacher conferences, and communicate effectively with families as equal partners in student learning.

Whenever feasible, Marshall County Schools coordinates and integrates parent involvement programs with Parents as Teachers, public preschool, and other community-based programs. These partnerships include parent resource centers and family-focused workshops that encourage and support parents in becoming fully engaged in their children's education.

Through these collaborative and responsive efforts, BMES ensures that parents are valued partners, equipped with the tools and opportunities needed to play an active role in improving academic achievement and fostering student success.

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))

To ensure meaningful participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory backgrounds, BMES provides information and communication in an understandable and uniform format and, to the extent practicable, in a language that parents can understand, as required by ESSA Section 1117(f).

At this time, BMES serves four English Learner (EL) students. All school correspondence—including meeting notices, announcements, and parent communications—is translated into each family's native language. A district-level interpreter assists with verbal communication during parent conferences, Individualized English Learner Plan (IELP) meetings, and other parent-teacher interactions as needed.

The Marshall County School System ensures that every school, including BMES:

- Provides school reports, notifications, and required documents in alternative formats upon request, such as large print or digital text, for parents or family members with disabilities.
- Uses TransACT translation services and other approved tools to ensure accuracy in translated materials.
- Makes every effort to communicate in the family's primary language, using both professional translators and bilingual staff or community members when available.
- Offers an annual English Learner Orientation specifically designed to help multilingual families understand the school's programs, assessments, and supports.
- Posts key information (e.g., Title I programs, testing calendars, progress reports) on the school website and ParentSquare with translated versions available.
- Ensures that all families, including those with limited literacy skills or limited English proficiency, have access to in-person, virtual, or phone-based conferences with teachers, counselors, or administrators.

Through these supports, BMES and the Marshall County School System ensure that all parents—regardless of language, background, or disability—have equitable access to information, resources, and opportunities to participate fully in their children's education and in the Title I schoolwide program.

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








Title 1, Part A Budget FY26

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)
 25-26 Parent Compact	The Brindlee Mountain Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind Act of 2001 (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.	<ul style="list-style-type: none"> •
 BMES 25-26 Strategy Map	Strategy Map	<ul style="list-style-type: none"> •
 District Family Engagement Plan	Family Engagement Plan for Marshall County Schools	<ul style="list-style-type: none"> •
 Signature Page		<ul style="list-style-type: none"> • 1
 Title 1, Part A Budget FY26		<ul style="list-style-type: none"> •

Critical Initiative

On Track

STAR, Amplify/DIBELS assessments to determine student learning levels and proficiencies for reading.

Objective:

Provide high-quality data-driven reading instruction.

Activity

STAR Renaissance Tests to determine student growth

Person responsible: Amanda Hollaway

Launch Date: 08/01/2025

Required Resource(s):

Financial Resource: \$6152.73

Source of Funding: Title

Other Resource:

Activity Measure(s)

Student growth on tests.

Benchmark(s)

Benchmark:

Date:

Critical Initiative

On Track

The State ARI Local Reading Specialist will work closely with staff and students to implement the Science of Reading in all 3rd Grade ELA Classrooms.

Objective:

Provide high-quality data-driven reading instruction.

Activity

Laptop for Reading Coach

Person responsible: Jennifer Hill

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$1500.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

eracy

Critical Initiative

On Track

PST meets monthly for achievement & Tier 3 plans; PLCs weekly (bi-weekly Tier 2); admin/coach walkthroughs ongoing.

Objective:

Provide high-quality data-driven reading instruction.

Activity

Poster Maker for data charts/analysis.

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$639.80

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

On Track

Title I aide supports Tier 2/3 students from PST and PLC's plus push-in Tier 1 for small groups & stations to strengthen instruction.

Objective:

Provide high-quality data-driven reading instruction.

Activity

Provides T3 Supports & Push in services

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$26892.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

eracy

Critical Initiative

On Track

Implement Studies Weekly newsletters to integrate social studies content with reading comprehension skills.

Objective:

Provide high-quality data-driven reading instruction.

Activity

Student improvement on STAR, DIBELS,ACAP

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$1007.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

On Track

Critical Initiative

Provide subs to ensure teacher & student growth via data/PST meetings, peer observations, and collaborative book studies to strengthen reading instruction.

Objective:

Provide high-quality data-driven reading instruction.

Activity

Provide coverage for PLC/Data Meetings.

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$2185.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

acy

Critical Initiative

On Track

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

Objective:

Provide high-quality data-driven math instruction.

Activity

Student growth on tests.

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$6152.00

Source of Funding:

Other Resource:

Activity Measure(s)

Benchmark(s)

acy

Critical Initiative

On Track

Monthly PST (Tier 3), Math PLCs (Tier 2) meet weekly; Math Interventionist & Title I aide support Tier 2/3 groups identified during PST and PLC meetings.

Objective:

Provide high-quality data-driven math instruction.

Activity

Poster Maker for data charts/analysis.

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$639.80

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

acy

Critical Initiative

On Track

State Math Coach will provide coaching cycles & instructional support to strengthen math teaching and student achievement.

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

acy

Critical Initiative

On Track

Provide subs so teachers can attend math PLCs, PST meetings, peer observations, and book studies to strengthen math instruction.

Objective:

Provide high-quality data-driven math instruction.

Activity

Provide coverage for PLC/Data Meetings

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$2185.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

acy

Critical Initiative

On Track

Implement Magma Math as the Tier 1 curriculum to strengthen core math instruction.

Objective:

Provide high-quality data-driven math instruction.

Activity

Magma Math Tier 1 Curriculum

Person responsible: Amanda Hollaway

Launch Date:

Required Resource(s):

Financial Resource: \$6152.73

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

rnrs

Critical Initiative

On Track

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

Objective:

ESL students will improve language and communication skills.

rnrs

Critical Initiative

On Track

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

Objective:

ESL students will improve language and communication skills.

rnrs

Critical Initiative

On Track

Monthly Problem Solving Team and Individual Learning Plan meetings.

Objective:

ESL students will improve language and communication skills.

rnners

Critical Initiative

On Track

DIBELS testing for 3rd grade ESL Students

Objective:
ESL students will improve language and communication skills.

rnrs

Critical Initiative

On Track

STAR testing and differentiated instructional practices.

Objective:

ESL students will improve language and communication skills.

rnrs

Critical Initiative

On Track

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

Objective:

ESL students will improve language and communication skills.

Critical Initiative

On Track

Principal conducts daily morning moments for announcements, recognizing birthdays/teachers, and celebrating attendance & academic achievements.

Objective:

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

Activity

Parental Involvement Resources

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$1041.50
Other Resource:

Source of Funding: Title

Activity Measure(s)

Benchmark(s)

Critical Initiative

On Track

Implement Lions Loot PBIS and daily morning character education lessons to build positive behavior and school culture.

Objective:

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

Critical Initiative

On Track

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

Objective:

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

Activity

Field Trip to Liberty's Legacy

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$135.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

On Track

Commit to student wellness through prevention, intervention, MTSS behavior, school counselor, school nurse, behavioral specialist, district mental health coordinators, and supports.

Objective:

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

Activity

Peer Helper Conference

Person responsible: Kristy Stockton

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$650.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Parent Involvement

Critical Initiative

On Track

Daily/weekly communication through newsletters, teacher updates, phone calls, conferences, email, website, ParentSquare, and Facebook.

Objective:

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

Activity

Staff Technology/Computers

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$5588.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Parent Involvement

On Track

Critical Initiative

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

Objective:

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

Parental Involvement

On Track

Critical Initiative

Parental involvement through Data & Donuts, holiday luncheons, conferences, literacy nights, bingo, book fair, and back-to-school bash.

Objective:

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

Critical Initiative

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

Objective:

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

Instruction

On Track

Critical Initiative

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

Objective:

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

Critical Initiative

Technology lessons integrated into classes by the Math Interventionist, Library Media Specialist, and classroom teachers.

Objective:

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

Instruction

Critical Initiative

On Track

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

Objective:

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

Activity

3 Interactive Panels

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$7446.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Activity

Student Touch Screen Chromebooks

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$13532.00

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Activity

Extra Chromebook Chargers

Person responsible: Amanda Hollaway

Launch Date: 10/01/2025

Required Resource(s):

Financial Resource: \$137.37

Source of Funding: Title

Other Resource:

Activity Measure(s)

Benchmark(s)

Objective

Provide high-quality data-driven reading instruction.

Critical Initiative

STAR, Amplify/DIBELS assessments to determine student learning levels and proficiencies for reading.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

STAR DATA Analysis (See Learner Achievement)

Critical Initiative

The State ARI Local Reading Specialist will work closely with staff and students to implement the Science of Reading in all 3rd Grade ELA Classrooms.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

DIBELS DATA Analysis (See Learner Achievement)

Critical Initiative

PST meets monthly for achievement & Tier 3 plans; PLCs weekly (bi-weekly Tier 2); admin/coach walkthroughs ongoing.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Improved instruction & student growth shown in PST

Critical Initiative

Title I aide supports Tier 2/3 students from PST and PLC's plus push-in Tier 1 for small groups & stations to strengthen instruction.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Improved instruction & student growth shown in PST

Critical Initiative

Implement Studies Weekly newsletters to integrate social studies content with reading comprehension skills.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Higher scores in reading & social studies

Critical Initiative

Provide subs to ensure teacher & student growth via data/PST meetings, peer observations, and collaborative book studies to strengthen reading instruction.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Subs support PLCs, PSTs & peer growth in reading

Objective

Provide high-quality data-driven math instruction.

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

STAR/iReady show gains in math achievement

Critical Initiative

Monthly PST (Tier 3), Math PLCs (Tier 2) meet weekly; Math Interventionist & Title I aide support Tier 2/3 groups identified during PST and PLC meetings.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Tier 2–3 math support increases achievement

Critical Initiative

State Math Coach will provide coaching cycles & instructional support to strengthen math teaching and student achievement.

Start Date: 08/31/2025

End Date: 07/31/2026

Key Measures

“State Math Coach cycles strengthen instruction”

Critical Initiative

Provide subs so teachers can attend math PLCs, PST meetings, peer observations, and book studies to strengthen math instruction.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Improved instruction & student growth shown in PST

Critical Initiative

Implement Magma Math as the Tier 1 curriculum to strengthen core math instruction.

Start Date:

End Date:

Key Measures

Improved instruction & student growth shown in PST

Objective

ESL students will improve language and communication skills.

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Can Do Descriptors

Ellevation Strategies

Translation Materials

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Translation Materials

Can do descriptors.

Elevation Strategies

Critical Initiative

Monthly Problem Solving Team and Individual Learning Plan meetings.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Improved instruction & student growth shown in PST

Critical Initiative

DIBELS testing for 3rd grade ESL Students

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

DIBELS DATA Analysis (See Learner Achievement)

Critical Initiative

STAR testing and differentiated instructional practices.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

STAR DATA Analysis (See Learner Achievement)

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

ILP Plan and Meetings with ESL Team

Objective

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

Critical Initiative

Principal conducts daily morning moments for announcements, recognizing birthdays/teachers, and celebrating attendance & academic achievements.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Morning Moments

Attendance Celebrations

Critical Initiative

Implement Lions Loot PBIS and daily morning character education lessons to build positive behavior and school culture.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Celebrate good behaviors

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Citizenship

Critical Initiative

Commit to student wellness through prevention, intervention, MTSS behavior, school counselor, school nurse, behavioral specialist, district mental health coordinators, and supports.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

MTSS & supports strengthen student wellness

Counseling and health services boost wellness

Objective

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

Critical Initiative

Daily/weekly communication through newsletters, teacher updates, phone calls, conferences, email, website, ParentSquare, and Facebook.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Consistent Communication with Stakeholders

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Stakeholder input documented in meetings, surveys,

Critical Initiative

Parental involvement through Data & Donuts, holiday luncheons, conferences, literacy nights, bingo, book fair, and back-to-school bash.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

STAR DATA Analysis (See Learner Achievement)

Objective

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

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Equitable technology use across all classrooms.

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Understanding of technology standards

Critical Initiative

Technology lessons integrated into classes by the Math Interventionist, Library Media Specialist, and classroom teachers.

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Student has full understanding of technology use.

Critical Initiative

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

Start Date: 08/01/2025

End Date: 07/31/2026

Key Measures

Integration of technology

Brindlee Mountain Elementary School

<p>Vision</p> <hr/> <p>To build an educational foundation for our children to ensure a successful future.</p>	<p>Mission</p> <hr/> <p>To work in a safe and caring environment to build an educational foundation for our children.</p>	<p>Beliefs</p> <hr/> <p>Students will know they matter to us, are important, and respected. Goals will be set for each student, growth will be celebrated, and we provided high quality data-driven instruction.</p>
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Reading Literacy	Math Literacy	English Learners	Climate and Mental Health	Stakeholder Involvement	Technology Instruction
Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
<ul style="list-style-type: none"> • Provide high-quality data-driven reading instruction. 	<ul style="list-style-type: none"> • Provide high-quality data-driven math instruction. 	<ul style="list-style-type: none"> • ESL students will improve language and communication skills. 	<ul style="list-style-type: none"> • Use strategies from our MTSS training to raise ADA, decrease student discipline referrals, and encourage academic growth. 	<ul style="list-style-type: none"> • To ensure the involvement of parents, to support a partnership among the school, parents, and community. 	<ul style="list-style-type: none"> • Provide Appropriate and sufficient technology resources to students, families, and teachers in all classrooms (traditional, virtual, or hybrid).
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> • STAR, Amplify/DIBELS assessments to determine student learning levels and proficiencies for reading. • The State ARI Local Reading Specialist will work closely with staff and students to 	<ul style="list-style-type: none"> • STAR and iReady Math Assessments to determine student math levels and achievement. • Monthly PST (Tier 3), Math PLCs (Tier 2) meet weekly; Math Interventionist & Title I aide support Tier 2/3 groups identified during PST and PLC 	<ul style="list-style-type: none"> • Weekly meetings with our district ESL specialist to adjust support for ESL's. Make connections beyond school, including connections to students' home cultures and fund of knowledge. • Teachers use ELlevation EL strategies for explicit and 	<ul style="list-style-type: none"> • Principal conducts daily morning moments for announcements, recognizing birthdays/teachers, and celebrating attendance & academic achievements. • Implement Lions Loot PBIS and daily morning character education lessons to build 	<ul style="list-style-type: none"> • Daily/weekly communication through newsletters, teacher updates, phone calls, conferences, email, website, ParentSquare, and Facebook. • Stakeholder involvement in the planning process for our Title One Budget, Parent/Teacher/Principal/Stu 	<ul style="list-style-type: none"> • Maintain access points to enhance connectivity & improve digital access for students, ensuring a reliable and efficient online learning environment that supports academic success & equity. • Implementation of the State of Alabama Technology

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<p>implement the Science of Reading in all 3rd Grade ELA Classrooms.</p> <ul style="list-style-type: none"> • PST meets monthly for achievement & Tier 3 plans; PLCs weekly (bi-weekly Tier 2); admin/coach walkthroughs ongoing. • Title I aide supports Tier 2/3 students from PST and PLC's plus push-in Tier 1 for small groups & stations to strengthen instruction. • Implement Studies Weekly newsletters to integrate social studies content with reading comprehension skills. • Provide subs to ensure teacher & student growth via data/PST meetings, peer observations, and collaborative book studies to strengthen reading instruction. 	<p>meetings.</p> <ul style="list-style-type: none"> • State Math Coach will provide coaching cycles & instructional support to strengthen math teaching and student achievement. • Provide subs so teachers can attend math PLCs, PST meetings, peer observations, and book studies to strengthen math instruction. • Implement Magma Math as the Tier 1 curriculum to strengthen core math instruction. 	<p>differentiated student instruction. Adjust support for ESL's at different levels of language proficiency and background knowledge.</p> <ul style="list-style-type: none"> • Monthly Problem Solving Team and Individual Learning Plan meetings. • DIBELS testing for 3rd grade ESL Students • STAR testing and differentiated instructional practices. • Student scores on the ACCESS English Language Proficiency test based on the WIDA English Language Development Standards. 	<p>positive behavior and school culture.</p> <ul style="list-style-type: none"> • Liberty's Legacy aims to educate students about the meaning of freedom, importance of being a good citizen, and honoring hero's. • Commit to student wellness through prevention, intervention, MTSS behavior, school counselor, school nurse, behavioral specialist, district mental health coordinators, and supports. 	<p>dent compact, and the School Improvement Plan.</p> <ul style="list-style-type: none"> • Parental involvement through Data & Donuts, holiday luncheons, conferences, literacy nights, bingo, book fair, and back-to-school bash. 	<p>Course of Study for 30 minutes each week.</p> <ul style="list-style-type: none"> • Technology lessons integrated into classes by the Math Interventionist, Library Media Specialist, and classroom teachers. • Update Interactive boards, chromebooks, and teacher/staff devices.

Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> • STAR DATA Analysis (See Learner Achievement) • DIBELS DATA Analysis (See Learner Achievement) • Improved instruction & student growth shown in PST • Higher scores in reading & social studies • Subs support PLCs, PSTs & peer growth in reading 	<ul style="list-style-type: none"> • STAR/iReady show gains in math achievement • Tier 2–3 math support increases achievement • “State Math Coach cycles strengthen instruction” • Improved instruction & student growth shown in PST 	<ul style="list-style-type: none"> • Can Do Descriptors • Ellevation Strategies • Translation Materials • Can do descriptors. • Elevation Strategies • Improved instruction & student growth shown in PST • DIBELS DATA Analysis (See Learner Achievement) • STAR DATA Analysis (See Learner Achievement) 	<ul style="list-style-type: none"> • Morning Moments • Attendance Celebrations • Celebrate good behaviors • Citizenship • MTSS & supports strengthen student wellness • Counseling and health services boost wellness 	<ul style="list-style-type: none"> • Consistent Communication with Stakeholders • Stakeholder input documented in meetings, surveys, • STAR DATA Analysis (See Learner Achievement) 	<ul style="list-style-type: none"> • Equitable technology use across all classrooms. • Understanding of technology standards • Student has full understanding of technology use. • Integration of technology

Key Measures

Key Measures

Key Measures

Key Measures

Key Measures

Key Measures

- ILP Plan and Meetings with ESL Team

Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$6152.73

Source of Funding: Title

Other

Critical Initiative

STAR, Amplify/DIBELS assessments to determine student learning levels and proficiencies for reading.

Key Measures

- STAR DATA Analysis (See Learner Achievement)

Intended Outcome(s)

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

Objective

Provide high-quality data-driven reading instruction.

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

Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$1500.00

Source of Funding: Title

Other

Critical Initiative

The State ARI Local Reading Specialist will work closely with staff and students to implement the Science of Reading in all 3rd Grade ELA Classrooms.

Key Measures

- DIBELS DATA Analysis (See Learner Achievement)

Intended Outcome(s)

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

Objective

Provide high-quality data-driven reading instruction.

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

Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$639.80

Source of Funding: Title

Other

Critical Initiative

PST meets monthly for achievement & Tier 3 plans; PLCs weekly (bi-weekly Tier 2); admin/coach walkthroughs ongoing.

Key Measures

- Improved instruction & student growth shown in PST

Intended Outcome(s)

- Improve achievement through regular PST/PLC reviews & ongoing walkthroughs.

Objective

Provide high-quality data-driven reading instruction.

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

Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$26892.00

Source of Funding: Title

Other

Critical Initiative

Title I aide supports Tier 2/3 students from PST and PLC's plus push-in Tier 1 for small groups & stations to strengthen instruction.

Key Measures

- Improved instruction & student growth shown in PST

Intended Outcome(s)

- PST/PLC reviews and walkthroughs improve instruction, support students, and raise achievement

Objective

Provide high-quality data-driven reading instruction.

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

Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$1007.00

Source of Funding: Title

Other

Critical Initiative

Implement Studies Weekly newsletters to integrate social studies content with reading comprehension skills.

Key Measures

- Higher scores in reading & social studies

Intended Outcome(s)

- Build reading comprehension and social studies knowledge using Studies Weekly newsletters.

Objective

Provide high-quality data-driven reading instruction.

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

Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$2185.00

Source of Funding: Title

Other

Critical Initiative

Provide subs to ensure teacher & student growth via data/PST meetings, peer observations, and collaborative book studies to strengthen reading instruction.

Key Measures

- Subs support PLCs, PSTs & peer growth in reading

Intended Outcome(s)

- Teachers will strengthen reading instruction and student achievement through consistent collaboratio

Objective

Provide high-quality data-driven reading instruction.

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

Resource(s)

Total Financial Resources: \$6152.00

Source of Funding:

Other

Critical Initiative

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

Key Measures

- STAR/iReady show gains in math achievement

Intended Outcome(s)

- Student math proficiency will rise as shown by STAR & iReady assessments.

Objective

Provide high-quality data-driven math instruction.

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Resource(s)

Total Financial Resources: \$639.80

Source of Funding: Title

Other

Critical Initiative

Monthly PST (Tier 3), Math PLCs (Tier 2) meet weekly; Math Interventionist & Title I aide support Tier 2/3 groups identified during PST and PLC meetings.

Key Measures

- Tier 2–3 math support increases achievement

Intended Outcome(s)

- Coaching cycles & support strengthen math teaching and boost achievement.

Objective

Provide high-quality data-driven math instruction.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

State Math Coach will provide coaching cycles & instructional support to strengthen math teaching and student achievement.

Key Measures

- "State Math Coach cycles strengthen instruction"

Intended Outcome(s)

- Math instruction and achievement improve through coaching cycles & instructional support.

Objective

Provide high-quality data-driven math instruction.

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Resource(s)

Total Financial Resources: \$2185.00

Source of Funding: Title

Other

Critical Initiative

Provide subs so teachers can attend math PLCs, PST meetings, peer observations, and book studies to strengthen math instruction.

Key Measures

- Improved instruction & student growth shown in PST

Intended Outcome(s)

- Teacher collaboration in PLCs & PSTs strengthens math instruction and achievement.

Objective

Provide high-quality data-driven math instruction.

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

Resource(s)

Total Financial Resources: \$6152.73

Source of Funding: Title

Other

Critical Initiative

Implement Magma Math as the Tier 1 curriculum to strengthen core math instruction.

Key Measures

- Improved instruction & student growth shown in PST

Intended Outcome(s)

- Improve core math instruction and outcomes.

Objective

Provide high-quality data-driven math instruction.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

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

Key Measures

- Can Do Descriptors
- Translation Materials
- Ellevation Strategies

Intended Outcome(s)

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

Objective

ESL students will improve language and communication skills.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

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

Key Measures

- Translation Materials
- Elevation Strategies
- Can do descriptors.

Intended Outcome(s)

- ESL students will grow through participation in Tier 1, Tier 2, and Tier 3 instruction.

Objective

ESL students will improve language and communication skills.

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

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Monthly Problem Solving Team and Individual Learning Plan meetings.

Key Measures

- Improved instruction & student growth shown in PST

Intended Outcome(s)

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

Objective

ESL students will improve language and communication skills.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

DIBELS testing for 3rd grade ESL Students

Key Measures

- DIBELS DATA Analysis (See Learner Achievement)

Intended Outcome(s)

- Teachers and ESL team will use DIBELS data to guide instruction and improve student growth.

Objective

ESL students will improve language and communication skills.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

STAR testing and differentiated instructional practices.

Key Measures

- STAR DATA Analysis (See Learner Achievement)

Intended Outcome(s)

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

Objective

ESL students will improve language and communication skills.

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

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

Key Measures

- ILP Plan and Meetings with ESL Team

Intended Outcome(s)

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

Objective

ESL students will improve language and communication skills.

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

Resource(s)

Total Financial Resources: \$1041.50

Source of Funding: Title

Other

Critical Initiative

Principal conducts daily morning moments for announcements, recognizing birthdays/teachers, and celebrating attendance & academic achievements.

Key Measures

- Morning Moments
- Attendance Celebrations

Intended Outcome(s)

- Daily morning moments build culture by celebrating attendance, growth, and achievements.

Objective

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

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Implement Lions Loot PBIS and daily morning character education lessons to build positive behavior and school culture.

Key Measures

- Celebrate good behaviors

Intended Outcome(s)

- Lions Loot PBIS and daily character lessons strengthen behavior and school culture.

Objective

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

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Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$135.00

Source of Funding: Title

Other

Critical Initiative

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

Key Measures

- Citizenship

Intended Outcome(s)

- Liberty's Legacy teaches freedom, good citizenship, and honoring heroes.

Objective

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

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Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$650.00

Source of Funding: Title

Other

Critical Initiative

Commit to student wellness through prevention, intervention, MTSS behavior, school counselor, school nurse, behavioral specialist, district mental health coordinators, and supports.

Key Measures

- MTSS & supports strengthen student wellness
- Counseling and health services boost wellness

Intended Outcome(s)

- Student wellness supported through MTSS, counseling, health, and mental health services.

Objective

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

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

Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources: \$5588.00

Source of Funding: Title

Other

Critical Initiative

Daily/weekly communication through newsletters, teacher updates, phone calls, conferences, email, website, ParentSquare, and Facebook.

Key Measures

- Consistent Communication with Stakeholders

Intended Outcome(s)

- Families will stay informed and connected through consistent school communication.

Objective

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

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Brindlee Mountain Elementary School

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

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

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

Key Measures

- Stakeholder input documented in meetings, surveys,

Intended Outcome(s)

- Stakeholders will collaborate in planning Title I, compacts, and the School Improvement Plan.

Objective

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

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

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

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Parental involvement through Data & Donuts, holiday luncheons, conferences, literacy nights, bingo, book fair, and back-to-school bash.

Key Measures

- STAR DATA Analysis (See Learner Achievement)

Intended Outcome(s)

- Parent participation tracked through event attendance and feedback.

Objective

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

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

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

Key Measures

- Equitable technology use across all classrooms.

Intended Outcome(s)

- Equitable technology use across all classrooms.

Objective

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

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Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

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

Key Measures

- Understanding of technology standards

Intended Outcome(s)

- Students have full understanding of technology education.

Objective

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

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

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Technology lessons integrated into classes by the Math Interventionist, Library Media Specialist, and classroom teachers.

Key Measures

- Student has full understanding of technology use.

Intended Outcome(s)

- Integration of technology education.

Objective

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

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

Resource(s)

Total Financial Resources: \$21115.37

Source of Funding: Title, Title, Title

Other

Critical Initiative

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

Key Measures

- Integration of technology

Intended Outcome(s)

- Add Intended Outcome Technology integration in the classroom.

Objective

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

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