



ACIP

Brindlee Mountain Elementary School

Marshall County Board of Education

Mrs. Amanda Hollaway, Principal
2233 Shoal Creek Road
Arab, AL 35016

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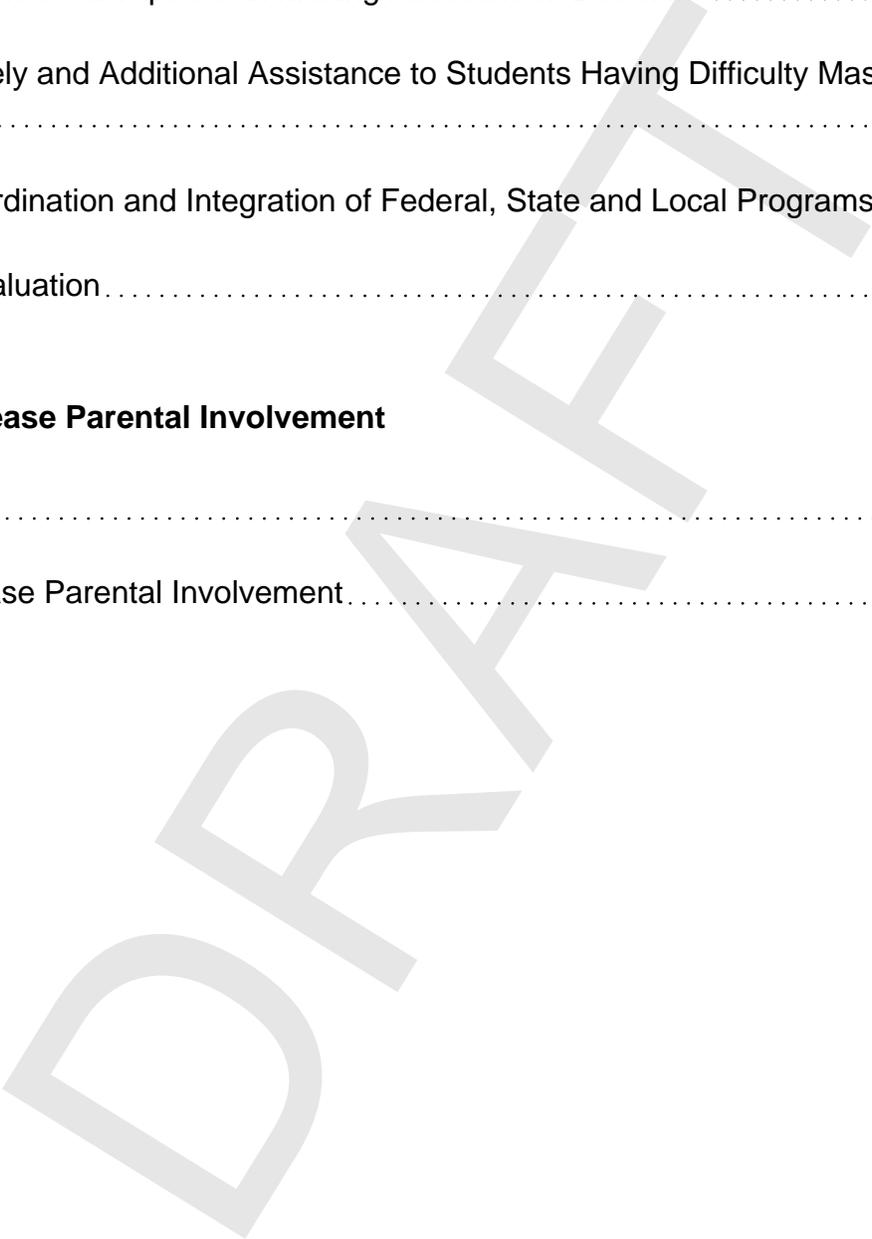
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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Brindlee Mountain Elementary School (BMES) is located in Marshall County outside Arab City limits. BMES is a feeder school to Brindlee Mountain Middle School and Brindlee Mountain High School.

BMES serves approximately 230 students in grades third through fifth. Additionally, the BMES campus has an Office of School Readiness Preschool class which serves approximately 16 students. 79% of the students at BMES receive free/reduced school meals. The ethnicity of BMES is primarily white with 90%. BMES also has a small percentage of Hispanic (7%), Black (1%), and Multi-Race (1%).

The staff at BMES includes ten third through fifth grade teachers, two and a half special education teachers, a sign language interpreter, a librarian, counselor, reading coach, bookkeeper, secretary, school nurse, two custodians, four Child Nutrition Workers, and a principal. Additionally, a physical education teacher, paraprofessional, and Speech Pathologist are shared with BMPS.

Within the Brindlee Mountain Community there are many unique features and challenges. One challenge is the fact that BMES is situated between two large city school systems. As a result, it is difficult to garner and maintain support from businesses and community organizations. Lack of support is seen by parents and the community and negatively impacts enrollment. Another challenge faced by BMES is a large percentage of students living and being raised by someone other than their biological mother and father. This comes in the form of aunts and uncles, grandparents, great grandparents, and DHR.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Brindlee Mountain Elementary School's Mission is to work with parents and the community in a safe and caring environment to build an educational foundation for our children to ensure a successful future. We believe all students can learn in different ways. Instruction should be varied to meet the needs of individual learners and allow them to reach their highest potential. We believe children thrive in a safe, secure, protected, predictable, nurturing, and loving environment. We believe all children should be treated equally and taught in the least restrictive environment. We believe that the teacher is the child's greatest resource and can make a tremendous impact on their lives. In light of this fact, we believe that teachers should be reflective and willing to try new and innovative methods that can benefit all students. We believe that teaching is a team effort. Everyone should be willing to collaborate and share...keeping on goal in mind...our students. We believe teachers should enable students to recognize their strengths, take responsibility for their learning, and feel successful in their environment. It is the teacher's responsibility to utilize resources to enable, enhance, and enrich learning. We believe that personal and social skills, such as character education, anger management, drug prevention, and conflict resolution, should be taught in addition to academic skills.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Brindlee Mountain Elementary School has successfully implemented the Response to Instruction Program. This has been done through the creation and sustaining of a Problem Solving Team at each grade level. The Problem Solving Team meets monthly to discuss the progress of students and assigns needed Tiered instruction in the areas of Reading, Math, and Behavior. An area of improvement is ACT ASPIRE scores in the area of Reading and Math. An increase of 2.6% is needed in the area of Reading. An increase of 2% is needed in the area of Math.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Brindlee Mountain Elementary is part of the Brindlee Mountain feeder pattern. The high school was established in 2003. Since that time it has grown from a graduating class of approximately 10 to over 100 students. We began an initiative this year to promote unity and cohesiveness among the Brindlee Mountain Schools. The WE ARE ONE initiative promotes school pride and builds a sense of community. Brindlee Mountain Elementary and Brindlee Mountain Primary are the recipients of a 21st Century Community Learning Center Grant. This is the third year of implementation. The schools receive approximately \$170,000 to provide after school, summer, and family opportunities for the students at BMES and BMPS. As part of the programs offered we partner with community organizations including RSVP and Master Gardeners.

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A teacher was selected by the principal to represent each grade level including special education in the improvement plan committee. In order to engage a variety of stakeholders, each grade level selected a sampling of parents as representatives. A few of the selected parents were chosen to be part of the committee. The principal emailed/called the selected parents to invite them to participate as committee members. As the end of the 2014-2015 school year (May 2015), and at the beginning of the new school year (August 2015), the Continuous Plan Committee, parents, and other faculty members convened to discuss the data and strategies that were used to enhance performance levels. Test data and other relevant data was evaluated by the teachers, administration, and interested parents. The Committee met again in September 2015 to determine strengths and weaknesses based on the 2014-2015 ACT ASPIRE test data at all grade levels and discussed the information at data level meetings (3-5).

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The stakeholders included:

Amanda Hollaway	Principal
Amanda Rosewarne	Reading Coach
Melody Gamble	Counselor
Haley Thrower	Library Media Specialist
Sherise Swearigin	Itinerant EL Teacher
Sharron Whitaker	Bookkeeper
Christy Holsonback	Secretary
Kristi Rice	3rd Grade Teacher
Amy Sanderson	4th Grade Teacher
Kassie Whitaker	5th Grade Teacher
April Linville	Special Education Teacher
Regina Geckles	Parent
Mandy Chandler	Parent
Lisa Green	Parent

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan was published and shared with the district for any additional edits and then the finalized copy was submitted to the Marshall County Board of Education for approval. Upon approval the improvement plan was posted to the district and school websites.

In an effort to make parents aware of the finalization of the improvement plan, a link to the plan was posted on the BMES social media pages and distributed through email to to parents.

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Student Performance Diagnostic

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Data Documentation Math Student Data Documentation Reading

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

- Only 6 students tested in 5th grade are categorized as "In Need of Support"
- Only 36 students school wide are categorized as "In Need of Support" in the area of Math.

Describe the area(s) that show a positive trend in performance.

- Brindlee Mountain Elementary students saw a growth of 9% in the area of reading between grades 3rd and 4th.

Which area(s) indicate the overall highest performance?

- 3rd grade Math Overall scored 43% Ready

Which subgroup(s) show a trend toward increasing performance?

- Brindlee Mountain Elementary students saw a growth of 9% in the area of reading between grades 3rd and 4th.

Between which subgroups is the achievement gap closing?

Insufficient data

Which of the above reported findings are consistent with findings from other data sources?

Data findings from ACT ASPIRE are inconsistent with other data sources from the 2014-215 school year. Test scores were notably lower than expected or predicted based on other data and other scores.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

- Loss of 24% in the area of Math between grade 3rd and 4th
- Loss of 17% in the area of Math between grades 4th and 5th
- Loss of 15% in the area of Reading between grades 4th and 5th

Describe the area(s) that show a negative trend in performance.

- Loss of Ready students in math between grades 3rd and 4th and 4th and 5th
- Loss of Ready students in reading between grades 4th and 5th

Which area(s) indicate the overall lowest performance?

3rd Grade

- Reading 22% Ready

4th Grade

- Math 29% Ready
- Reading 28% Ready

5th Grade

- Math 37% Ready
- Reading 26% Ready

Which subgroup(s) show a trend toward decreasing performance?

Insufficient data

Between which subgroups is the achievement gap becoming greater?

Special Education- Math performance

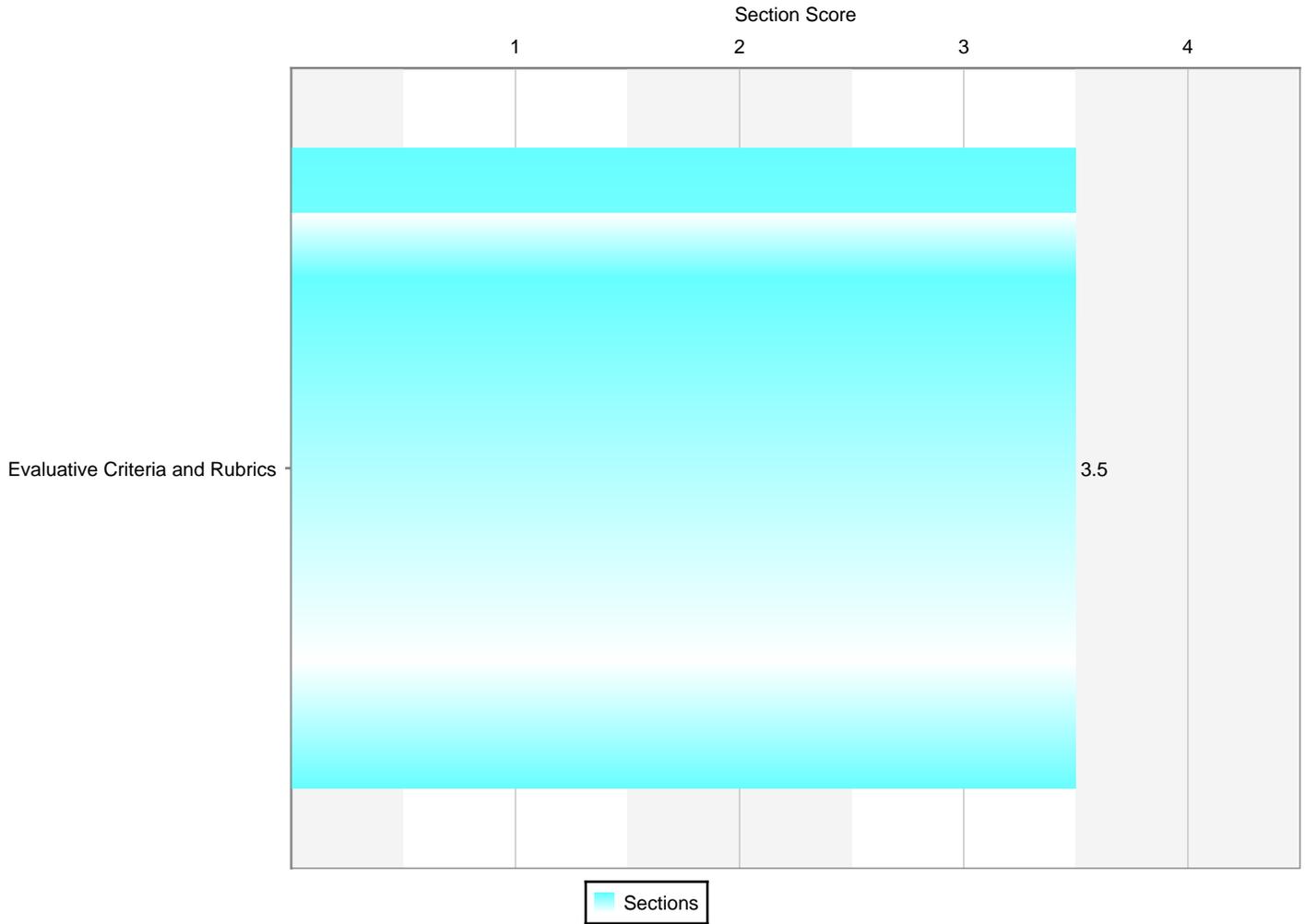
Which of the above reported findings are consistent with findings from other data sources?

Data findings from ACT ASPIRE are inconsistent with other data sources from the 2014-215 school year. Test scores were notably lower than expected or predicted based on other data and other scores.

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Report Summary

Scores By Section



ACIP Assurances

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Introduction

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

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ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	BMES has an Instructional Leadership Team that is composed of a diverse group of stakeholders in order for various perspectives and expertise to be accessed. The leadership team responsible for the development of the CIP consists of the principal, reading coach, counselor, 3 teachers, 1 special ed. teacher, the library media specialist, bookkeeper, secretary, 3 parents, and the EL teacher. The Team worked collaboratively to develop an ACIP which will guide and drive instruction. The Team met in early August to create the CIP. Final changes were made in late September and early October.	Leadership Sign In Sheet

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	BMES complies with all federal laws and regulations which prohibit discrimination and with all requirements and regulations of the US Department of Education.	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	BMES falls under the Marshall County Equal Education/Employment Opportunity Policy as noted in the Marshall County Handbook. The person designated to coordinate non-discrimination responsibilities is as follows: Mrs. Pam Malone Superintendent Secretary 12380 US Hwy 431 South Guntersville, AL 35976 256-582-3171	

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Brindlee Mountain Elementary School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	BMES has a parental involvement plan as required by the NCLB Section 118. The plan is revised each year prior to the Title I Parent Meeting. The plan contains mandatory components of the School-Parent Compact as well as flexible meeting times. The Marshall County Parent Involvement Plan contains all mandatory requirements according to Parents' Right to Know.	Parental Involvement Plan Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	BMES has a School-Parent Compact for the current school year. The School-Parent Compact contains all required components and was jointly developed with parents from the school. The current compacts was reviewed and revised at the Fall Annual Title I Parent Meeting on September 1, 2015.	School-Parent Compact

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2015-2016 Goals & Plans

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Overview

Plan Name

2015-2016 Goals & Plans

Plan Description

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Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
2	All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

Goal 1: All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by showing growth in Reading by 04/22/2016 as measured by ACT ASPIRE test results .

Strategy 1:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0	Title I Part A	Principal, Reading Coach, Teachers
Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0	Title I Part A	Principal, Reading Coach, Teachers

Strategy 2:

Increased Complexity - Teachers will provide students with instruction geared towards increasing complexity in Reading and Writing in all content areas.

Category:

Research Cited: Common Core State Standards (2014). Appendix B: Text exemplars and sample performance tasks. Alexandria, VA: Common Core State Standards Initiative.

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0	Title I Part A	Principal, Reading Coach, Teachers

Activity - Text Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0	Title I Part A	Principal, Reading Coach, Teachers

Goal 2: All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math

Measurable Objective 1:

2% of All Students will demonstrate a proficiency by showing growth in Mathematics by 04/22/2016 as measured by ACT ASPIRE test results.

Strategy 1:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0	Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0	Title I Part A	Principal, Reading Coach, Teachers

Strategy 2:

Vertical Vocabulary - School wide focus on increasing and extending vertical vocabulary knowledge.

Category:

Research Cited: Robert J. Marzano, 2010

Activity - Vertical Vocabulary Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Brindlee Mountain Elementary School

Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0	No Funding Required	Principal, Reading Coach, Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DOK Professional Development	Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0	Principal, Reading Coach, Teachers
Implementation of DOK questioning	Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0	Principal, Reading Coach, Teachers
Implementation of DOK questioning	Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0	Principal, Reading Coach, Teachers
Authentic Reading/Writing/Speaking Activities	All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0	Principal, Reading Coach, Teachers
DOK Professional Development	Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0	Principal, Reading Coach, Teachers
Text Evidence	Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0	Principal, Reading Coach, Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vertical Vocabulary Cards	Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0	Principal, Reading Coach, Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Survey Data

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Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

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Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Standard 4 had the highest level of satisfaction or approval. This standard applies to the availability of resources and support systems within the school. Standard 1 also had a high level of satisfaction. This standard applies to the purpose and direction of the school.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The majority of stakeholders feel that they are able to reach their child's teacher to discuss any concerns and that the teachers are interested and cooperative when you discuss your child's academic progress and/or other concerns.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

21st Century Community Learning Center surveys administered to the stakeholders were consistent with the findings found in the AdvancED survey.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest level was Standard 2 related to Governance and Leadership.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The majority of stakeholders indicated a lack of knowledge concerning being involved in planning/review committees.

What are the implications for these stakeholder perceptions?

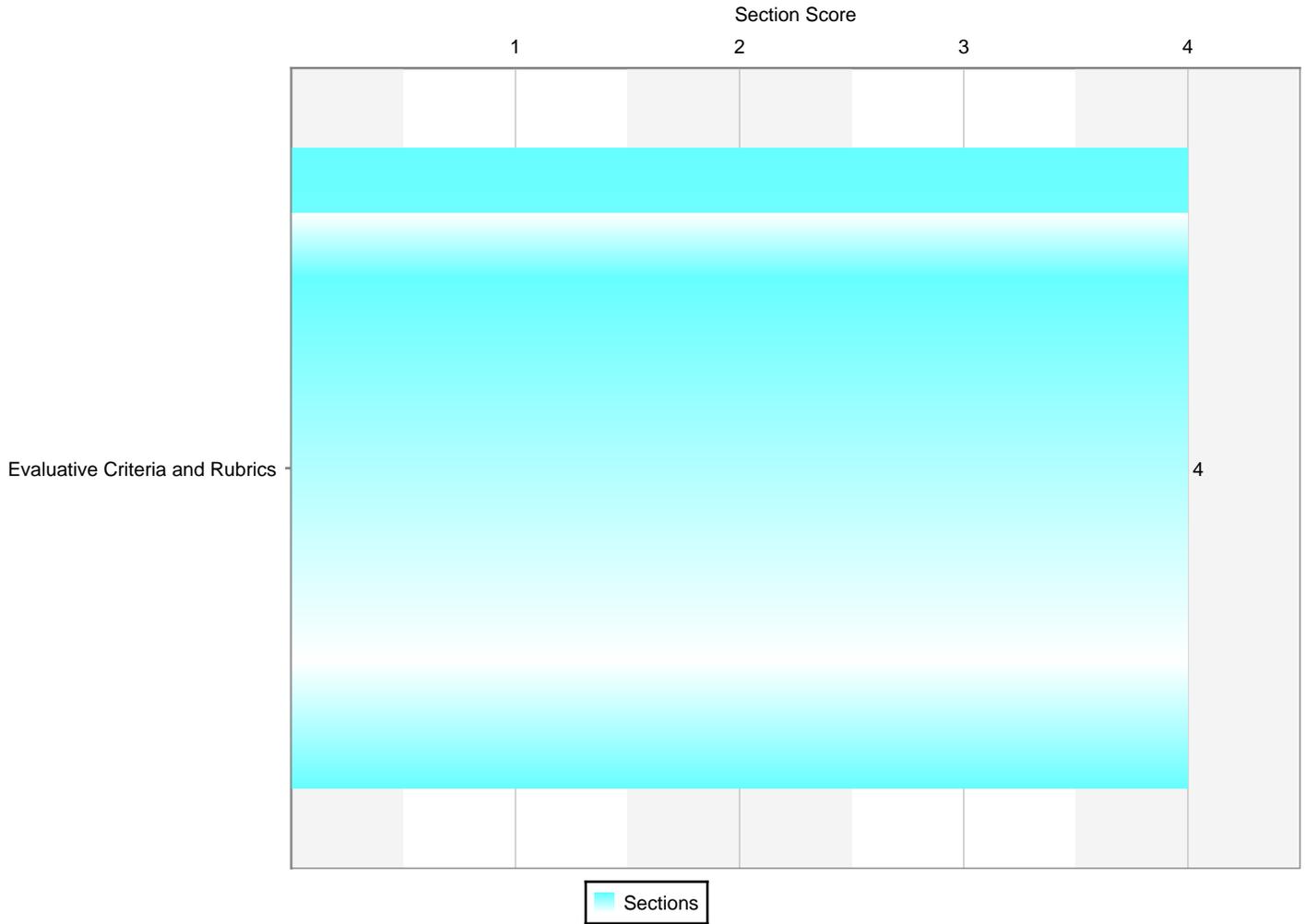
Stakeholders may not feel like a part of the educational process. An effort needs to be made to increase stakeholder involvement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

21st Century Community Learning Center Surveys indicated a desire from stakeholders to become more involved in the educational process and school.

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

BMES faculty and staff used a variety of resources to conduct our needs assessment. Analyzing the data from ACT ASPIRE, and STAR Reading and Math helped identify the strengths and weaknesses at each grade level. By looking closely at the areas in which we scored below proficiency levels we were able to pinpoint the specific subgroups within each group. Teachers identified similarities within each grade level (strengths and weaknesses), and set goals to help students in these areas.

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

Third Grade

2014-2015 ACT ASPIRE Reading was 22%, which is 12% below the National Average

2014-2105 ACT ASPIRE Math was 43%, which is 7% below the National Average

Fourth Grade

2014-2015 ACT ASPIRE Reading was 28%, which is 9% below the National Average

2014-2105 ACT ASPIRE Math was 29%, which is 16% below the National Average

Fifth Grade

2014-2015 ACT ASPIRE Reading was 26%, which is 7% below the National Average

2014-2105 ACT ASPIRE Math was 37%, which is 3% below the National Average

3. What conclusions were drawn from the results?

Overall student performance is not where it needs to be to meet the standards. A focus needs to be placed on standards based teaching and incorporating formative assessments to check understanding and reteach as needed.

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

Overall the parents feel welcomed at their child's school and feel like that their children are receiving an excellent education. They feel there are a variety of programs available for their students and that after school and evening activities and meetings are more convenient for parents.

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

The Continuous Improvement Plan Team identified all the priority needs and the needs according to the needs assessment while formalizing SY 2015-2016

the goals for the school wide plan.

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

STAR Reading, STAR Math, ACT ASPIRE, parent surveys, student surveys, and staff surveys were all analyzed by the Continuous Improvement Plan Team when formalizing the goals.

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

A large portion of BMES receives free and reduced lunch, therefore all of the goals were created with that population in mind. Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, Homeless children, and immigrant children are provided in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. The Core EL Program is Sheltered Instruction provided by the regular classroom teacher. Supplemental assistance is provided in English language acquisition by pull-out, in-class, tutoring, or through monitoring as needed by the EL teacher. Students participate in the regular education program and extracurricular activities as all students do without barriers. Additional supports are provided for these students through the Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Parents and children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the School-wide program in addition to special education services. Homeless children and youth receive services through the SW program. In addition, all Homeless children and youth are eligible for assistance through the district's Homeless Grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funds. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day. During the summer, frequent home visits are made to support migrant students through tutoring, evaluation of well-being, and school preparedness. Marshall County Schools does not operate an Indian Education program or N or D program. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by showing growth in Reading by 04/22/2016 as measured by ACT ASPIRE test results .

Strategy1:

Increased Complexity - Teachers will provide students with instruction geared towards increasing complexity in Reading and Writing in all content areas.

Category:

Research Cited: Common Core State Standards (2014). Appendix B: Text exemplars and sample performance tasks. Alexandria, VA: Common Core State Standards Initiative.

Activity - Text Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Goal 2:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math

Measurable Objective 1:

2% of All Students will demonstrate a proficiency by showing growth in Mathematics by 04/22/2016 as measured by ACT ASPIRE test results.

Strategy1:

Vertical Vocabulary - School wide focus on increasing and extending vertical vocabulary knowledge.

Category:

Research Cited: Robert J. Marzano, 2010

Activity - Vertical Vocabulary Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0 - No Funding Required	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by showing growth in Reading by 04/22/2016 as measured by ACT ASPIRE test results .

Strategy1:

Increased Complexity - Teachers will provide students with instruction geared towards increasing complexity in Reading and Writing in all content areas.

Category:

Research Cited: Common Core State Standards (2014). Appendix B: Text exemplars and sample performance tasks. Alexandria, VA:

Common Core State Standards Initiative.

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Text Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Goal 2:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math

Measurable Objective 1:

2% of All Students will demonstrate a proficiency by showing growth in Mathematics by 04/22/2016 as measured by ACT ASPIRE test results.

Strategy1:

Vertical Vocabulary - School wide focus on increasing and extending vertical vocabulary knowledge.

Category:

Research Cited: Robert J. Marzano, 2010

Activity - Vertical Vocabulary Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0 - No Funding Required	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by showing growth in Reading by 04/22/2016 as measured by ACT ASPIRE test results .

Strategy1:

Increased Complexity - Teachers will provide students with instruction geared towards increasing complexity in Reading and Writing in all content areas.

Category:

Research Cited: Common Core State Standards (2014). Appendix B: Text exemplars and sample performance tasks. Alexandria, VA:

Common Core State Standards Initiative.

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Text Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Goal 2:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math

Measurable Objective 1:

2% of All Students will demonstrate a proficiency by showing growth in Mathematics by 04/22/2016 as measured by ACT ASPIRE test results.

Strategy1:

Vertical Vocabulary - School wide focus on increasing and extending vertical vocabulary knowledge.

Category:

Research Cited: Robert J. Marzano, 2010

Activity - Vertical Vocabulary Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0 - No Funding Required	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by showing growth in Reading by 04/22/2016 as measured by ACT ASPIRE test results .

Strategy1:

Increased Complexity - Teachers will provide students with instruction geared towards increasing complexity in Reading and Writing in all content areas.

Category:

Research Cited: Common Core State Standards (2014). Appendix B: Text exemplars and sample performance tasks. Alexandria, VA:

Common Core State Standards Initiative.

Activity - Text Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

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Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Goal 2:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math

Measurable Objective 1:

2% of All Students will demonstrate a proficiency by showing growth in Mathematics by 04/22/2016 as measured by ACT ASPIRE test results.

Strategy1:

Vertical Vocabulary - School wide focus on increasing and extending vertical vocabulary knowledge.

Category:

Research Cited: Robert J. Marzano, 2010

Activity - Vertical Vocabulary Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0 - No Funding Required	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by showing growth in Reading by 04/22/2016 as measured by ACT ASPIRE test results .

Strategy1:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Strategy2:

Increased Complexity - Teachers will provide students with instruction geared towards increasing complexity in Reading and Writing in all content areas.

Category:

Research Cited: Common Core State Standards (2014). Appendix B: Text exemplars and sample performance tasks. Alexandria, VA:

Common Core State Standards Initiative.

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Text Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Goal 2:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math

Measurable Objective 1:

2% of All Students will demonstrate a proficiency by showing growth in Mathematics by 04/22/2016 as measured by ACT ASPIRE test results.

Strategy1:

Vertical Vocabulary - School wide focus on increasing and extending vertical vocabulary knowledge.

Category:

Research Cited: Robert J. Marzano, 2010

Activity - Vertical Vocabulary Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0 - No Funding Required	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by showing growth in Reading by 04/22/2016 as measured by ACT ASPIRE test results .

Strategy1:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Strategy2:

Increased Complexity - Teachers will provide students with instruction geared towards increasing complexity in Reading and Writing in all content areas.

Category:

Research Cited: Common Core State Standards (2014). Appendix B: Text exemplars and sample performance tasks. Alexandria, VA:

Common Core State Standards Initiative.

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

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Activity - Text Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Goal 2:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math

Measurable Objective 1:

2% of All Students will demonstrate a proficiency by showing growth in Mathematics by 04/22/2016 as measured by ACT ASPIRE test results.

Strategy1:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Strategy2:

Vertical Vocabulary - School wide focus on increasing and extending vertical vocabulary knowledge.

Category:

Research Cited: Robert J. Marzano, 2010

Activity - Vertical Vocabulary Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0 - No Funding Required	Principal, Reading Coach, Teachers

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of reading

Measurable Objective 1:

3% of All Students will demonstrate a proficiency by showing growth in Reading by 04/22/2016 as measured by ACT ASPIRE test results .

Strategy1:

Increased Complexity - Teachers will provide students with instruction geared towards increasing complexity in Reading and Writing in all content areas.

Category:

Research Cited: Common Core State Standards (2014). Appendix B: Text exemplars and sample performance tasks. Alexandria, VA:

Common Core State Standards Initiative.

Activity - Authentic Reading/Writing/Speaking Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will integrate reading/writing complexity into their lessons by building knowledge through content-rich fiction and information texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Text Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan for students to increase practice in reading, writing, and speaking grounded in evidence from literature and information text with complex texts.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/12/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Goal 2:

All students at Brindlee Mountain Elementary School will perform at or above proficiency and show continuous improvement in the area of math

Measurable Objective 1:

2% of All Students will demonstrate a proficiency by showing growth in Mathematics by 04/22/2016 as measured by ACT ASPIRE test results.

Strategy1:

Vertical Vocabulary - School wide focus on increasing and extending vertical vocabulary knowledge.

Category:

Research Cited: Robert J. Marzano, 2010

Activity - Vertical Vocabulary Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and discuss grade level vocabulary words as well as words that have been covered in previous grade levels. Words will also be posted throughout the school.	Academic Support Program	10/05/2015	05/20/2016	\$0 - No Funding Required	Principal, Reading Coach, Teachers

Strategy2:

Depth of Knowledge - Teachers will utilize Depth of Knowledge (DOK) questioning on assessments.

Category:

Research Cited: Webb, 1997

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development provided by STI assessment and AMSTI centered on providing teachers information about utilizing Depth of Knowledge within their classrooms and on formative assessments.	Professional Learning	11/02/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Implementation of DOK questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate utilizing knowledge of DOK levels to create lessons and assessments.	Academic Support Program	10/05/2015	05/20/2016	\$0 - Title I Part A	Principal, Reading Coach, Teachers

DRAFT

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	100% of all Brindlee Mountain Elementary instructional paraprofessionals are highly qualified. The Marshall County School System and Brindlee Mountain Elementary actively recruit highly qualified paraprofessionals for all personnel openings.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	100% of all Brindlee Mountain Elementary certified personnel are highly qualified. The Marshall County School System and Brindlee Mountain Elementary actively recruit highly qualified teachers for all personnel openings.	

3. Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

The principal places teachers in the area of expertise that is best suited to the certification, training, and experience of the highly qualified teacher.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Changes from the 2014-2015 to the 2015-2016 school year at Brindlee Mountain Elementary include the loss of one teachers due to a non-renewal and the addition of a new counselor as a result of a transfer.

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

72% of the faculty at BMES has a Masters' Degree of higher.

83% of the faculty at BMES have 5 or more years of experience.

50% of the faculty at BMES have 10 or more years of experience.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Provided a positive work environment and opportunities for continued professional development. Marshall County Schools recruits new highly-qualified educators each year at Recruitment of Educator days at various Teacher Educator Programs across the state of Alabama. New teachers are assigned an experienced mentor to help them during the first years of teaching. New teachers are included in content area / department meetings, grade-level meetings, and school-wide committees. New teachers are evaluated through Educate Alabama by district administrators. ARI support staff and ARI Reading Coaches work closely with our new teachers to ensure current teaching practices such as Strategic Teaching are communicated. New elementary teachers receive training on ARI modules: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Provided a positive work environment and opportunities for continued professional development.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

N/A

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Local Data Meetings

Positive Behavior Support

Problem Solving Team

CCRS Implementation Team Training

AMSTI support through Math and Science PD

Problem Solving Team

Classworks PD

Global Scholar PD

Anti Bullying/ Signs of Abuse/ Suicide Prevention

EL

Each school completes the Alabama State Department of Education's Continuous Improvement Plan which identifies the professional development needs of its staff. Also, CIP walkthrough reviews generate lists of continuing needs. The Regional In-service administers surveys and shares the results with the LEA. In addition, the LEA administers a survey completed by instructional staff as well as other stakeholders. The Educate Alabama Professional Learning Plan profiles are used to generate a list of the learning needs as well as the Alabama Technology Plan: Transform 2020 survey which is administered to all certified teaching staff. The results from this data are used in planning for professional learning activities and district wide initiatives. A District Leadership Team collects all data in order to determine the needs of all staff in Marshall County Schools. Professional learning activities are provided to all teachers, administrators and other appropriate support staff. Title I, Title II, Title III, Title VI, and other funding sources are used to provide professional learning activities at both the school level and district level. Marshall County Schools creates a Title I District Initiative for Professional Development. Our school has access to all PD offered at the district level. STI Achievement Services is used for some of this district-wide PD for specific content areas, assessment updates, response to intervention & instruction, and PD for special population needs. Substitute needs are provided through Title I funds. All teachers, principals, and paraprofessionals are included in this on-going professional development.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Local Data Meetings

Positive Behavior Support

Problem Solving Team

CCRS Implementation Team Training

AMSTI support through Math and Science PD

Problem Solving Team

Classworks PD

Global Scholar PD

Anti Bullying/ Signs of Abuse/ Suicide Prevention

EL

Each school completes the Alabama State Department of Education's Continuous Improvement Plan which identifies the professional development needs of its staff. Also, CIP walkthrough reviews generate lists of continuing needs. The Regional In-service administers surveys and shares the results with the LEA. In addition, the LEA administers a survey completed by instructional staff as well as other stakeholders. The Educate Alabama Professional Learning Plan profiles are used to generate a list of the learning needs as well as the Alabama Technology Plan: Transform 2020 survey which is administered to all certified teaching staff. The results from this data are used in planning for professional learning activities and district wide initiatives. A District Leadership Team collects all data in order to determine the needs of all staff in Marshall County Schools. Professional learning activities are provided to all teachers, administrators and other appropriate support staff. Title I, Title II, Title III, Title VI, and other funding sources are used to provide professional learning activities at both the school level and district level. Marshall County Schools creates a Title I District Initiative for Professional Development. Our school has access to all PD offered at the district level. STI Achievement Services is used for some of this district-wide PD for specific content areas, assessment updates, response to intervention & instruction, and PD for special population needs. Substitute needs are provided through Title I funds. All teachers, principals, and paraprofessionals are included in this on-going professional development.

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

BMES recognizes the need for new or inexperienced teachers to be given support from a master teacher. To provide the needed support, the BMES principal pairs the new or inexperienced teacher with a master teacher. This master teacher is there to provide support and training when needed.

4. Describe how this professional development is "sustained and ongoing."

Marshall County Board of Education implemented a new calendar for the 2015-2016 school year with a protected hour each week reserved for professional development. This time as well as other are utilized to provide the faculty and staff at BMES with professional development opportunities throughout the year.

Based on regular data, including Educate Alabama dialogue and PLPs, professional development is a continuous process based on teacher need and student assessment data. Data meetings to review student data are ongoing. The ARI Reading Coach consistently works in the coaching cycle with new

teachers. Professional texts are read together as a faculty and ideas from these texts are incorporated into daily instructional practices. As the school year evolves, development needs will be addressed and amended as needed. Data meetings are held monthly, as well as grade-level meetings. Common planning time is ongoing among teachers. The ARI Reading Coach conducts coaching cycles throughout the year with new teachers.

Component 6: Transition Strategies

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

Brindlee Mountain Elementary School realizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and from elementary school to middle school. The following transition activities are offered:

- Move up day is held in May for all students to visit new classrooms and meet the new teacher(s).
- Student Action Plans will be completed by the students current teacher to provide information to the new teacher for next years students.
- Teachers will participate in Vertical Team Meetings with BMPS and BMMS to discuss students and exchange Data Notebooks.
- An orientation for all grades will be held on August 7th at 5:00 prior to the beginning of the new school year. Students and parents may meet teachers and visit classrooms.
- Fifth grade students visit and tour BMMS during the spring. They visit sixth grade classes and teachers and learn about the courses offered.
- When a student transfers to BMES, he/she and parents are given a tour of the school and introduced to the teacher(s).
- PreK is offered in our feeder pattern to encourage a smooth transition to Kindergarten and to promote school readiness skills.

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Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

All classroom teachers participate in monthly grade level meetings. Monthly grade level meetings will include the principal, reading coach, counselor, special education teacher, and teachers from each grade level. A focus of the meetings will be to address concerns and issues related to assessments. The grade level will devise and implement strategies geared towards meeting the needs of individual students. Grade levels will analyze ACT ASPIRE, STAR Reading and Math other formative and summative assessments in order to identify and target deficient skills. Grade level members will then share results and information and collaboratively work to design, plan, and implement strategies to successfully meet the individual learner needs.

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Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

During biweekly grade level and monthly Problem Solving Team meetings, assessment data is reviewed. Students who are experiencing difficulties mastering the State's academic achievement assessment standards will be provided additional assistance documented through differentiated instruction and/or be referred to the Problem Solving Team for prescribed intervention.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who are experiencing difficulty are provided daily differentiated instruction by the classroom teacher. This is a time where students receive reinforcement of skills taught. If students continue to experience difficulty, they are referred to the Problem Solving Team. Students are placed in intervention groups depending on their assessment scores.

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

Teachers are utilizing formative assessment data to target students who require additional assistance. Students requiring additional assistance are provided differentiated instruction in a small group or one on one setting. Teachers keep daily differentiated instruction documentation. Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian

children served under part A of Title VII, Homeless children, and immigrant children are provided in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. The Core EL Program is Sheltered Instruction provided by the regular classroom teacher. Supplemental assistance is provided in English language acquisition by pull-out, in-class, tutoring, or through monitoring as needed by the EL teacher. Students participate in the regular education program and extracurricular activities as all students do without barriers. Additional supports are provided for these students through the Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Parents and children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the School-wide program in addition to special education services. Homeless children and youth receive services through the Schoolwide program. In addition, all Homeless children and youth are eligible for assistance through the district's Homeless Grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funds. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day. During the summer, frequent home visits are made to support migrant students through tutoring, evaluation of well-being, and school preparedness. Marshall County Schools does not operate an Indian Education program or N or D program. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. All schools in the Marshall County School District are

Title I School wide schools. The migrant students are guaranteed the same equal educational opportunity as other students in our school system. The ALSDE Employment Survey is part of the student registration packet for all kindergarten and new students. The employment surveys are completed and returned for the purpose of identifying migrant students and families. The survey is then forwarded to the central office for review. The migrant recruiter/home liaison will follow-up as needed for identification. The migrant recruiter works with the ALSDE recruiter to determine Priority I and Priority II students. Criteria established by the state department will be used in determining priority. Students will be assigned priority 1 if they are failing or in danger of failing and have interrupted schooling. Priority of services is determined by evaluating the academic needs of migrant children, disruption by moves made during the school year, and at risk of failing in the school district. As soon as the Priority status is determined, each principal is given a copy for use with their students. All Migrant students identified as Priority 1 will receive additional services. The principal shares this information with the literacy coach and EL staff to help coordinate services to meet the needs for these students.

The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies:

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

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students experiencing difficulties mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be accomplished by providing after-school tutoring session/homework hour for students who are experiencing difficulties in reading and/or math; communication between the teachers and parents who may have insight about the students learning styles; encouraging parental involvement in their student's education through school conferences, telephone conversations, notes, and emails; Parent Teacher Conferences to discuss student progress and parental concerns; 21st Century Summer Program to provide academic enrichment; PIE (Parents Involved in Education) Nights held throughout the year on various topics geared towards providing support for parents to help their children succeed academically and socially.

- Twenty-first Century program was offered to migrant students in grades K-8. This program provided academic support as well as enrichment activities for 6 weeks during the summer.
- Migrant recruiter regularly visits homes during the summer to provide additional support in reading.
- Translation support is provided by our migrant recruiter for school related meetings as well as social service support.
- After School Tutoring will be offered to migrant students in grades K-12 who need additional academic intervention.
- Identified PreK (ages 3-4) will be offered the chance to participate in our Home Visitation Program or to be served directly on site, if available.
- Passport is a scientifically based reading intervention program. It is used with all migrant students who are performing below grade level in the area of reading and language.
- V-Math is used with Migrant students who are performing below grade level in math.
- All migrant students who are second language learners are offered additional support in language acquisition through pull-out, push in, or specifically designed academic instruction in English (SDAIE). Additionally, in grades 3-12, a scientifically based reading intervention program, Gateways, is used in the EL classroom.
- High School students were offered the opportunity to attend A+ Credit Recovery classes after school and during the summer. Tutoring is offered as needed to assist in success in the classroom and passing the Alabama High School Graduation Exam. The program Pass Key is used to assist students.
- High School students were offered additional remediation classes to prepare for the Alabama High School Graduation Exam. These classes were built into the regular day and were offered in reading, math, language, science, and social studies.
- Migrant students are offered information and support in the vocational and career education portion of the regular education setting.
- School supplies are provided and high school fees are waived for migrant students.
- When needed, the migrant liaison and migrant staff work with social services, health departments, and local churches to provide the necessary foundations to help with academic achievement.

5. 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.

All special populations have access to all services and programs available: F/R lunch, Title I, EL, Special Education, At Risk, and counseling. Community resources (DHR, DMH) provide necessary school supplies, food, clothing, and shelter. Students have equal access to the same free appropriate public education which is provided to all students in order to meet the state and performance standards to which all students are held without being stigmatized or isolated.

Migrant are identified upon enrollment and identified by SDE based on employment surveys; provided assistance in securing pertinent

materials (immunization, social security cards, etc.) and served without regard to residential status. The needs are met through homeless and migrant grant funds.

EL are identified upon enrollment and receive a Home Language Survey to determine eligibility for testing if the survey indicates that the language is not English. All eligible students are tested with the WIDA-ACCESS Placement Test (W-APT) to determine eligibility. EL committee determines appropriate services. Services are provided for EL students include pull-out and inclusion instruction. Parents receive school documents in English and Spanish. The EL committee reviews each student's progress annually. If the student exits the EL program they will be monitored for two years to ensure success.

Homeless students are identified at enrollment using SDE and federal regulations and provided with support. DHR, Social Services, LEA Attendance Officer, or parents identify homeless students. The school identifies needed services. If further intervention is needed, the local school will contact the LEA for possible funding or other needs. Title I and community resources provide homeless students with necessary school supplies, clothes, and other items.

Economically disadvantaged students with low family incomes, are identified through the application for free and reduced lunch and receive special considerations for needed resources.

Special Education services are provided in accordance with federal and state laws. An evaluation is conducted to determine eligibility for Special Education services. The IEP team develops the IEL based on results of the evaluations. Children with disabilities have access to a variety of education programs and services available to non-disabled children. In addition, Special Education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students.

Neglected and Delinquent students are identified by one of the following sources: DHR, Social Services, LEA Attendance Officer, parent, teacher or administrator. The counselor and administrator identify possible needed services for N/D students. The counselor monitors the students grades and absences and ensures that N/D students have access to additional services as needed, including food, school supplies, and clothing. The LEA works directly with the courts to ensure parental cooperation.

-Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, Homeless children, and immigrant children are provided in order to increase the program's effectiveness, eliminate duplications, and reduce fragmentation of the instructional program. The Core EL Program is Sheltered Instruction provided by the regular classroom teacher. Supplemental assistance is provided in English language acquisition by pull-out, in-class, tutoring, or through monitoring as needed by the EL teacher. Students participate in the regular education program and extracurricular activities as all students do without barriers. Additional supports are provided for these students through the Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Parents and children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the School-wide program in addition to special education services. Homeless children and youth receive services through the Schoolwide program. In addition, all Homeless children and youth are eligible for assistance through the district's Homeless Grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funds. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day. During the summer, frequent home visits are made to support migrant students through tutoring, evaluation of well-being, and school preparedness. Marshall County Schools does not operate an Indian Education program or N or D program. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. All schools in the Marshall County School District are Title I Schoolwide schools. The migrant students are guaranteed the same equal educational opportunity as other students in our school system. The ALSDE Employment Survey is part of the student registration packet for all kindergarten and new students. The employment surveys are completed and returned for the purpose of identifying migrant students and families. The survey is then forwarded to the central office for review. The migrant recruiter/home liaison will follow-up as needed for identification. The migrant recruiter works with the ALSDE recruiter to determine Priority I and Priority II students. Criteria established by the state department will be used in determining priority. Students will be assigned priority 1 if they are failing or in danger of failing and have interrupted schooling. Priority of services is determined by evaluating the academic needs of migrant children, disruption by moves made during the school year, and at risk of failing in the school

district. As soon as the Priority status is determined, each principal is given a copy for use with their students. All Migrant students identified as Priority 1 will receive additional services. The principal shares this information with the literacy coach and EL staff to help coordinate services to meet the needs for these students.

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

6. 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

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Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Programs are coordinated at BMES in an effort to provide students, faculty, and staff, every opportunities to achieve the set school wide goals, schedules were designed to include additional time needed for differentiated instruction in reading and math.

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

The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies:

- Cooperatively working together in ensuring that all plans, goals, objectives, are communicated to all staff that is responsible for programs, and fiscal responsibility that ensures compliance with state and federal regulations.
- Coordination of appropriate services with Homeless in order to provide resources to families who are by definition homeless. Services include materials, supplies, health care and tutoring if needed.
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- Coordination of services with the Marshall County Schools At-Risk program by providing referrals for children who need alternative education.
- Coordination with Title II Professional Learning Program to assist with staff training and with other technology based programs.
- Coordination with the district technology Director and other technology specialist to ensure that technology is integrated across the curriculum.
- Coordination with the Marshall County Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction. A similar grouping is instrumental in the development of each school's individual school wide plan.
- Title I set-aside resources are used to supplement support for children with Limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth. Collaboration with home visitation, family literacy, and ELL staff ensures that duplication and fragmentation is eliminated. Special services are also provided through extended-day and extended-year programs.
- Children with special needs receive supplemental assistance through Title I by removing any reasonable obstacles that inhibit full inclusion with Title I activities. This process is accomplished through consultation with non-Title I personnel best able to assess the needs of Title I

children with special needs. Additional Title I support is made available through set-aside resources for eligible children when other means of support have been exhausted. Through collaboration with special needs programs, all buses have communication radios to insure the safe transportation of students during extend-time activities.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Violence Prevention Programs- The school counselor coordinates with other counselors within the system and with administration and staff at BMES to ensure that students have been exposed to a Violence Prevention Program. Additionally, a large focus is placed on Bullying.

Nutrition Programs- The Child Nutrition Program provides nutritionally sound meals for breakfast and lunch. Also, students are provided an opportunity to purchase a nutritionally approved snack. Additionally, students participating in extended day are provided daily nutritional snack. Preschool programs including Parents as Teachers, First Teacher, and First Class Office of School Readiness classrooms will be implemented to support the transition of students from these programs into local elementary school programs. All preschools are partnered with one of our elementary schools in order to transition students from PreK to Kindergarten in an easy manner. Preschool students interact with elementary school services such as participating in organized school events such as assemblies, pep rallies, school plays, daily participation in the Child Nutrition Program, and frequent visits to the school library and school computer labs. Visiting Kindergarten classrooms and meeting Kindergarten teachers is arranged at the end of the school year for PreK parents and students. A special needs preschool (IDEA) exists and also carries these same services. Preschool teachers and Home Visitation staff, and Kindergarten teachers meet periodically to communicate observations from Home Visitation staff and PreK teachers, curriculum information for improved transition, as well as conversations regarding early childhood readiness skills needed to be successful in Kindergarten. Ongoing parent conferences occur in our PreK classrooms throughout the year to prepare PreK parents for Kindergarten expectations.

Marshall County School District uses state and federal funds to provide preschool to children who are four years old at seven school locations. This preschool program is designed to provide students an opportunity to become familiar with their learning environment as well as receive an introduction to readiness activities. Parents are provided workshops on strategies that they can use with their own children to prepare them for the school setting. The High Scope Preschool Curriculum, a scientifically researched based program is utilized in the preschool program. Through designated key experiences for children, teaching and parenting strategies, and child observation materials, the curriculum provides a decision-making framework. Educational experiences are planned and designed to facilitate children's construction of concepts, development of skills, and engagement in the learning process. The scientifically researched based curriculum is developmentally appropriate, and implemented with attention to the needs, interests, abilities, learning styles, and developmental levels of the individual children. The system also provides a full range of services to special needs children age 3-5 in both private, church- based, child care centers and

other community preschool settings. A Developmental Delayed certified teacher and Speech Language Pathologist provides services in order to meet the needs of preschool needs children in Marshall County.

Parents as Teachers preschool programs through the Marshall County Home Visitation Program are also available to children who qualify for both these programs. Both these programs provide a developmentally appropriate approach to children age 3 and 4. Parents of all children, particularly parents of at-risk children, have equal opportunity to enroll their children in the preschool program, even the classrooms supported by the Office of School Readiness funds. No barriers exist to enrollment in the preschool program. Marshall County Schools reaches our parents, particularly parents of English Learners and all other Title I children by distributing fliers across Marshall County through local agencies, doctors' offices, dental offices, the Marshall County Health Department, and at business across the county. Fliers are sent home with every student in Marshall County Schools announcing the preschool enrollment period. Fliers are translated into Spanish as well. Advertisements announcing enrollment dates are run in area newspapers and is announced on local radio stations including the Spanish-speaking radio station in our area. Preschool enrollment dates are communicated to families by our Home

Visitation Program staff and is announced on our Spanish-Speakers Night. Translated newsletters also ensure preschool enrollment dates are communicated in a timely manner.

Marshall County Schools ensures that the enrollment process for the preschool slots supported through the State grant does not preclude parents of educationally at-risk children from enrolling their children or, if a random selection process is needed because of demand, from their being in the selection pool. Marshall County Schools uses a multiple, educationally-related, objective criteria to determine eligible students for a Title I preschool. This criteria is kept on file at Marshall County Schools Preschool Office.

Marshall County Schools ensures that Title I funds pay no more than the fair share of costs commensurate with the number of educationally at-risk children the LEA adds. Worksheets are maintained at the district office to ensure these funds are appropriately computed and applied to each preschool.

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Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

The Continuous Improvement Plan team meets regularly to discuss the implementation of the school wide program. Progress is discussed as well as plans made for next steps. Also, the faculty, staff, parents, and students are surveyed at the end of the year to gauge the successfulness of the school year. This information is utilized to make plans for improvement for the next year,

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

Data from ACT ASPIRE and STAR Reading and Math are dissected to identify strengths and weaknesses. The data is compared with previous years data to identify growth or declines in achievement.

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

Student data is broken down into subgroups such as students receiving special education services and students in the Problem Solving Team. This data is dissected to identify the strengths and weaknesses of the sub populations and if adequate progress has been achieved.

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

During the Continuous Improvement Plan meetings formative assessment data is reviewed to identify if adequate progress is being achieved through the implementation of the school wide program. If progress is not identifiable, the team may decide to revise the plan to include strategies that will increase student achievement.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

No

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

The percentage of improvement required for reading and math was changed to reflect the Annual Measurable Objective.

Strategies to Increase Parental Involvement

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Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

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Strategies to Increase Parental Involvement

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.

The annual Title I meeting was held on September 1, 2015. At this meeting parents were informed by the principal of the school's status as a school-wide Title I school. A PowerPoint was reviewed with the parents explaining all the Title I requirements, including the 1% set-aside, and the right of parents involved.

1. The Marshall County Schools will take the following actions to involve parents in the joint development of its LEA parental involvement plan under section 1112 of the ESEA:

The Marshall County Schools System will:

- Involve parents in the development of the LEA Title I Plan. Parents are members of the System-Wide Advisory Council and are integral in the development of the LEA Title I Plan which includes the

Parents are members of the System-Wide Advisory Council and are integral in the development of the LEA Title I Plan which includes the Parental Involvement Plan.

- Administer a Parent Needs/Evaluation survey in the fall and spring of each year seeking input about the effectiveness of the overall programs and -parental involvement plans.

Information compiled is used along with other data in the comprehensive needs assessment to determine the overall effectiveness of system programs and the parental involvement plan.

A comment section is provided for narrative response.

2. The Marshall County Schools System will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Marshall County Schools System will:

- Make available to parents and the local community the LEA Title I Plan which includes the Parental Involvement Plan. The LEA Title I Plan is made available to parents in the following venues:

System Website

Local Schools

Central Office

- Notify parents at an annual meeting, on the website, and in this system-wide document that they can make comments if they disagree with any aspect or component of the LEA Title I Plan, School-wide Title I Plan, which includes School Parental Involvement Plans and the LEA Parental Involvement Plan. Parents are notified at the annual Title I meeting that the Needs/Evaluation Survey is an excellent opportunity to make comments and suggestions for program improvement. A comment section is provided for narrative response .

- Address parent needs with the assistance of principals, counselors and teachers.

-(Section 1118 (c) (1)

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) 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.); and 3) How funds allocated for parent involvement are being used in the school.

1. The leadership of BMES has a strong belief in the importance of parental involvement therefore measures have been put into place to offer parent meetings on a flexible basis. During the regular school day, parents can come for a conference in the morning or afternoon

(Planning or Activity Times) to meet about their child's progress. Our annual parent/orientation meeting is offered at the beginning of the school year with parent involvement nights (PIE Nights) periodically to provide additional parent input and participation in activities at the school.

2. Parents receive monthly calendars, weekly newsletters, and daily email announcements. Additionally, the principal provides updates at the beginning of each nine weeks so that they can stay abreast of upcoming events. Parents may also view the school web page for events and special occasions. At the beginning of the year orientation for all grades, parents are given the opportunity to sign up or give their name to be contacted to help serve on committees such as CIP, Parental Involvement, Counseling Committee, Lion's Pride Volunteer Organization, etc. Once a list of names is formulated, work can begin on analyzing data and updating our Continuous Improvement Plan. Parents are invited to voice their opinions as to what they feel should be areas of importance and our priority focus for the upcoming school year. Meetings are held periodically to update and sign off on changes.

3. BMES uses its parent involvement funds to purchase materials and supplies that are pertinent to keeping parents informed and updated. The Marshall County Schools will take the following actions to involve parents in the joint development of its LEA parental involvement plan under section 1112 of the ESEA:

The Marshall County Schools System will:

- Involve parents in the development of the LEA Title I Plan. Parents are members of the System-Wide Advisory Council and are integral in the development of the LEA Title I Plan which includes the Parental Involvement Plan.

- Administer a Parent Needs/Evaluation survey in the fall and spring of each year seeking input about the effectiveness of the overall programs and -parental involvement plans.

Information compiled is used along with other data in the comprehensive needs assessment to determine the overall effectiveness of system programs and the parental involvement plan.

A comment section is provided for narrative response.

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.

At parent meetings throughout the year, BMES presents information about the Title I program, the curriculum, and forms of assessments used. Parents can learn about goals in reading and math and understand the benchmarks we are working towards for each grade level. Parents are also free to schedule parent-teacher conferences at any time they feel necessary and be able to participate in the decisions related to the education of their child. At this time, we have 3-5 Spanish-speaking parents. An interpreter is provided for them (if necessary) at all meetings to provide a better means of communication. Additionally, documents are generated in Spanish to help with communication with non-English speaking parents.

Marshall County Schools will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in and understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (Section 1118 (f)):

- Every effort will be made to communicate with parents in their primary language. Additionally, parents and community members who share family's primary language may be utilized to better communicate and respond to the needs of these families.

- Additionally, we recognize the unique challenges of our ELL families and hold an orientation specifically designed for their needs at each school.

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).

Parents, students, principal, and school staff work cooperatively by establishing a list of responsibilities and expectations that all agree are essential components to be a successful student. Everyone on the compact follow up by signing a compact so that all involved understand their expectations and duties. This compact is developed with goals and expectations in mind for all students at all levels. Each level of involvement is responsible for different duties and they are to make sure each of the items listed are carried out. The principal speaks with each grade level at the beginning of the year to discuss the importance of the compact, the student handbook, and school responsibilities and/or rules. Parents share this responsibility through motivation and completion of various at home activities. Students share this responsibility by being accountable for academics and behavior. Teachers share this responsibility through collaborative planning and differentiated instruction. Additionally, through the course of the school year, if students continue to have problems with grades (homework, classwork, studying for tests, etc.) the compact will be revisited and all parties will go over the list of responsibilities and expectations another time to stress the importance of doing your part daily.

-All Marshall County Schools provide parents with timely information about programs under Title I during the Annual Title I Parent Meeting. Principals, Assistant Principals, teachers, and reading coaches explain the curriculum in use at the school and that this curriculum is aligned to the Alabama State Courses of Study for each grade. Parents are given information about the state's adopted assessment plan including the ACT, ACT Explore, ACT Aspire, and DIBELS. It is communicated during this meeting that parents are given the opportunity to request regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children. Regular Parent / Teacher Conferences are held at each school and preschool. Parents in Education Nights occur in each feeder pattern. Administrators and teachers are always available to assist with parents' needs and concerns. School climates are welcoming and nonthreatening to all parents. (Section 1118 (c) (4)).

-The school-parent compact is jointly developed at each school with parents of children attending that school. Each school's compact contains the required components and describes how it is used, reviewed, and updated. The compacts are sent home to each family, signed by parents, students, and principals. Compacts are maintained in each homeroom teacher's file for use and review with students and teachers throughout the school year. (Section 1118 (d)(1)(2)(ABC)).

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents may express and concerns with the implemented Continuous Improvement Plan by voicing their opinion at the annual Title I meeting or through making suggestions in the school office. Parents can call the principal at any time to discuss a potential problem as well as keep in contact through email each day to resolve possible problems that may occur throughout the course of the school year.

-If a school within Marshall County Schools has comments or concerns from parents that the school's Continuous Improvement Plan is not satisfactory to parents, the school administrator will notify the Federal Programs Supervisor of this concern. A meeting will be established at an agreed-upon time between the Federal Programs Supervisor, the school administrator, and the parents to discuss and reach a consensus about the content of the school's Continuous Improvement Plan. (Monitoring document #34 (e))

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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Through the annual parent orientation and annual Title I meeting held at the beginning of the school year and the first month of school, BMES parents will receive an overview of the state academic content standards, academic achievement standards and assessments. An explanation will be given regarding Title I services offered and parental rights. Additionally, parents may participate in school activities in the following ways: Parent volunteer, Lions Pride Volunteer Organization, PIE Night Volunteers, Library Helpers, Mentors, After School Program Volunteers, Brindlee Mountain Readers, and parent conferences to discuss student progress.

1. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: (Section 1118 (e)):

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph:

The State's academic content standards;

The State's student academic achievement standards;

The State and local academic assessments including alternate assessments;

The requirements of Part A;

How to monitor their child's progress, and

How to work with educators.

The Marshall County Schools System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements.

Additional activities to promote improved student achievement:

Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.

Assist parents in interpreting assessment results prior to and after testing.

Provide parents/teachers with information that render conferences that are more meaningful.

Encourage parents to schedule periodic parent teacher conferences.

B. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

-The System Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds.

- All parent education opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers.

C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

-Will provide teachers with professional learning activities on how to conduct a parent-teacher conference

-Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members.

-Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families

-Will utilize newsletters, websites, and forms of social media to communicate with families.

D. Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

The BMES CIP committee works diligently to ensure that all parents are provided information that clearly identifies the school goals and beliefs. Appointments may be scheduled by parents through a variety of avenues including the counselor office, the reading coach, contacting the classroom teacher, or through the principal to discuss progress, obtain academic standards and to discuss individualized strategies designed to develop skills needed for success. Any questions concerning literacy training and the use of technology appropriate to the situation will be addressed during the scheduled time. Additionally, faculty and staff at BMES recognize the need for parents to receive additional parent/teacher/student school time. In response

to this need BMES holds Family Reading Nights and PIE Nights for parents and students to attend based on a variety of informational topics. Parental involvement is targeted through the use of planners in all 3-5 classrooms and take home binders where students keep their homework. Parents and students attend an orientation with the child's teacher where a topic of focus is the necessity of the home/school connection. Additionally, BMES has a homework call line for each grade level where parents and students can call and get a recording of the nightly homework.

1. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: (Section 1118 (e)):

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph:

The State's academic content standards;

The State's student academic achievement standards;

The State and local academic assessments including alternate assessments;

The requirements of Part A;

How to monitor their child's progress, and

How to work with educators.

The Marshall County Schools System in coordination with school administration will conduct in- service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements.

Additional activities to promote improved student achievement:

Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.

Assist parents in interpreting assessment results prior to and after testing.

Provide parents/teachers with information that render conferences that are more meaningful.

Encourage parents to schedule periodic parent teacher conferences.

B. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

-The System Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds.

-All parent education opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers.

C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

-Will provide teachers with professional learning activities on how to conduct a parent-teacher conference

-Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members.

-Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families.

-Will utilize newsletters, websites, and forms of social media to communicate with families.

D. Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall 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. (Describe)

BMES will continue to work with teachers through in-services, faculty meetings, vertical team meetings, and collaborative grade-level meetings in understanding the importance of parental involvement. Closer correspondence between our school and our parents will be emphasized. Additionally, parents will be informed through other communication means and technology such as: classroom blogs and web pages, the BMES or Marshall County web pages, etc.

1. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: (Section 1118 (e)):

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school

district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph:

The State's academic content standards;

The State's student academic achievement standards;

The State and local academic assessments including alternate assessments;

The requirements of Part A;

How to monitor their child's progress, and

How to work with educators.

The Marshall County Schools System in coordination with school administration will conduct in- service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements.

Additional activities to promote improved student achievement:

Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.

Assist parents in interpreting assessment results prior to and after testing.

Provide parents/teachers with information that render conferences that are more meaningful.

Encourage parents to schedule periodic parent teacher conferences.

B.Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

-The System Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds.

-All parent education opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers.

C.Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

-Will provide teachers with professional learning activities on how to conduct a parent-teacher conference

-Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members.

-Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families

-Will utilize newsletters, websites, and forms of social media to communicate with families.

D.Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall 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.(Describe)

The Marshall County Board of Education provides community education services which are available to BMES parents. These services include, but are not limited to Marshall County Christmas Coalition and Hospice Bereavement Program.

Other parent and/or school activities include:

Family Reading Night

Awards Programs

Lion's Pride Volunteer Organization meetings

Book Fair

PIE Nights

RSVP Reading Buddies

Mentors

Library Helpers

Fall Festival

Field Days

Field Trips

As well as many other programs and activities throughout the school year.

1.The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: (Section 1118 (e)):

A.The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph:

The State's academic content standards;

The State's student academic achievement standards;

The State and local academic assessments including alternate assessments;

The requirements of Part A;

How to monitor their child's progress, and

How to work with educators.

The Marshall County Schools System in coordination with school administration will conduct in- service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements.

Additional activities to promote improved student achievement:

Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.

Assist parents in interpreting assessment results prior to and after testing.

Provide parents/teachers with information that render conferences that are more meaningful.

Encourage parents to schedule periodic parent teacher conferences

B. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

-The System Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds.

-All parent education opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning

Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers.

C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Will provide teachers with professional learning activities on how to conduct a parent-teacher conference
- Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members.
- Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families.
- Will utilize newsletters, websites, and forms of social media to communicate with families.

D. Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Will provide parents various opportunities to learn about child development and child rearing through the provision of in-service programs and to distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community will be utilized to assist the child's success in school.

- Promote family literacy and parenting skills through parent resources provided at local schools. This will ensure opportunities for parents to learn about child development and child-rearing issues.

- Promote family training classes to help parents become full partners in the education their child.

- OSR Preschool, Marshall County Home Visitation Program, and Title I Preschool provides a minimum of 18 hours of family enrichment workshops by offering parenting classes, special presentations, and parent-teacher sessions. These workshops/programs will be offered monthly with special presentations planned as to needs identified of the particular group.

- The Marshall County School System Migrant Home Liaison provides home-based preschool program that includes parental involvement strategies planned according to individual need.

- The EL, Migrant, Homeless Director, Twenty First Century Team Leaders, Professional Development and Federal Programs Supervisors work collaboratively to coordinate all parent involvement activities. In addition, all local schools have parent involvement committees responsible for planning additional activities.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall 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. (Describe)

At the current time, BMES documents containing information pertinent to parents is presented as two-sided documents in both the English and Spanish languages. In addition, an interpreter can be scheduled as desired by non-English speaking parents for any conferences, assemblies or meetings.

1. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective

involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: (Section 1118 (e)):

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph:

The State's academic content standards;

The State's student academic achievement standards;

The State and local academic assessments including alternate assessments;

The requirements of Part A;

How to monitor their child's progress, and

How to work with educators.

The Marshall County Schools System in coordination with school administration will conduct in- service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements.

Additional activities to promote improved student achievement:

Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.

Assist parents in interpreting assessment results prior to and after testing.

Provide parents/teachers with information that render conferences that are more meaningful.

Encourage parents to schedule periodic parent teacher conferences

B. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

-The System Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds.

-All parent education opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers.

C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Will provide teachers with professional learning activities on how to conduct a parent-teacher conference

-Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members.

-Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families.

-Will utilize newsletters, websites, and forms of social media to communicate with families.

D. Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

6f. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

BMES makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. Accommodations are made based on the requests through contact with the office staff personnel. Additionally, parents can contact our counselor or reading coach to participate in volunteer organizations. All participants are selected through a background check process through the Marshall County Board of Education.

1. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below: (Section 1118 (e)):

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph:

The State's academic content standards;

The State's student academic achievement standards;

The State and local academic assessments including alternate assessments;

The requirements of Part A;

How to monitor their child's progress, and

How to work with educators.

The Marshall County Schools System in coordination with school administration will conduct in- service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements.

Additional activities to promote improved student achievement:

Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments.

Assist parents in interpreting assessment results prior to and after testing.

Provide parents/teachers with information that render conferences that are more meaningful.

Encourage parents to schedule periodic parent teacher conferences

B. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

-The System Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds.

-All parent education opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers.

C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Will provide teachers with professional learning activities on how to conduct a parent-teacher conference

-Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members.

-Will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families.

-Will utilize newsletters, websites, and forms of social media to communicate with families.

D.Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

BMES makes every effort to accommodate parents with and without disabilities and special needs. Brindlee Mountain is a handicapped accessible campus. Teachers at Brindlee Mountain make every attempt to schedule appointments around parent's special needs. This includes, but is not limited to, interpreters when necessary, after/before school conferences, home visits, etc. Additionally, EL parents are provided an interpreter in meetings and receive letters in Spanish for better understanding and communication. Marshall County Schools will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in and understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (Section 1118 (f)):

-Every effort will be made to communicate with parents in their primary language. Additionally, parents and community members who share family's primary language may be utilized to better communicate and respond to the needs of these families.

-Additionally, we recognize the unique challenges of our ELL families and hold an orientation specifically designed for their needs at each school.