



Title 1 Targeted Assistance Diagnostic for ACIP
2025-2026_09222025_09:59

Title 1 Targeted Assistance Diagnostic for ACIP 2025-2026

Brindlee Mountain High School
Terry Allen
994 Scant City Road
Guntersville, Alabama, 35976
United States of America

Table of Contents

Instructions	3
2025-26 Title I Targeted Assistance Diagnostic for ACIP	4
ACIP Assurances	31
Parent and Family Engagement	33
Coordination of Resources - Comprehensive Budget	47
eProve™ strategies: Goals & Plans	48
Attachment Summary	49

Instructions

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

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

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

2025-26 Title I Targeted Assistance Diagnostic for ACIP

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

All stakeholders, parents, students, and staff were given the opportunity to participate in the annual school survey as part of our Continuous Improvement Plan (CIP) process. A survey link was posted to the school's website, the Spirit Club Facebook page, and the official school Facebook page to maximize outreach. Parents were notified via Blackboard OneCall with a request to follow the link and complete the survey.

Staff and students were provided dedicated time during their enrichment or planning periods to complete their surveys, ensuring equitable participation. A direct link to the survey was also emailed to each staff member and student for convenience.

The data collected from these surveys serves as a key component in evaluating school climate, identifying areas for growth, and developing action steps to improve student achievement, school culture, and stakeholder engagement. Results are reviewed by the leadership team and used to inform CIP goals and strategies for the upcoming year.

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

Brindlee Mountain High School follows a systematic, data-driven process to determine which students are failing or most at risk of failing to meet the challenging State academic standards. At the beginning of each term, teachers and administrators review multiple data sources, including STAR Reading and Math assessments, classroom grades, ACAP results, ACT scores, and teacher observations. Students who show significant skill deficits, failing grades, or who score below proficiency benchmarks are flagged for additional support.

These students are then referred to the Problem-Solving Team (PST), which meets regularly to review academic, attendance, and behavioral data. The team, consisting of teachers, administrators, counselors, and interventionists, works collaboratively to determine the level and type of support needed for each student.

Once students are identified, they are placed in targeted interventions such as additional math and reading skills classes or small-group instruction during the academic enrichment period. Individualized plans are created that specify targeted skills, instructional strategies, and a schedule for monitoring progress. Teachers and

interventionists regularly monitor student performance through STAR growth reports, classroom assessments, and teacher feedback.

If progress is insufficient, the PST meets again to adjust the intervention plan, ensuring that support remains aligned with each student's needs. Parents are kept informed throughout this process through phone calls, meetings, and written communication, and are encouraged to partner with the school to support learning at home.

This continuous cycle of identification, intervention, monitoring, and adjustment ensures that Brindlee Mountain High School provides timely and appropriate support to students most at risk of academic failure, ultimately helping them meet or exceed State standards.

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

N/A- We serve grades 6-12

Component 2: Services to Eligible Students

1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and-after school programs, summer programs, tiered behavioral models that address behavior problems, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (Sec. 1115(b)(B)(i)(ii))

Brindlee Mountain High School implements a comprehensive approach to ensure that eligible students receive supplemental assistance that strengthens the school's overall academic program. Instructional strategies are designed to address the individual needs of at-risk learners while promoting equity, engagement, and growth.

Targeted support begins with expanded learning opportunities during the school day. Students who are identified as struggling in reading or math are scheduled for an additional skills class focused on remediation and targeted intervention. During the school's academic enrichment period, students who continue to demonstrate skill deficits participate in small-group instruction, where teachers use differentiated strategies, scaffolded practice, and progress monitoring tools such as STAR growth data to address specific learning gaps.

When appropriate, students are also referred for after-school tutoring or summer learning programs to extend instructional time and prevent learning loss. Teachers

and interventionists use research-based strategies such as guided practice, formative assessment, and reteaching to help students master priority standards.

Behavioral needs are addressed through a multi-tiered system of supports (MTSS) that includes proactive classroom management strategies, social-emotional learning opportunities, and tiered behavioral interventions. The school's Problem-Solving Team (PST) coordinates efforts to support students who display behavioral concerns, ensuring interventions are aligned with instructional goals.

Additionally, early intervening services are coordinated with activities and supports carried out under the Individuals with Disabilities Education Act (IDEA) to ensure students with disabilities receive accommodations and modifications as outlined in their IEPs, while still having access to core instruction and intervention opportunities.

This multi-faceted approach ensures that supplemental services are targeted, data-driven, and coordinated with existing programs, resulting in a stronger academic program that addresses both the academic and behavioral needs of all students.

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

Brindlee Mountain High School uses multiple, educationally related, and objective criteria to ensure a consistent and equitable process for identifying students who are failing or most at risk of failing to meet the State's core curriculum standards in the four core academic areas (English Language Arts, Mathematics, Science, and Social Studies).

The needs assessment process begins with a comprehensive review of student performance data by grade level and content area. The following criteria are used to consistently identify students in need of supplemental academic support:

- Standardized Assessments:
 - STAR Reading and STAR Math benchmark scores (below proficiency or showing minimal growth)
 - ACAP Summative Assessment performance levels (Level 1 or Level 2)
 - ACT Aspire/ACT results (below readiness benchmarks)
- Classroom Performance:
 - Current course grades (failing or consistently below 70%)
 - Performance on common formative and summative assessments
 - Teacher observations and documentation of skill deficits

-
- Progress Monitoring Data:
 - STAR Growth Reports and progress monitoring probes
 - Intervention program data (IXL usage reports, small-group intervention logs)
 - Additional Risk Indicators:
 - Chronic absenteeism or excessive tardies
 - Behavioral concerns impacting academic performance (as reviewed by the Problem-Solving Team)
 - Prior retention history or multiple failing grades across content areas

These criteria are reviewed collaboratively by teachers, administrators, counselors, and the Problem-Solving Team (PST) at least once per grading period. Students meeting two or more of the above criteria are prioritized for intervention services. This multi-criteria, data-driven approach ensures that the identification process is fair, consistent, and aligned to state standards, and that the students most at risk receive timely, targeted support in the four core academic areas.

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

Brindlee Mountain High School uses a systematic, tiered process to determine student eligibility for supplemental services and to ensure that students most at risk of failing to meet State standards are served first.

The process begins with a comprehensive review of multiple data sources for all students in grades 6–12. Students are initially screened using objective measures such as STAR Reading and Math benchmark scores, ACAP results, and current course grades. Each student is assigned a ranking score based on a weighted combination of these measures:

- STAR Assessment Scores: Students scoring below the 25th percentile are given the highest priority, with additional points for those below the 10th percentile.
- ACAP Performance Levels: Students scoring at Level 1 (Minimal Command) are ranked above those scoring at Level 2 (Partial Command).
- Current Grades: Students failing one or more core classes are prioritized, with higher weight given to students failing multiple classes.
- Growth Data: Students demonstrating little or no growth across consecutive progress-monitoring periods receive additional priority points.

After students are ranked, a cut-off score is established based on available staffing and program capacity. Students above the cut-off are scheduled first for intervention classes or small-group support during enrichment. Students near the

cut-off are monitored closely and may be added to services if space becomes available or if their performance declines during the school year.

The Problem-Solving Team (PST) reviews the ranked list to ensure that all decisions are equitable and data-driven, taking into consideration additional risk factors such as chronic absenteeism, behavioral concerns, or other extenuating circumstances. Parents are then notified of their child's placement, and intervention plans are implemented.

This ranking and cut-off process ensures that the most academically at-risk students receive timely support, while also providing a clear, consistent, and transparent system for eligibility determination.

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

Brindlee Mountain High School ensures that students with the greatest academic and behavioral needs are identified early and provided with targeted, intensive services designed to close achievement gaps. Students with the highest priority ranking—those performing below the 10th percentile on STAR assessments, scoring at Level 1 on ACAP, or failing multiple core classes—are scheduled first for intervention opportunities.

These students are placed in tiered, research-based interventions that are aligned with the Multi-Tiered System of Supports (MTSS) framework:

- Tier 2 – Targeted Small-Group Intervention: Students receive supplemental instruction in reading and/or math during the academic enrichment period, with a focus on specific skill deficits. Teachers use scaffolded lessons, data-driven practice, and frequent progress monitoring to track growth.
- Tier 3 – Intensive Individualized Support: Students with the most significant skill gaps are provided additional instructional time through pull-out sessions or inclusion support. These students may receive one-on-one or very small-group instruction with intervention specialists.

The Problem-Solving Team (PST) reviews data regularly to monitor these students' progress. Interventions are adjusted or intensified if students are not making adequate growth, ensuring that the highest-need students remain a top priority throughout the year.

In addition to academic supports, students with social-emotional or behavioral challenges receive services such as counseling, check-in/check-out systems, and behavior intervention plans. When appropriate, supports are coordinated with IDEA services or 504 plans to ensure compliance with federal requirements and alignment of accommodations.

This tiered approach ensures that students with the most significant academic and behavioral needs receive focused, individualized attention designed to accelerate their growth and prepare them to meet challenging state standards.

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

Brindlee Mountain High School uses multiple, objective criteria to determine when students have made sufficient progress to exit supplemental academic services. The exit process is designed to ensure that students can meet state academic standards independently while continuing to receive support as needed within the core classroom.

Students may exit the program when they meet two or more of the following criteria:

- Benchmark Assessment Performance:
 - STAR Reading and/or Math scores rise above the 40th percentile and demonstrate consistent growth over at least two consecutive progress-monitoring periods.
 - ACAP performance improves to Level 3 (Satisfactory Command) or higher.
- Classroom Achievement:
 - The student maintains a passing average (70% or higher) in the targeted core subject for at least one full grading period.
 - Teacher observation and formative assessment data indicate mastery of previously identified skill deficits.
- Growth Data:
 - The student meets or exceeds established growth targets set by the Problem-Solving Team (PST).
 - Intervention data (IXL reports, small-group performance logs) demonstrate consistent progress and closing of learning gaps.
- Attendance and Engagement:
 - The student consistently attends intervention sessions and demonstrates active participation and independent learning behaviors.

Once students meet exit criteria, the PST formally reviews their data and makes a recommendation to transition the student out of intervention. Parents are notified of the decision, and the student continues to be monitored for at least one grading period to ensure that academic progress is maintained. If performance declines, the student can be re-entered into the program promptly.

This multi-criteria process ensures that students exit the program only when they are academically ready, reducing the risk of regression and supporting long-term success in meeting state standards.

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

Brindlee Mountain High School utilizes a variety of program resources, instructional activities, and academic courses designed to ensure that participating students meet the State's challenging academic standards while also receiving a well-rounded education.

Academic Intervention Programs Students identified as at-risk receive targeted support through supplemental Math and Reading Skills classes for middle school students, as well as small-group intervention during the academic enrichment period. Teachers use research-based programs such as STAR Reading and Math, IXL Pathways, and other diagnostic tools to personalize instruction and monitor growth.

College and Career Readiness Programs BMHS offers an ACT Preparation class for 10th- and 11th-grade students and a WorkKeys Preparation class for 12th graders to improve readiness for college, career, and the workforce. Additionally, Career Technical Education (CTE) courses provide hands-on experiences and certifications that support a well-rounded education aligned with future career goals.

Expanded Learning Opportunities Students have access to enrichment activities and clubs during the academic enrichment period if they are performing on grade level. This time allows students to participate in leadership development, service learning projects, STEM activities, and other experiential learning opportunities that build collaboration, critical thinking, and problem-solving skills.

Behavioral and Social-Emotional Supports The school implements a Multi-Tiered System of Supports (MTSS) and a Problem-Solving Team (PST) to address behavioral and attendance concerns, ensuring that barriers to learning are removed. Social-emotional resources include counseling services, check-in/check-out systems, and mentoring opportunities to help students stay engaged and motivated.

Professional Development for Staff Teachers participate in ongoing professional development focused on data analysis, differentiated instruction, and formative assessment practices to ensure they can effectively meet the needs of all learners.

Collectively, these resources provide a comprehensive approach that addresses students' academic, social, and emotional needs, ensuring equitable access to rigorous instruction and preparing all students to meet or exceed the State's challenging academic standards.

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

At Brindlee Mountain High School, program planning for eligible students is fully embedded within the existing Continuous Improvement Plan (CIP) process to ensure alignment with schoolwide goals and state requirements. The planning process begins with a comprehensive needs assessment that includes a review of

multiple data sources—STAR assessments, ACAP results, ACT scores, grades, discipline data, and attendance records—by grade level and content area.

The leadership team (including administrators, instructional coaches, teachers, and counselors) analyzes this data to identify students who are failing or most at risk of failing to meet the state's challenging academic standards. Once priority needs are identified, the team works collaboratively to develop targeted strategies, interventions, and resource allocations specifically designed to address skill gaps.

These strategies are written directly into the CIP under measurable objectives tied to student achievement. For example, action steps may include providing supplemental math and reading skills classes, scheduling small-group intervention during enrichment, offering ACT/WorkKeys prep courses, and implementing behavior and attendance supports. Each action step lists the person(s) responsible, timeline for implementation, resources needed, and methods for monitoring progress.

Throughout the year, progress is monitored through data meetings, PST reviews, and leadership team updates. Adjustments to interventions are made as necessary to ensure that students with the greatest needs continue to receive appropriate services. Program planning decisions are also shared with faculty, parents, and other stakeholders for transparency and collaboration.

By embedding program planning for eligible students directly into the School Improvement Planning process, BMHS ensures that supplemental services are not separate from, but rather a critical component of, the schoolwide mission to raise student achievement and close learning gaps.

Component 3: Instructional Strategies

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

Brindlee Mountain High School uses multiple data points and observations to demonstrate that effective instructional strategies are in place to provide an accelerated, high-quality curriculum for all students.

Student Achievement Data

- STAR Reading and Math Growth Reports show steady increases in the percentage of students meeting benchmark expectations throughout the year.
- ACAP Summative Assessment data reflects year-over-year growth in proficiency levels, indicating that students are mastering grade-level standards at increasing rates.
- ACT and WorkKeys performance trends show improvement in college and career readiness indicators for 10th–12th grade students.

Differentiated Instruction and Intervention Teachers routinely use data-driven instructional strategies to meet the needs of all learners. Differentiation is evident through lesson plans, flexible grouping, and the integration of intervention blocks during academic enrichment. Students performing below grade level receive targeted small-group instruction, while students performing at or above grade level have access to enrichment and acceleration opportunities.

Rigorous and Well-Rounded Curriculum The school offers a range of opportunities that reflect a high-quality curriculum, including advanced courses, ACT/WorkKeys preparation, and Career Technical Education programs. These courses provide rigorous, real-world applications of content knowledge and prepare students for postsecondary success.

Classroom Observations and Walkthroughs Administrator and instructional coach walkthrough data indicates consistent use of research-based instructional practices such as formative assessment, higher-order questioning, and active student engagement strategies. Feedback is provided to teachers through the coaching cycle to continuously refine instructional quality.

Professional Development and Collaboration Teachers participate in ongoing professional development focused on standards-based instruction, formative assessment, and interventions. PLCs (Professional Learning Communities) meet regularly to analyze data, adjust instructional plans, and monitor the impact of strategies on student achievement.

Collectively, these data sources and instructional practices provide clear evidence that BMHS is implementing effective, research-based methods that accelerate learning and ensure students are provided access to a high-quality curriculum aligned with state standards.

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

Brindlee Mountain High School has strategically built extended and supplemental learning opportunities into the school schedule to ensure that struggling students receive the additional time and support needed to master grade-level standards. Several data points and outcomes demonstrate that these opportunities are effective in accelerating learning and improving overall curriculum delivery.

Growth in Benchmark Assessments Students participating in supplemental math and reading skills classes, as well as targeted small-group intervention during the academic enrichment period, consistently show higher growth on STAR Reading and Math assessments compared to peers who are not enrolled in intervention. This indicates that extended instructional time is closing achievement gaps and allowing students to catch up with grade-level expectations.

Improved Course Passing Rates Analysis of course grades shows that students receiving extended learning support have fewer failing grades in core classes by the end of the semester. Many students who were failing at the midterm point

successfully pass by the end of the term, demonstrating that the additional time and focused instruction are having a direct impact.

Increased Mastery of Standards Teachers report through PLC discussions that students receiving supplemental time demonstrate improved mastery of priority standards on common formative assessments and classroom tasks. This allows students to remain on track with the pacing of the general education curriculum, reducing the risk of retention and increasing overall rigor for all learners.

Engagement and Enrichment Opportunities: Students performing on grade level benefit from enrichment activities offered during this period, including clubs, project-based learning, and leadership opportunities. This approach supports whole-child development and keeps advanced learners engaged, ensuring the extended learning model benefits all students, not just those receiving intervention.

Alignment with MTSS and PST Plans The Problem-Solving Team (PST) uses progress-monitoring data to confirm that students are making gains as a result of supplemental instruction. When adequate progress is achieved, students may be exited from intervention, which frees up resources for other students who need support — demonstrating a responsive, data-driven system.

Together, these results provide strong evidence that extended learning time is a critical component of BMHS's accelerated, high-quality curriculum. It ensures that struggling students are provided with equitable opportunities to succeed while challenging students who are on grade level to continue growing academically and socially.

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

Brindlee Mountain High School is committed to ensuring that students remain engaged in the core academic program and experience minimal disruption to their regular classroom instruction, even while receiving supplemental services and extended learning opportunities. Several procedures and data points demonstrate that this commitment is being met:

Use of Dedicated Enrichment Period The majority of supplemental instruction and small-group intervention takes place during the academic enrichment period built into the master schedule. This structure allows students to receive additional support in reading or math without missing core classroom instruction in ELA, math, science, or social studies.

Flexible Scheduling and Rotation When students must be pulled from class for interventions, rotating schedules are used to ensure that the same subject area is not consistently missed. This prevents learning gaps in any one content area and keeps students aligned with the pacing of the general education curriculum.

Data-Driven Decision Making The Problem-Solving Team (PST) and intervention teachers regularly review STAR growth data, grades, and formative assessments to ensure that students are not removed from core classes unnecessarily or for longer than needed. Exit criteria are applied consistently so that students who meet proficiency targets can return to full-time classroom participation.

Teacher and Parent Feedback Teacher feedback indicates that students in the intervention can keep up with core classroom assignments, and parent surveys confirm that they feel their children are not missing critical instruction. This collaborative communication loop helps adjust schedules quickly if concerns arise.

Academic Progress Monitoring Student grades and assessment scores are monitored to verify that participation in supplemental services is enhancing performance rather than causing gaps. The data consistently show that students maintain or improve performance in their core classes while receiving intervention.

By strategically scheduling interventions, using data to guide the length of participation, and continuously monitoring student outcomes, BMHS provides evidence that children are removed from the regular classroom only when absolutely necessary and for the minimum amount of time needed to support academic growth.

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

Brindlee Mountain High School ensures close coordination between supplemental services and the regular classroom program so that interventions strengthen, rather than interrupt, core instruction. Intervention teachers and classroom teachers communicate regularly through PLCs, team meetings, and data discussions to align instructional goals, pacing, and skill focus. This coordination ensures that supplemental instruction directly targets deficits identified in the classroom and helps students stay on track with grade-level curriculum.

When students are scheduled for small-group interventions or supplemental skills classes, lesson objectives are aligned to state standards and to what students are currently learning in the core classroom. Progress-monitoring data (STAR, formative assessments, teacher feedback) is shared between interventionists and general education teachers so that adjustments can be made collaboratively.

Transition strategies are also in place to support students as they move between programs and grade levels. For students exiting interventions, the Problem-Solving Team (PST) reviews growth data and develops a plan to support continued success in the regular classroom. Teachers are notified of the student's progress and provided with strategies to help maintain growth.

While BMHS serves grades 6–12, coordination with feeder elementary schools plays a key role in supporting successful transitions. Counselors, administrators, and

teachers meet with elementary staff to review student data from early grades, identify students who may need additional academic or behavioral support, and plan appropriate scheduling for middle school.

Additionally, the district offers kindergarten transition programs and collaborates with local early childhood programs to share readiness data, provide family orientation sessions, and prepare students socially and academically for the move to elementary school. These early efforts help reduce learning gaps before students reach middle school, aligning with BMHS's goal of accelerating learning and maintaining a high-quality academic program.

Component 4: High Quality and Ongoing Professional Development

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

Brindlee Mountain High School is committed to ensuring that teachers, principals, school leaders, paraprofessionals, and other staff members are equipped with the skills and knowledge necessary to meet the needs of eligible children. Professional development is intentionally designed to be data-driven, collaborative, and sustainable, using resources provided under Title I as well as, to the extent practicable, other available funding sources.

Targeted, Data-Driven PD Professional development is guided by the results of the annual needs assessment, student achievement data, and teacher feedback. Training focuses on research-based instructional practices that directly impact student learning, such as differentiated instruction, small-group intervention techniques, progress monitoring, and formative assessment strategies.

Integration with Continuous Improvement Planning PD topics are aligned to the school's Continuous Improvement Plan (CIP) goals to ensure that training supports schoolwide priorities such as increasing proficiency in reading and math, closing achievement gaps, and improving student engagement.

Multiple Delivery Models Professional learning is delivered through varied formats to maximize impact, including:

- On-site PD sessions led by instructional coaches, content specialists, or district personnel
- Professional Learning Communities (PLCs) where teachers analyze data, adjust instructional plans, and share best practices
- Job-embedded coaching cycles that provide modeling, observation, and feedback to teachers

-
- Conferences, workshops, and webinars funded through Title I and other resources to expose staff to innovative strategies

Support for All Personnel Paraprofessionals and support staff receive training on confidentiality, behavior management, and supporting core instruction to ensure they are effectively contributing to student success. When appropriate, specialized instructional support personnel (e.g., counselors, interventionists, special education teachers) are included in PD sessions to align services for students receiving interventions under this section.

Collaboration and Follow-Up Professional learning includes follow-up coaching and monitoring to ensure implementation fidelity. Administrators and instructional coaches conduct classroom walkthroughs and provide feedback, creating a continuous cycle of improvement.

By combining Title I resources with other available funding (such as district professional development funds, IDEA support, and state initiatives), BMHS ensures that professional development is sustained, relevant, and impactful—ultimately strengthening the ability of all staff to accelerate learning for eligible students.

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

1. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Brindlee Mountain High School is committed to providing extended learning opportunities for its most academically needy students to ensure they have sufficient time and support to master grade-level standards.

After-School Tutoring and Intervention The school offers after-school tutoring sessions targeted at students who are failing or most at risk of failing core classes. These sessions focus on reteaching essential skills, completing assignments, and providing additional practice on priority standards. Teachers and interventionists work with small groups or one-on-one to address individual needs.

Summer Learning Opportunities BMHS participates in district-sponsored summer programs designed to prevent learning loss and accelerate student growth. These programs offer remediation in reading and math, as well as credit-recovery options for high school students who need to make up failed coursework.

Test Preparation and Academic Workshops Additional opportunities are provided for students to participate in ACT preparation workshops, WorkKeys sessions, and academic boot camps outside of regular school hours. These sessions help students practice test-taking strategies and strengthen content knowledge to improve college and career readiness.

Technology-Based Learning Students have access to digital learning platforms such as IXL, Renaissance, and other online intervention programs from home. Teachers provide individualized learning paths so students can continue skill-building outside the school day.

Parent and Family Engagement Families are informed about extended learning opportunities through Blackboard OneCall, school newsletters, and social media. Teachers work with parents to encourage student attendance and participation in these sessions, ensuring that support continues beyond the classroom.

These extended learning opportunities ensure that the most academically needy students have multiple entry points for additional support, reinforcing skills and closing achievement gaps while preparing them to meet the State's challenging academic standards.

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

Brindlee Mountain High School is committed to ensuring that all students, including those in special populations, have equitable access to a high-quality education and the supports necessary to meet the State's challenging academic standards. The following procedures are in place to address challenges faced by each group:

Migrant Students

- The school collaborates with the district migrant liaison to identify migrant students and provide access to services.
- Academic records are requested promptly to avoid gaps in instruction.
- Migrant students are given priority for supplemental services, tutoring, and access to technology to make up for interrupted schooling.
- Counseling and translation services are provided to support smooth transitions.

English Language Learners (ELLs)

- Students are screened upon enrollment using the state-approved English language proficiency assessment.
- Identified students receive English Language Development (ELD) support through a certified ESL teacher or trained staff.
- Instruction is differentiated using scaffolds, visuals, and language supports.
- Parents receive communication in their home language whenever possible, and interpreters are available for conferences and meetings.

Economically Disadvantaged Students

- All students receive equitable access to the school nutrition program (free/reduced meals).
- Title I funds are used to provide school supplies, instructional materials, and access to intervention resources.
- Students are prioritized for after-school tutoring, enrichment programs, and field trip scholarships to ensure full participation in academic opportunities.

Special Education Students

- Students with disabilities receive services in accordance with their Individualized Education Programs (IEPs), with a focus on inclusion and access to the general education curriculum.
- Collaboration between general education and special education teachers ensures accommodations and modifications are implemented.
- Progress toward IEP goals is monitored and communicated to parents regularly.

Neglected and/or Delinquent Students

- The school works with juvenile justice and social services agencies to support students transitioning back into the school setting.
- Individual academic and behavioral plans are developed to facilitate re-entry and reduce risk factors that may hinder success.
- Counseling, mentoring, and credit-recovery options are offered to help students stay on track for graduation.

Homeless Students

- The school collaborates with the district's McKinney-Vento liaison to identify and support students experiencing homelessness.
- Barriers to enrollment are removed (e.g., lack of records is not a reason for delay).
- Students are provided transportation, free meals, access to clothing, hygiene products, and school supplies as needed.
- Academic supports and counseling services are offered to address attendance issues, trauma, and social-emotional needs.

Through these targeted procedures, BMHS ensures that every student — regardless of circumstance — is supported academically, socially, and emotionally, allowing them to succeed alongside their peers and meet state standards.

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

Brindlee Mountain High School (BMHS) is committed to ensuring equitable access to high-quality Career and Technical Education (CTE) programs for all students, including those identified as special populations under the Carl D. Perkins Career and Technical Education Act of 2006. The school works closely with district CTE coordinators, counselors, teachers, and community partners to remove barriers, provide accommodations, and promote success for these groups:

Individuals with Disabilities

- Students with IEPs or 504 Plans receive accommodations and modifications in CTE courses as outlined in their plans (e.g., assistive technology, adapted equipment, extended time, and alternative assessments).
- Special education teachers collaborate with CTE instructors to ensure instruction is differentiated and accessible.
- Hands-on instruction and real-world learning experiences are emphasized to support multiple learning modalities.

Individuals from Economically Disadvantaged Families (Including Foster Children)

- BMHS provides access to free/reduced-price meals, school supplies, and fee waivers to remove financial barriers to participation in CTE programs.
- Foster children are given priority scheduling and immediate enrollment to avoid disruption to CTE pathways when transitioning between placements.
- Students are connected with work-based learning opportunities, career counseling, and scholarship information to support postsecondary success.

Individuals Preparing for Non-Traditional Fields

- The school actively recruits and encourages students to explore non-traditional pathways (e.g., female students in welding or automotive, male students in health science).
- Career awareness activities highlight diverse role models and career options to reduce stereotypes.
- Counselors and CTE teachers provide mentoring and individualized guidance to support student confidence and persistence in these programs.

Single Parents (Including Single Pregnant Women)

- Counseling services are available to provide academic planning, emotional support, and connections to community resources such as childcare assistance or prenatal programs.
- Flexible scheduling and credit recovery options are offered to help students stay on track for graduation.
- Teachers work collaboratively to provide make-up work and alternative assignments when absences are unavoidable.

Displaced Homemakers

- Though this population is rare in a secondary setting, BMHS ensures that students returning to school after an extended absence (e.g., due to family responsibilities) receive individualized academic advising.
- Credit recovery programs, flexible scheduling, and online course options are available to accelerate progress toward graduation.

Individuals with Limited English Proficiency

- English Language Learners are assessed upon enrollment and placed in appropriate ESL support services.
- Translation and interpreter services are provided to ensure clear communication with students and families.
- CTE teachers receive support and training on strategies to scaffold instruction for language learners, including visuals, sentence frames, and hands-on demonstrations.

Through these coordinated efforts, BMHS ensures that all students — regardless of circumstance — have equal access to rigorous CTE courses, work-based learning opportunities, and pathways that prepare them for postsecondary education, high-skill employment, and lifelong success.

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

Brindlee Mountain High School is committed to ensuring that all students—regardless of readiness level, learning style, or background—receive access to rigorous, engaging instruction that meets their individual needs. Teachers consistently use differentiated instruction as a core practice in classrooms across grade levels and content areas.

Differentiation begins with data analysis. Teachers review STAR Reading and Math scores, ACAP results, classroom assessments, and formative data to identify

students' current performance levels. This data is used to group students flexibly, plan scaffolded lessons, and adjust the pace and depth of instruction as needed.

Instructional strategies include:

- **Content Differentiation:** Teachers adapt what students learn by providing leveled texts, choice boards, and tiered assignments to ensure all students can access grade-level standards.
- **Process Differentiation:** Students engage with material in multiple ways, including small-group instruction, guided practice, hands-on activities, and technology-based learning platforms such as IXL and Renaissance programs.
- **Product Differentiation:** Students demonstrate mastery in various formats (projects, presentations, writing tasks, performance tasks) to match their strengths and learning preferences.
- **Environment Differentiation:** Classrooms are arranged to support collaboration and independent work, with accommodations in place for students who need quiet spaces, flexible seating, or sensory supports.

Teachers work collaboratively through Professional Learning Communities (PLCs) to share best practices, review data, and plan lessons that target skill gaps while challenging students who are ready for enrichment. Interventionists and special education teachers co-teach or provide push-in/pull-out support to ensure that students with IEPs or those receiving Tier 2 or Tier 3 interventions remain connected to core instruction.

Classroom walkthrough data and administrator observations confirm that differentiated strategies, such as flexible grouping, checks for understanding, scaffolding, and re-teaching, are used consistently. This ongoing focus on differentiation allows BMHS to meet students where they are, close learning gaps, and accelerate growth toward mastery of state standards.

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

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

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

Brindlee Mountain High School's Targeted Assistance program is designed to ensure that eligible students receive coordinated, comprehensive support so they can achieve proficient or above on statewide assessments. The program purposefully integrates federal, state, and local resources to deliver a seamless system of services that address academic, behavioral, and social-emotional needs.

Integration of Federal, State, and Local Programs Title I funds are used to provide supplemental math and reading skills classes, small-group interventions, and research-based instructional materials specifically for students identified as most at risk. These services are coordinated with state initiatives, such as Alabama Literacy Act supports and ACAP readiness activities, to ensure alignment with statewide standards. Local funds are leveraged to supplement staffing, technology, and enrichment opportunities, ensuring students have equitable access to high-quality resources.

Collaboration Across Programs The Problem-Solving Team (PST) plays a key role in coordinating supports by reviewing data and ensuring students receive services from all applicable programs, including special education (IDEA), English Learner services (Title III), counseling supports, and MTSS/RTI interventions. Teachers, counselors, administrators, and interventionists meet regularly to align strategies and avoid duplication of services.

Professional Development Alignment Professional development provided through Title I, Title II, and district funds is aligned to support core instruction and targeted intervention strategies. Training focuses on using data to drive instruction, differentiating lessons, and implementing effective interventions that accelerate learning.

Family and Community Engagement Parent engagement activities—funded through Title I Parent & Family Engagement funds—ensure that families are informed about student progress and given tools to reinforce learning at home. Community partnerships provide tutoring, mentoring, and career exploration opportunities that help students stay engaged and focused on achievement.

Continuous Monitoring and Adjustment Student progress toward proficiency is monitored through STAR benchmark assessments, ACAP interim data, and classroom grades. Data is reviewed in PLCs and leadership team meetings, and instructional plans are adjusted as needed to keep students on track for success.

Through this coordinated approach, BMHS ensures that all available federal, state, and local resources are maximized and strategically integrated to give participating students the support they need to meet or exceed state academic standards.

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

Brindlee Mountain High School coordinates multiple funding sources and support programs to ensure that eligible students receive a seamless system of services designed to improve academic achievement. The following state, federal, and local programs are consolidated or coordinated as part of the Targeted Assistance Program:

Federal Programs

- Title I, Part A – Provides funding for supplemental math and reading classes, small-group interventions, intervention materials, and progress monitoring tools.
- Title II, Part A – Funds professional development for teachers and leaders focused on differentiated instruction, data-driven decision-making, and high-yield instructional strategies.
- Title III – Supports English Language Learners (ELLs) through additional instructional resources, teacher training, and translation/interpretation services.
- IDEA (Individuals with Disabilities Education Act) – Provides special education services, accommodations, and modifications for students with IEPs to ensure access to core and supplemental instruction.
- Perkins V (CTE Funding) – Supports students in Career and Technical Education (CTE) programs, including special populations, ensuring equitable access to rigorous, hands-on learning.

State Programs

- Alabama Literacy Act Initiatives – Supports early literacy interventions, reading specialists, and progress monitoring to ensure all students meet grade-level reading standards.
- State Academic Intervention and At-Risk Funds – Provides additional tutoring, summer learning opportunities, and targeted supports for at-risk students.
- MTSS/RTI Frameworks – Guides tiered interventions for academic and behavioral support.

Local Programs and Resources

- Local School and District Funds – Support staffing, technology, and supplies that supplement intervention programs.
- Community Partnerships – Provide mentoring, tutoring, and wraparound services for at-risk students (e.g., counseling, career exploration, faith-based partnerships).
- Parent & Family Engagement Initiatives – Promote family participation through events, communication tools, and volunteer opportunities that reinforce learning at home.

3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this

Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); (Sec. 1115(b)(2)(F)).

Brindlee Mountain High School (BMHS) intentionally coordinates and integrates multiple Federal, State, and local programs to provide a comprehensive system of supports that addresses students' academic, behavioral, and social-emotional needs. This alignment ensures that resources are maximized and that the most at-risk students receive targeted assistance to meet the State's challenging academic standards.

Federal Programs

- Title I, Part A: Provides supplemental reading and math classes, small-group intervention, and resources for students most at risk of failing to meet state standards.
- Title II, Part A: Funds professional development focused on differentiated instruction, classroom management, and data-driven decision-making.
- Title III: Supports English Learners with additional instructional materials, teacher training, and family communication in home languages.
- IDEA (Special Education Services): Ensures students with disabilities receive accommodations and modifications, coordinated with general education and intervention services.
- Perkins V (CTE Funding): Supports career and technical education programs, including resources and work-based learning opportunities for special populations.

State and District Programs

- MTSS/RTI Framework: Provides a structured, tiered model for addressing both academic and behavioral needs through data-driven interventions.
- Alabama Literacy Act Supports: Ensures students receive early literacy interventions, reading specialists, and progress monitoring.
- At-Risk and Intervention Funds: Support tutoring, summer learning programs, and other academic recovery opportunities.
- Comprehensive Support and Improvement (CSI)/Targeted Support and Improvement (TSI) Activities: If identified, BMHS integrates state-provided technical assistance, data coaching, and school improvement planning into its CIP to address areas of underperformance.

Local and Community Partnerships

- Violence Prevention and School Safety Programs: Collaboration with local law enforcement and mental health providers supports a safe school environment, crisis planning, and social-emotional learning initiatives.
- Nutrition Programs: Participation in the National School Lunch and Breakfast Programs ensures all students, including those economically disadvantaged, receive nutritious meals.
- Housing and Social Services: The school works with the McKinney-Vento liaison to support homeless students and with local agencies to address housing instability, food insecurity, and family needs.
- Career and Postsecondary Readiness: Collaboration with local businesses, workforce development partners, and community colleges expands access to career exploration, apprenticeships, and dual enrollment programs.
- Adult Education and Family Engagement: Parents are connected to GED, ESL, and workforce training opportunities offered through district and community programs, helping families strengthen their own education while supporting their children's learning.

Coordination Process All of these programs and services are coordinated through the school leadership team and Problem-Solving Team (PST). These teams meet regularly to review data, align interventions, prevent duplication of efforts, and ensure that each student receives comprehensive, individualized support. This integrated approach helps BMHS provide not only a rigorous, high-quality education but also a safe, supportive environment where students can thrive academically and socially.

Component 7: Evaluation

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

Brindlee Mountain High School uses a systematic and ongoing evaluation process to measure the effectiveness of the Targeted Assistance program and ensure that it is meeting the needs of eligible students. Evaluation focuses on student achievement outcomes, fidelity of program implementation, and alignment with school improvement goals.

Data Collection and Analysis

- Student Achievement Data: STAR Reading and Math benchmark scores, ACAP results, ACT/WorkKeys data, and classroom grades are analyzed at multiple points throughout the year to measure student growth and proficiency.
- Progress Monitoring: Intervention teachers use growth reports and formative assessments to track individual student progress toward skill mastery.

-
- Program Participation Data: Attendance in intervention classes, after-school tutoring sessions, and supplemental programs is monitored to ensure students are receiving adequate instructional time.

Fidelity of Implementation

- Walkthroughs and Observations: Administrators and instructional coaches conduct classroom observations to verify that research-based instructional strategies are being implemented with fidelity.
- PLC and PST Reviews: Teacher teams meet regularly to review data, adjust instructional strategies, and ensure interventions are aligned with identified needs.

Stakeholder Feedback

- Teacher and Parent Input: Surveys and informal feedback sessions are used to gather input on the effectiveness of supplemental services, scheduling, and communication.
- Student Voice: Students provide feedback about their experiences in intervention programs, allowing the school to refine instructional practices and increase engagement.

Program Review and Adjustment At the end of each semester, the leadership team reviews data to determine:

- The percentage of participating students who demonstrated growth or achieved proficiency on statewide assessments.
- Whether exit criteria were met and students successfully transitioned back into the regular classroom program.
- What instructional adjustments, professional development, or resource reallocations are needed to improve the program.

Findings are documented in the Continuous Improvement Plan (CIP) and shared with staff and stakeholders. Adjustments to instructional strategies, scheduling, or resource use are made as part of a continuous improvement cycle to ensure that the Targeted Assistance program remains effective and responsive to student needs.

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

Brindlee Mountain High School evaluates the effectiveness of its Targeted Assistance program by systematically analyzing student performance data from the State's annual assessments as well as other local and national measures of academic achievement. The goal is to determine whether students receiving

services are making sufficient progress toward meeting or exceeding state standards.

Use of State Assessments

- ACAP Summative Assessments: The school compares the percentage of targeted assistance students scoring at Level 3 (Satisfactory Command) or Level 4 (Strong Command) from year to year to measure growth in proficiency.
- Subgroup Analysis: Data is disaggregated by grade level, subject area, and subgroup (e.g., special education, economically disadvantaged, English Learners) to ensure equity and to identify gaps that still need to be addressed.

Use of Additional Academic Indicators

- STAR Reading and Math Benchmark Data: Growth reports track whether students are meeting or exceeding expected growth percentiles throughout the year.
- Classroom Grades and Common Assessments: Teachers monitor whether students are passing core content classes and showing mastery on formative and summative assessments.
- ACT/WorkKeys Readiness: For high school students, ACT and WorkKeys performance is reviewed to determine improvement in college and career readiness benchmarks.
- Credit Recovery and Graduation Data: For upper-grade students, the number of students recovering credits and staying on track for graduation is monitored.

Data Comparison and Program Impact Leadership teams and the Problem-Solving Team (PST) meet regularly to compare baseline data (from the beginning of the year) to mid-year and end-of-year results. The percentage of students showing growth or meeting proficiency is compared to overall school performance to ensure that the Targeted Assistance program is accelerating progress for the most at-risk students.

Continuous Improvement Findings are documented in the Continuous Improvement Plan (CIP) and used to make adjustments to instructional strategies, scheduling, and resource allocation for the next school year. When data indicates that students are not making adequate progress, interventions are intensified or redesigned, and additional professional development is provided to staff.

This process ensures that the Targeted Assistance program remains focused on helping students achieve proficiency or above on statewide assessments and prepares them for long-term academic success.

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

Brindlee Mountain High School uses a comprehensive, data-driven process to determine whether the Targeted Assistance program is successfully increasing achievement for the students furthest from meeting state academic standards. The evaluation process focuses on individual growth, subgroup performance, and closing achievement gaps.

Baseline Identification At the beginning of each school year, students are screened using STAR Reading and Math assessments, ACAP results, and prior year grades to identify those who are performing in the lowest quartile or who have multiple academic risk indicators. These students are prioritized for intervention services and their baseline data is recorded.

Ongoing Progress Monitoring Student progress is monitored throughout the year using STAR growth reports, formative assessments, and classroom performance data. Teachers and interventionists track whether students are meeting individualized growth targets set by the Problem-Solving Team (PST).

Comparison of Growth Data At mid-year and end-of-year checkpoints, data is compared to baseline performance to determine whether the students receiving targeted services are:

- Closing the gap between their performance and grade-level expectations.
- Meeting or exceeding expected growth percentiles on STAR assessments.
- Improving course grades and passing rates in core content areas.

State Assessment Results After ACAP results are released, the school analyzes whether the percentage of targeted students achieving Level 3 (Satisfactory Command) or Level 4 (Strong Command) increased from the previous year. Special attention is given to students who began the year performing at Level 1 (Minimal Command) to determine if they made significant gains.

Subgroup and Individual Student Analysis Data is disaggregated by subgroup (e.g., students with disabilities, English Learners, economically disadvantaged) to ensure that the most academically needy populations are benefiting from the program. Individual student profiles are reviewed to celebrate growth, adjust interventions, or re-engage students whose progress is limited.

Continuous Improvement Actions Results are presented to the leadership team, faculty, and stakeholders. If the data shows limited improvement, instructional strategies, schedules, and resources are adjusted for the next cycle, and additional professional development is provided to strengthen intervention practices.

Through this rigorous process, BMHS ensures that the Targeted Assistance program is not only implemented but is demonstrably effective in accelerating learning for

students furthest from proficiency, closing gaps, and helping students meet or exceed state standards.

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

Brindlee Mountain High School follows a continuous improvement cycle to review the effectiveness of the Targeted Assistance program and revise the plan as needed to ensure it continues to meet the needs of eligible students.

Regular Data Review and Monitoring

- Quarterly Data Meetings: Teachers, administrators, interventionists, and counselors review STAR growth data, ACAP benchmark/interim results, classroom grades, attendance, and behavior records each quarter.
- Progress Monitoring: Students in targeted assistance receive ongoing progress checks, with data entered into shared tracking tools. This allows staff to identify students who are not making expected growth and adjust interventions quickly.

Problem-Solving Team (PST) Involvement The PST meets regularly to review the roster of students receiving services, ensure eligibility criteria are consistently applied, and update individualized plans. Students who meet exit criteria are transitioned back to the regular classroom program, and new students who meet risk thresholds are added.

Evaluation and Reflection At the end of each semester and school year, the leadership team conducts a formal evaluation of the program's impact. Key questions include:

- Did students in targeted assistance demonstrate accelerated growth compared to peers?
- Are achievement gaps narrowing in reading, math, and other core content areas?
- Were interventions delivered with fidelity and aligned with state standards?

Plan Revision and Stakeholder Engagement Based on evaluation results, the Targeted Assistance plan is updated as needed. Revisions may include:

- Adjusting the master schedule to increase intervention time
- Introducing new evidence-based instructional strategies or programs
- Reallocating resources to serve the highest-need students

- Expanding professional development opportunities for staff

Parents, teachers, and community stakeholders are engaged through meetings, surveys, and CIP review sessions to gather feedback on program effectiveness and proposed revisions.

Documentation in the CIP All updates to strategies, goals, and resource allocations are documented in the Continuous Improvement Plan (CIP) and shared with staff and district leadership. This ensures transparency and alignment with schoolwide goals for student achievement.

By following this review-evaluate-revise cycle on an ongoing basis, BMHS ensures the Targeted Assistance program remains responsive, equitable, and focused on helping the most at-risk students meet or exceed the State's challenging academic standards.

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

Added Objective to assist students in Math by hiring a Math Coach.

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

 25-26 Title 1 Budget

 McKinneyVento

 ParentsRighttoKnow

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

☒ YES

☐ NO

☐ N/A

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

☒ **YES**

☐ NO

☐ N/A

Parent and Family Engagement

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

Brindlee Mountain High School will convene an annual Title I Parent Meeting at the beginning of each school year to inform parents of the school's participation in the Title I program and to explain the program's requirements, including the 1% parent and family engagement set-aside, and the rights of parents under Title I.

Planning and Communication The meeting is scheduled at a convenient time for families, with additional sessions or a virtual option offered if needed to accommodate parents' schedules. Notification is sent out well in advance through Blackboard OneCall, the school website, social media, and printed flyers to ensure that all parents are aware of the meeting.

Content of the Meeting During the annual meeting, school administrators present:

- An overview of the Title I program, including how the school qualifies and how funds are used to improve instruction.
- The school's Continuous Improvement Plan (CIP) goals and specific strategies funded through Title I.
- An explanation of the 1% set-aside for parent and family engagement and examples of activities supported with these funds.
- Parents' rights to be involved in the development and review of the CIP, the parent and family engagement plan, and the school-parent compact.
- The process for requesting information about teacher qualifications and how parents can participate in decision-making related to Title I services.

Engagement and Feedback Parents are provided with opportunities to ask questions, provide input, and share suggestions for how funds can best support student achievement and family engagement. Feedback from this meeting is documented and considered by the leadership team when revising school plans.

Documentation and Follow-Up Sign-in sheets, agendas, and presentation materials are maintained as evidence of compliance. Meeting materials are posted on the school website or made available in print for parents who are unable to attend.

Through this annual meeting, BMHS ensures that parents are well-informed partners in the school's Title I program and have a voice in decisions that impact their children's education.

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.

Brindlee Mountain High School recognizes that strong family engagement is key to student success and strives to make parent involvement activities accessible to all families. To meet the diverse needs of parents, BMHS offers a flexible number and format of parent meetings throughout the school year.

Scheduling Options Meetings are scheduled at various times, including morning, afternoon, and evening sessions, to accommodate work schedules and family commitments. When appropriate, the same meeting is offered at multiple times to ensure that more parents have the opportunity to attend.

Variety of Formats BMHS provides meetings in several formats to maximize participation:

- In-Person Meetings on campus, including parent nights, data meetings, and conferences.
- Virtual Options through video conferencing platforms for parents unable to attend in person.
- Recorded Sessions and posted presentations so parents can access the information at their convenience.
- Home Visits, when necessary, to engage families who face significant barriers to participation.

Support Services When funds allow, BMHS uses Title I resources to provide transportation assistance, child care during meetings, and refreshments to remove barriers to attendance and create a welcoming environment.

Communication and Outreach Meetings are widely publicized through Blackboard OneCall, the school website, social media, and printed flyers to ensure all families are aware of opportunities to participate. Parents are encouraged to provide input on meeting topics and times through surveys and feedback forms, ensuring that events meet their needs and interests.

By offering a flexible schedule, multiple formats, and supportive services, BMHS ensures that all families—regardless of work schedules, transportation challenges, or childcare needs—can actively engage in their child's education and the school's improvement efforts.

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).

Brindlee Mountain High School is committed to partnering with parents as active participants in the design, review, and improvement of the Title I program. The school provides multiple, meaningful opportunities for all Title I parents to be involved in decision-making throughout the year.

Annual Title I Parent Meeting At the beginning of each school year, BMHS holds an annual Title I meeting to inform parents about the school's participation in Title I, explain program requirements, and review how Title I funds are being used to support student achievement. Parents are invited to provide input on current programs and suggest ideas for improvement.

Parent Advisory/Leadership Team Participation Parents are invited to serve on the Continuous Improvement Plan (CIP) Committee or Parent Advisory Committee, which meets at least twice per year. These committees review data, evaluate the effectiveness of current interventions, and help develop or revise the school-parent compact, parent and family engagement plan, and Title I program strategies.

Surveys and Feedback Opportunities All parents are given the opportunity to complete annual surveys that collect feedback on Title I programs, communication, and parent engagement activities. Results are reviewed by the leadership team and used to guide program adjustments.

Ongoing Communication Parents receive regular updates through newsletters, Blackboard OneCall messages, the school website, and social media. Parents are encouraged to contact administrators, teachers, or counselors with questions, concerns, or suggestions at any time during the school year.

Documentation and Follow-Up Input from parents is documented and shared with staff and stakeholders during faculty meetings and leadership team sessions. Any program changes or improvements based on parent input are communicated back to families to show that their involvement has a meaningful impact.

By embedding parent voice into the planning, review, and improvement process, BMHS ensures that the Title I program remains responsive, transparent, and focused on meeting the needs of all students.

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

Brindlee Mountain High School intentionally uses the Title I parent and family engagement funds (1% set-aside) to strengthen partnerships between school and home, support parents as active participants in their children's education, and increase overall student achievement.

Parent Meetings and Workshops Funds are used to host parent information sessions and workshops on topics such as helping students with reading and math at home, understanding STAR and ACAP data, preparing for ACT/WorkKeys, and supporting social-emotional learning. Materials, handouts, and refreshments are provided to make these events welcoming and informative.

School-Parent Compact and CIP Input Funds support the annual review and distribution of the School-Parent Compact and Parent and Family Engagement Plan. Parents are invited to participate in meetings to revise these documents, ensuring they reflect parent priorities and feedback.

Communication and Outreach Funds are used to enhance communication with families, including printing newsletters, flyers, and providing translations as needed. When possible, technology platforms are supported to allow for virtual meetings and increased accessibility for working parents.

Removing Barriers to Participation. To maximize participation, funds may be used to provide childcare, transportation assistance, and light refreshments during parent events. This ensures that all families—especially those facing economic or scheduling challenges—can attend and participate meaningfully.

Family Engagement Resources. Some funds are dedicated to creating parent resource areas with brochures, guides, and online tools that provide strategies for supporting learning at home.

By directing funds toward meaningful engagement activities and resources, BMHS ensures that parents are not only informed but actively involved as partners in decision-making and student success.

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))

Brindlee Mountain High School is committed to keeping parents of participating children well-informed and actively engaged in their child's education. The school provides timely information about Title I programs, curriculum, assessments, and achievement expectations in a uniform, parent-friendly format and, to the extent practicable, in a language families can understand.

Communication of Title I Programs At the start of each school year, BMHS hosts the Annual Title I Parent Meeting, where parents receive an overview of the Title I program, how funds are used, and how services support student achievement. Handouts and presentations are provided in clear, easy-to-read language and posted on the school website for later reference.

Curriculum and Assessment Information Parents are provided with a description of the curriculum in use (including state standards), forms of academic assessment (STAR, ACAP, ACT, WorkKeys), and the achievement expectations for each grade level. This information is shared during open house events, parent workshops, and through school newsletters, and is also available in printed and digital form.

Language Accessibility When possible, materials are translated into families' home languages, and interpreters are made available for parent meetings, conferences, and Individualized Education Program (IEP) discussions.

Timely Notifications and Progress Updates Parents receive timely updates on student progress through progress reports, report cards, parent portal access, and Blackboard OneCall messages. If a student is participating in supplemental instruction, parents are informed of the services being provided and the student's progress toward intervention goals.

Opportunities for Input and Meetings Parents are encouraged to attend parent-teacher conferences, data meetings, and CIP review sessions where they can formulate suggestions, ask questions, and participate in decisions about their child's education. When requested, additional meetings are scheduled to address specific concerns or to review individual student progress.

By providing information that is clear, accessible, and actionable, BMHS ensures that parents are empowered to be active partners in their child's academic growth and in the school's improvement efforts.

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))

Brindlee Mountain High School believes that student success is a shared responsibility among the school, parents, and students. To formalize this partnership, BMHS develops and maintains a School-Parent Compact that outlines the shared commitment to improving academic achievement for all participating students.

Joint Development of the Compact Each year, Title I parents are invited to participate in the development and review of the School-Parent Compact during the Annual Title I Parent Meeting and additional parent advisory or CIP committee meetings. Parent surveys are also used to gather feedback on the compact's language and content to ensure that it reflects family priorities and is meaningful to the school community.

Content of the Compact The compact clearly outlines:

- **School Responsibilities:** Providing high-quality curriculum and instruction aligned to state standards, maintaining a safe and supportive learning environment, and communicating regularly with parents about student progress.
- **Parent Responsibilities:** Supporting learning at home, monitoring attendance and homework completion, participating in parent-teacher conferences, and staying engaged in school events.

-
- Student Responsibilities: Attending school regularly, completing assignments, respecting staff and peers, and taking ownership of their learning.

Implementation and Use The School-Parent Compact is distributed to all families at the start of the school year and discussed during parent-teacher conferences to ensure that parents and students understand the expectations. Teachers keep a copy available in classrooms and reference it during conversations about student progress and behavior.

Annual Review and Updating The compact is reviewed annually by parents, staff, and students through surveys, focus groups, and parent advisory committee meetings. Any suggested revisions are presented to the leadership team for consideration and incorporated for the following school year. Documentation of participation and updates is kept on file as evidence of compliance.

By jointly developing, using, and annually reviewing the School-Parent Compact, BMHS ensures that all stakeholders share ownership of student achievement and work collaboratively to help students meet or exceed state academic standards.

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

Brindlee Mountain High School values parent input as a vital part of the school improvement process and provides a clear procedure for parents to submit comments of dissatisfaction with the Continuous Improvement Plan (CIP).

Opportunities for Input Parents are invited to review and provide feedback on the CIP during:

- Annual Title I Parent Meeting – where the plan is presented and discussed.
- CIP/Parent Advisory Committee Meetings – held at least twice per year to gather input and recommendations.
- Parent Surveys – distributed annually to collect broad stakeholder feedback on school goals, strategies, and programs.

Submitting Comments If parents have concerns or do not agree with elements of the CIP, they may:

- Submit written comments to the school principal or counselor.
- Provide feedback via online forms or surveys linked on the school website.
- Share concerns during parent meetings or conferences, where notes are recorded for inclusion with CIP documentation.

Documentation and Response All comments of dissatisfaction are documented and kept on file with the CIP as required. The leadership team reviews submitted comments and considers them when revising the plan. If a parent requests a

response, school administration will follow up to explain how the concern was addressed or why a certain action was maintained.

Transparency and Communication Once the CIP is revised, updates are communicated to parents through the school website, newsletters, and social media. This ensures that families know their feedback is valued and that their voices influence the school's improvement efforts.

By offering multiple avenues for parents to submit comments and by documenting and reviewing all feedback, BMHS fosters a collaborative approach to continuous improvement that honors parent perspectives.

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.

Brindlee Mountain High School is committed to building the capacity of parents to become equal partners in their children's education and to fostering a strong school-home-community partnership that supports student achievement.

Providing Materials and Training BMHS provides parents with materials, resources, and training to help them support learning at home. Examples include:

- Parent Workshops and Literacy Nights – Focused on reading strategies, math support, study skills, and understanding state standards.
- Technology Training Sessions – Teaching parents how to use the parent portal, access digital resources such as IXL and Renaissance Home Connect, and monitor student progress online.
- ACT/WorkKeys Prep Nights – Helping families understand test requirements and ways to support their student's college and career readiness.

Communication and Two-Way Engagement Parents receive regular, clear communication through newsletters, Blackboard OneCall, social media, and the school website, ensuring they know how to access resources and support. Surveys are distributed annually to gather parent input on engagement needs, event topics, and preferred formats/times for meetings.

Partnership and Participation Parents are encouraged to serve as active participants in school decision-making through involvement in:

- The Continuous Improvement Plan (CIP) Committee
- The development and review of the School-Parent Compact and Parent and Family Engagement Plan
- Parent Advisory meetings where they can give feedback on programs, budgets, and policies

Removing Barriers Title I funds may be used to remove barriers to participation by providing childcare, transportation assistance, flexible scheduling options (morning/evening/virtual meetings), and translated materials when needed.

Strengthening School-Community Connections The school partners with community organizations, local businesses, and faith-based groups to provide additional resources, mentoring opportunities, and family events that strengthen the connection between home, school, and the broader community.

Follow-Up and Implementation Parent feedback is documented and used by the leadership team to refine parent engagement activities each year, ensuring that offerings remain relevant and responsive to family needs.

Through these efforts, BMHS not only informs parents but empowers them as equal partners in improving student achievement, aligning with the requirements of ESSA Sec. 1116 and the school's mission to engage every stakeholder in student 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.

Brindlee Mountain High School is committed to creating a school culture where parents are seen and treated as equal partners in their child's education. To meet the requirements of ESSA Sec. 1116, the school provides training and opportunities to ensure that teachers, office personnel, and other school staff understand the

value of parent involvement and have the skills necessary to engage families effectively.

Professional Development for Staff Throughout the school year, teachers and staff participate in professional development sessions that focus on:

- The importance of family engagement and how parental involvement positively impacts student achievement.
- Effective communication strategies to reach all parents, including those who may face language, cultural, or socioeconomic barriers.
- Techniques for welcoming families into the school environment, building trust, and maintaining positive relationships.
- Implementing and coordinating parent programs, including literacy nights, academic workshops, and parent-teacher conferences.

Collaboration with Parents Parents are invited to share their perspectives during faculty meetings, parent advisory meetings, and CIP committee sessions, helping staff understand parent needs and preferences. Parent input is used to design family engagement events that are meaningful, accessible, and aligned with student learning goals.

Creating a Welcoming Environment Office staff are trained to greet parents warmly and assist them with questions or concerns promptly. Teachers are encouraged to make positive contact early in the school year so that communication is not limited to problems or concerns.

Building School-Home Ties BMHS uses newsletters, social media, Blackboard OneCall, and face-to-face meetings to keep parents informed of student progress and school events. Parents are encouraged to participate in decision-making through CIP planning, School-Parent Compact review, and parent surveys.

By intentionally educating staff on the value of parent contributions and equipping them with the skills to work collaboratively with families, BMHS strengthens ties between home and school and builds a community focused on shared responsibility for student success.

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.

Brindlee Mountain High School recognizes that parental involvement is most effective when it is coordinated, consistent, and connected across programs. In alignment with ESSA Sec. 1116, BMHS works to integrate parent involvement opportunities with other federal, state, and local programs to encourage families to actively engage in their child's education.

Coordination with Federal Programs

- Title I, Part A: Parent meetings, workshops, and family engagement nights are planned as part of the school's Title I program and aligned with the goals outlined in the Continuous Improvement Plan (CIP).
- Title II: Professional development for teachers includes training on how to effectively engage parents as partners, which supports the delivery of meaningful parent programs.
- Title III: Activities for English Learner families are coordinated with Title I events whenever possible, with translation services provided to ensure full participation.
- IDEA: Special education staff collaborate with general education and Title I personnel to ensure parents of students with disabilities are included in family engagement events and receive training on how to support IEP goals at home.

Parent Resource and Support Opportunities BMHS seeks to create a welcoming, supportive environment where parents can access resources and information. Examples include:

- Parent resource tables at events with brochures, guides, and online learning resources.
- Literacy and math strategy nights to show parents practical ways to help their children at home.
- College and career readiness nights, ACT/WorkKeys prep sessions, and FAFSA workshops to prepare families for postsecondary success.

Collaboration with Community and Local Agencies The school partners with community organizations, faith-based groups, and local businesses to host events such as back-to-school nights, mentoring programs, and parent education sessions. These partnerships provide families with additional supports such as mental health resources, after-school enrichment opportunities, and assistance with basic needs.

Parents are encouraged to serve on school committees, attend data and CIP review meetings, and provide feedback through surveys. Flexible scheduling and, when

feasible, childcare, transportation assistance, and virtual options are offered to make participation accessible to all families.

By coordinating parent involvement programs with other federal programs and community resources, BMHS ensures that parents have multiple pathways to engage with the school and that all families, regardless of background, are supported in becoming equal partners in their children's education.

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.

Brindlee Mountain High School recognizes that parental involvement is most effective when it is coordinated, consistent, and connected across programs. In alignment with ESSA Sec. 1116, BMHS works to integrate parent involvement opportunities with other federal, state, and local programs to encourage families to actively engage in their child's education.

Coordination with Federal Programs

- Title I, Part A: Parent meetings, workshops, and family engagement nights are planned as part of the school's Title I program and aligned with the goals outlined in the Continuous Improvement Plan (CIP).
- Title II: Professional development for teachers includes training on how to effectively engage parents as partners, which supports the delivery of meaningful parent programs.
- Title III: Activities for English Learner families are coordinated with Title I events whenever possible, with translation services provided to ensure full participation.
- IDEA: Special education staff collaborate with general education and Title I personnel to ensure parents of students with disabilities are included in family engagement events and receive training on how to support IEP goals at home.

Parent Resource and Support Opportunities BMHS seeks to create a welcoming, supportive environment where parents can access resources and information. Examples include:

- Parent resource tables at events with brochures, guides, and online learning resources.
- Literacy and math strategy nights to show parents practical ways to help their children at home.
- College and career readiness nights, ACT/WorkKeys prep sessions, and FAFSA workshops to prepare families for postsecondary success.

Collaboration with Community and Local Agencies The school partners with community organizations, faith-based groups, and local businesses to host events such as back-to-school nights, mentoring programs, and parent education sessions. These partnerships provide families with additional supports such as mental health resources, after-school enrichment opportunities, and assistance with basic needs.

Encouraging Active Parent Participation Parents are encouraged to serve on school committees, attend data and CIP review meetings, and provide feedback through surveys. Flexible scheduling and, when feasible, childcare, transportation assistance, and virtual options are offered to make participation accessible to all families.

By coordinating parent involvement programs with other federal programs and community resources, BMHS ensures that parents have multiple pathways to engage with the school and that all families—regardless of background—are supported in becoming equal partners in their children's education.

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.

Brindlee Mountain High School is committed to working collaboratively with families to ensure that all parents have the opportunity to be active participants in their children's education. In alignment with ESSA Sec. 1116, BMHS provides reasonable support for parental involvement activities as requested by parents, making adjustments and offering resources to meet family needs whenever possible.

Responding to Parent Requests Parents are given multiple avenues to share their input and request support, including:

- Surveys distributed during parent meetings and electronically throughout the year.
- Suggestion boxes located in the school office and online submission forms.
- Direct communication through email, phone calls, and parent-teacher conferences.

When parents make requests for specific programs, training, or resources, the school leadership team reviews these suggestions during Parent Advisory Committee meetings or CIP review sessions. When feasible, resources are reallocated, schedules are adjusted, or new events are added to respond to parent input.

Examples of Reasonable Support Provided

- Offering additional parent workshops on topics requested by families (e.g., helping with homework, understanding report cards, ACT/WorkKeys preparation, digital citizenship).
- Providing childcare or transportation assistance when requested to remove barriers to participation.
- Creating translated documents or interpretation services for non-English-speaking parents.
- Adjusting meeting times or adding virtual options to accommodate parents' work schedules.

Communication and Follow-Up Parents are notified when their suggestions are implemented so they can see how their feedback leads to action. This builds trust and reinforces the idea that parents are equal partners in school decision-making.

By remaining responsive to parent requests and providing reasonable support for engagement activities, BMHS strengthens school-family partnerships and creates a collaborative environment focused on improving student academic achievement.

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))

Brindlee Mountain High School is committed to ensuring that all parents and family members—including those with limited English proficiency, those with disabilities, and those of migratory children—can fully participate in school activities and access information necessary to support their child’s education.

Accessible Communication

- **Translation and Interpretation:** When practicable, school communications (letters, flyers, Title I notifications, and school reports required under Section 1111) are translated into the home language of families with limited English proficiency. Interpreters are made available for parent-teacher conferences, IEP meetings, and school events.
- **Multiple Formats:** Information is provided in multiple formats—digital, printed, and verbal—so that families can access it in the way that works best for them. Important announcements are also posted on the school website and shared via Blackboard OneCall, social media, and email.
- **Clear Language:** Communications are written in plain, parent-friendly language to ensure they are understandable for all families.

Accommodations for Parents with Disabilities

- Meeting locations are ADA accessible, and when needed, the school arranges additional accommodations such as preferential seating, large-print materials, or assistive technology.
- Virtual meeting options are available for parents who are unable to attend in person.

Support for Migratory Families

- The school works closely with the district migrant liaison to identify migratory children, ensure immediate enrollment, and provide parents with information about academic programs and available support services.
- School records are transferred promptly to prevent gaps in learning, and parents are informed of supplemental programs their children can access.

Opportunities for Participation Parents are encouraged to attend the Annual Title I Parent Meeting, CIP review meetings, and parent workshops. Surveys are distributed to gather input from all families—including those who may not be able to attend in person—to ensure that their voices are heard in school decision-making.

Through these practices, BMHS ensures that every parent and family member, regardless of language, disability status, or migratory situation, has equitable access to information and meaningful opportunities to be involved as partners in improving student achievement.

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

 25-26 Title 1 Budget

eProve™ strategies: Goals & Plans

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

● Yes

○ No

ATTACHMENTS

Attachment Name



ClimateCulture25



ClimateCultureSurvey2526



StudentCimateCulture



Title1ParentSurvey25

Attachment Summary

Attachment Name	Description	Associated Item(s)
 25-26 Title 1 Budget		• 1 •
 CIPSigninSheet25		•
 ClimateCulture25		•
 ClimateCultureSurvey2526		•
 McKinneyVento		• 1
 ParentsRighttoKnow		• 1
 StudentCimateCulture		•
 Title1ParentSurvey25		•

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Literacy

Critical Initiative

Teachers will set aside time in their planning for students to take STAR assessment tests and work on their individual academic deficiencies.

Objective:

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Literacy

Critical Initiative

The ELA & math teachers will participate in STAR training in order to dissimilate student data.

Objective:

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

Activity

IXL

Person responsible: TA		Launch Date: 09/01/2025	
Required Resource(s):			
Financial Resource: \$10000.00		Source of Funding: Title 1	
Other Resource:			
Activity Measure(s)		Benchmark(s)	
IXL Data		Benchmark:	Date:

Critical Initiative

Employ teacher and/or aide(s) using Title 1 funds to reduce class numbers.

Objective:

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Literacy

Critical Initiative

Employ math coach using Title 1 funding to target students and coach teachers.

Objective:

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

Activity

Math Coach

Person responsible: TA		Launch Date: 12/02/2025	
Required Resource(s):			
Financial Resource: \$11628.36		Source of Funding: Title 1	
Other Resource:			

Activity Measure(s)	Benchmark(s)
---------------------	--------------

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Literacy

Critical Initiative

Provide small group learning opportunities during AE learning times in order to enhance learning (ATSI).

Objective:
To improve the proficiency of special education students in Reading and Math (ATSI)

Activity

Teachers for SummerSchool

Person responsible: TA	Launch Date:
Required Resource(s):	
Financial Resource: \$5400.00	Source of Funding: Title 1
Other Resource:	

Activity Measure(s)	Benchmark(s)
----------------------------	---------------------

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Literacy

Critical Initiative

Employ teacher and or aide(s) using Title 1 funds to reduce class numbers.

Objective:
To improve the proficiency of special education students in
Reading and Math (ATSI)

Activity

Employ Aide

Person responsible: TA

Launch Date: 08/08/2025

Required Resource(s):

Financial Resource: \$47139.86

Source of Funding: Title 1

Other Resource:

Activity Measure(s)

Benchmark(s)

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Literacy

Critical Initiative

Provide after school tutoring for all students in core subjects.

Objective:

To improve the proficiency of special education students in Reading and Math (ATSI)

Activity

Afterschool tutoring

Person responsible: TA	Launch Date:
Required Resource(s):	
Financial Resource: \$6558.00	Source of Funding:
Other Resource:	

Activity Measure(s)	Benchmark(s)
----------------------------	---------------------

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

effectiveness

Critical Initiative

The use of calculators and Chromebooks to correlate classroom instruction with real-world application.

Objective:

To implement the use of technology to reinforce college and career readiness skills

Activity

Replace Technology/Update Technology

Person responsible: TA **Launch Date:** 10/01/2025

Required Resource(s):

Financial Resource: \$28651.74 **Source of Funding:** Title 1
Other Resource:

Activity Measure(s) **Benchmark(s)**

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

effectiveness

Critical Initiative

Employ PD training on the use of technology including the use of Schoology, STAR Method Test Prep, PowerSchool, and Chromebooks.

Objective:

To implement the use of technology to reinforce college and career readiness skills

Activity

Subs for Data/Subject Level Meetings

Person responsible: TA	Launch Date:
Required Resource(s):	
Financial Resource: \$3096.00	Source of Funding: Title 1
Other Resource:	

Activity Measure(s)	Benchmark(s)
----------------------------	---------------------

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

effectiveness

Critical Initiative

Provide most updated technology possible for students and staff members to be engaged and efficient.

Objective:

To implement the use of technology to reinforce college and career readiness skills

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

effectiveness

Critical Initiative

Math coach to assist teachers and targeted students.

Objective:

Employ a Math Coach to assist teachers and targeted students.

Critical Initiative

To enable non-native English-speaking students to be able to communicate effectively with other students and faculty.

Objective:

Students will work with the ELA teacher and EL teacher to immerse in the English language

Critical Initiative

Increase communication between the school and stakeholders concerning academics, expectations and district initiatives/information via open houses, meetings, Blackboard, booster clubs, etc.

Objective:
Increase parental attendance.

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

volvement

Critical Initiative

Increase parental attendance at school events through marketing, ParentSquare and social media.

Objective:

Increase parental attendance.

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

pability

Critical Initiative

Identify outdated technology items and replace. Additionally work towards to being a 1 to 1 school.

Objective:

To replace outdated technology/access areas and improve digital access for students, ensuring a reliable and efficie

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

ing Literacy

Objective

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

Critical Initiative

Teachers will set aside time in their planning for students to take STAR assessment tests and work on their individual academic deficiencies.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

PST Data

Critical Initiative

The ELA & math teachers will participate in STAR training in order to dissimilate student data.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

Student Data (Star/IXL)

Critical Initiative

Employ teacher and/or aide(s) using Title 1 funds to reduce class numbers.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

Student Data (Star/IXL)

Critical Initiative

Employ math coach using Title 1 funding to target students and coach teachers.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

Objective

To improve the proficiency of special education students in Reading and Math (ATSI)

Critical Initiative

Provide small group learning opportunities during AE learning times in order to enhance learning (ATSI).

Start Date: 08/08/2025End Date: 05/20/2026

Key Measures

Student Data (Star/IXL)

Critical Initiative

Employ teacher and or aide(s) using Title 1 funds to reduce class numbers.

Start Date: 08/08/2025End Date: 05/20/2026

Key Measures

Teacher ELEOT and observations

Critical Initiative

Provide after school tutoring for all students in core subjects.

Start Date: 08/08/2025End Date: 05/20/2026

Key Measures

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Effectiveness

Objective

To implement the use of technology to reinforce college and career readiness skills

Critical Initiative

The use of calculators and Chromebooks to correlate classroom instruction with real-world application.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

Teacher ELEOT and observations

Critical Initiative

Employ PD training on the use of technology including the use of Schoology, STAR Method Test Prep, PowerSchool, and Chromebooks.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

Teacher ELEOT and observations

Critical Initiative

Provide most updated technology possible for students and staff members to be engaged and efficient.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

Student Data (Star/IXL)

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Effectiveness

Objective

Employ a Math Coach to assist teachers and targeted students.

Critical Initiative

Math coach to assist teachers and targeted students.

Start Date: 08/08/2025

End Date: 05/20/2026

Key Measures

Student Data (Star/IXL)

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

ing EL Instruction

Objective

Students will work with the ELA teacher and EL teacher to immerse in the English language

Critical Initiative

To enable non-native English-speaking students to be able to communicate effectively with other students and faculty.

Start Date: 08/08/2025

End Date: 05/20/2026

Key Measures

Student Data (Star/IXL)

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

al Involvement

Objective

Increase parental attendance.

Critical Initiative

Increase communication between the school and stakeholders concerning academics, expectations and district initiatives/information via open houses, meetings, Blackboard, booster clubs, etc.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

Sign-in sheets

Critical Initiative

Increase parental attendance at school events through marketing, ParentSquare and social media.

Start Date: 08/08/2025 End Date: 05/20/2026

Key Measures

Sign-in sheets

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

t capability

Objective

To replace outdated technology/access areas and improve digital access for students, ensuring a reliable and efficie

Critical Initiative

Identify outdated technology items and replace. Additionally work towards to being a 1 to 1 school.

Start Date: 08/08/2025

End Date: 05/20/2026

Key Measures

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Vision BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT	Mission BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.	Beliefs BMHS believes every student has unique strengths and gifts. And every student is capable of learning.
---	---	---

Improving Literacy	Teacher Effectiveness	Enhancing EL Instruction	Improving school culture	Parental Involvement	Internet capability
Objectives - Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement. - To improve the proficiency of special education students in Reading and Math (ATSI)	Objectives - To implement the use of technology to reinforce college and career readiness skills - Employ a Math Coach to assist teachers and targeted students.	Objectives Students will work with the ELA teacher and EL teacher to immerse in the English language	Objectives	Objectives Increase parental attendance.	Objectives To replace outdated technology/access areas and improve digital access for students, ensuring a reliable and efficie
Critical Initiatives Teachers will set aside time in their planning for students to take STAR assessment tests and work on their individual academic deficiencies.	Critical Initiatives - The use of calculators and Chromebooks to correlate classroom instruction with real-world application. - Employ PD training on the use	Critical Initiatives To enable non-native English-speaking students to be able to communicate effectively with other students and faculty.	Critical Initiatives	Critical Initiatives Increase communication between the school and stakeholders concerning academics, expectations and district initiatives/information via open houses, meetings,	Critical Initiatives Identify outdated technology items and replace. Additionally work towards to being a 1 to 1 school.

Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
• The ELA & math teachers will participate in STAR training in order to dissimilate student data. • Employ teacher and/or aide(s) using Title 1 funds to reduce class numbers. • Employ math coach using Title 1 funding to target students and coach teachers. • Provide small group learning opportunities during AE learning times in order to enhance learning (ATSI). • Employ teacher and or aide(s) using Title 1 funds to reduce class numbers. • Provide after school tutoring for all students in core subjects.	- of technology including the use of Schoology, STAR Method Test Prep, PowerSchool, and Chromebooks. • Provide most updated technology possible for students and staff members to be engaged and efficient. • Math coach to assist teachers and targeted students.			- Blackboard, booster clubs, etc. • Increase parental attendance at school events through marketing, ParentSquare and social media.	
Key Measures	Key Measures	Key Measures	Key Measures	Key Measures	Key Measures
• PST Data • Student Data (Star/IXL) • Teacher ELEOT and observations	• Teacher ELEOT and observations • Student Data (Star/IXL)	• Student Data (Star/IXL)		• Sign-in sheets	

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Teachers will set aside time in their planning for students to take STAR assessment tests and work on their individual academic deficiencies.

Key Measures

- PST Data

Intended Outcome(s)

- Improvement in STAR testing and accountability testing data
- Subs for data meetings

Objective

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources: \$10000.00

Source of Funding: Title 1

Other

Critical Initiative

The ELA & math teachers will participate in STAR training in order to dissimilate student data.

Key Measures

- PST Data
- Student Data (Star/IXL)

Intended Outcome(s)

Objective

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Employ teacher and/or aide(s) using Title 1 funds to reduce class numbers.

Key Measures

- Student Data (Star/IXL)

Intended Outcome(s)

Objective

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources: \$11628.36

Source of Funding: Title 1

Other

Critical Initiative

Employ math coach using Title 1 funding to target students and coach teachers.

Key Measures

Intended Outcome(s)

- Increase in math data

Objective

Students will work with ELA and math teachers and take a periodic STAR/IXL assessment test to develop a targeted pathway for academic improvement.

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources: \$5400.00

Source of Funding: Title 1

Other

Critical Initiative

Provide small group learning opportunities during AE learning times in order to enhance learning (ATSI).

Key Measures

- Student Data (Star/IXL)

Intended Outcome(s)

- Increase in student data/performance

Objective

To improve the proficiency of special education students in Reading and Math (ATSI)

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources: \$47139.86

Source of Funding: Title 1

Other

Critical Initiative

Employ teacher and or aide(s) using Title 1 funds to reduce class numbers.

Key Measures

- Teacher ELEOT and observations

Intended Outcome(s)

- Increase in student efficiency and effectiveness

Objective

To improve the proficiency of special education students in Reading and Math (ATSI)

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources: \$6558.00

Source of Funding:

Other

Critical Initiative

Provide after school tutoring for all students in core subjects.

Key Measures

Intended Outcome(s)

Objective

To improve the proficiency of special education students in Reading and Math (ATSI)

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources: \$28651.74

Source of Funding: Title 1

Other

Critical Initiative

The use of calculators and Chromebooks to correlate classroom instruction with real-world application.

Key Measures

- Teacher ELEOT and observations

Intended Outcome(s)

- Increase ELEOT scores and student data.
- Increase in instruction

Objective

To implement the use of technology to reinforce college and career readiness skills

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources: \$3096.00

Source of Funding: Title 1

Other

Critical Initiative

Employ PD training on the use of technology including the use of Schoology, STAR Method Test Prep, PowerSchool, and Chromebooks.

Key Measures

- Teacher ELEOT and observations

Intended Outcome(s)

- Increase in ELEOT Scores

Objective

To implement the use of technology to reinforce college and career readiness skills

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Provide most updated technology possible for students and staff members to be engaged and efficient.

Key Measures

- Student Data (Star/IXL)

Intended Outcome(s)

- Increase in student engagement

Objective

To implement the use of technology to reinforce college and career readiness skills

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

2025-2026 Brindlee Mountain High School

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Math coach to assist teachers and targeted students.

Key Measures

- Student Data (Star/IXL)

Intended Outcome(s)

- Increase in ACAP/ACT Math Data

Objective

Employ a Math Coach to assist teachers and targeted students.

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

To enable non-native English-speaking students to be able to communicate effectively with other students and faculty.

Key Measures

- Student Data (Star/IXL)

Intended Outcome(s)

- Increase in WIDA scores, ELA Scores ACAP/ACT

Objective

Students will work with the ELA teacher and EL teacher to immerse in the English language

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Increase communication between the school and stakeholders concerning academics, expectations and district initiatives/information via open houses, meetings, Blackboard, booster clubs, etc.

Key Measures

- Sign-in sheets

Intended Outcome(s)

- Increase in parent participation

Objective

Increase parental attendance.

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Increase parental attendance at school events through marketing, ParentSquare and social media.

Key Measures

- Sign-in sheets

Intended Outcome(s)

- Increase in parent participation

Objective

Increase parental attendance.

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT

Brindlee Mountain High School

Mission

BMHS aims to provide quality education to prepare students for college, career, military, or the workforce.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Identify outdated technology items and replace. Additionally work towards to being a 1 to 1 school.

Key Measures

Intended Outcome(s)

Objective

To replace outdated technology/access areas and improve digital access for students, ensuring a reliable and efficie

Vision

BMHS encourages students to be actively present, engaged, and to strive for success in all aspects of their educational careers. BMHS has placed an emphasis on PRIDE: PERSEVERANCE, RESPONSIBILITY, INTEGRITY, DISCIPLINE, and EFFORT