

2019-2020 Title I Schoolwide Diagnostic for ACIP _09262019_11:40

2019-2020 Title I Schoolwide Diagnostic for ACIP

Brindlee Mountain Elementary School

Amanda Hollaway
2233 Shoal Creek Road
Arab, Alabama, 35016
United States of America

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2019-2020 Title I Schoolwide Diagnostic for ACIP

Instructions

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

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

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

2019-2020 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

The school leadership team and family engagement team participated in discussions for CIP development in June 2019. The team began to summarize the effectiveness of the current plan and began to discuss revisions for the 2019-2020 academic year. We used the results from our Climate and Culture Elementary School Student Survey from May 2019, Climate and Culture Staff Survey from May 2019, Safe and Civil Schools perception surveys and our Title 1 Parent Survey from May 2019. We also used STAR, DIBELS and SCANTRON Data results. These discussions led to well-defined and outlined action steps necessary to achieve the desired goals. The school leadership team members met again in August 2019 to analyze data, formulate and reflect on past and current goals. This led to proposed action steps based on data. We met again in September 2019 to discuss our iReady data.

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

STAR Reading Data indicates that 27% of students are above benchmark and 73% are below. DIBELS indicates that 13% are benchmark, 6% strategic and 67% intensive. STAR Math Data indicates that 3rd grade is 10% exceeding, 42% ready, 35% close, 13% need support. 4th grade is 5% exceeding, 45% ready, 43% close and 8% need support. 5th grade is 6% exceeding, 31% ready, 57% close and 6% need support. iReady Reading Data indicates that 30% of 3rd graders are benchmark, 17% of 4th graders are benchmark and 20% of 5th graders are benchmark. iReady Math Data indicates that 10% of 3rd graders are benchmark, 14% of 4th graders and 11% of 5th graders are benchmark. Survey data indicated that most parents are happy with the job the school is doing in regards to communication, discipline and safety. There is a need for more community and parental involvement. The Staff Survey indicated that we need to improve school culture and trust among staff members.

3. What conclusions were drawn from the results?

We determined that we are putting a renewed focus on school culture and climate. We formed a Sunshine Committee and are conducting more grade level and subject level meetings. We are using many of the Safe and Civil Schools Initiatives to help in this regard. We are putting a renewed focus on Quality Tier 1 Instruction and limiting teacher time outside the classroom for meetings, etc. Students are not spending enough time in whole text reading. We have added a drop everything and read time to the 3rd grade master schedule. New strategies and techniques such as a new partnership with AMSTI Math, District Math Coach, and ARI refreshers are being introduced to provide teachers PD on quality Tier 1 Classrooms. We also concluded we needed more time and personnel to serve our Tier 3 students.

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

Based on the current and past data, we concluded that in moving forward, data indicates we need increased funding in the areas of technology and personnel to meet the needs of all students. As the implementation of the Alabama College and Career Standards continue, along with a renewed focus on ARI strategies, more training on standards-based instruction. Perception data indicated that stakeholders feel welcome at BMES as encouraged to be involved by the school in their child's education. Perception data also indicates that as a school, we can do a better job of educating parents about our curriculum programs, offerings and tiered instruction strategies.

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

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

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

Based on perception surveys, student achievement data, teacher qualitative data, Family Engagement Team input, leadership team input and faculty and staff survey data current goals were formulated with critical initiatives and action steps to help guide to school improvement process.

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

Goals are created to meet the needs of all students at BMES. Special recognition is given to disadvantaged student in meeting their needs, supplementing the existing curriculum offerings with directed funding in the areas of intervention and technology. Services for children with limited English proficiency, children with disabilities, migrant students, neglected and delinquent youth, served under Part A of Title VII, Homeless children, and immigrant children 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 pullout and in-class, tutoring and through monitoring as needed by the EL Teacher. Students participate in regular education program and extracurricular activities as all student do without any barriers. Additional supports are provided for these students through Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the school-wide program in addition to special education services. Homeless children receive services through district programs and homeless liaison. In addition, all homeless children are eligible for assistance through the district 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 funding. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day as needed. During the summer, frequent home visits are made to support migrant students through tutoring, evaluations of well-being, and school preparedness. Marshall County Schools do not operate an Indian Education program or N or D programs. 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. Marshall County Schools will take the following actions to ensure that information related to the school parent program, meetings, and other activities are sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and in a language, the parent can understand. Every effort will be made to communicate with parents in their primary language. Marshall County Schools have several interpreters to meet with and communicate with parents.

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

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

Teachers are implementing the researched based Go Math and Journey's programs as well as Alabama Math, Science, Technology, Initiative strategies to all students during core instruction. All

students receive explicit guided strategies through iReady Math and Reading. Tier 3 students are receiving instruction daily by certified teachers using the research and evidence based SPIRE program. These students are identified using various data assessments and discussed monthly during our Problem Solving Team Meetings.

2. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may **include**—

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

All students receive large group guidance classes that correlate with the Alabama State Guidance and Counseling Plan bi-monthly. Marshall County Schools partner with the Mountain Lakes Behavioral Center to offer an in school mental health therapist. We also partner with the Marshall County Child Advocacy Center to offer the SCAN program to students. Our Special Education Students receive counseling as needed with Doug Cooke from North Alabama Counseling Center. Students that exhibit problem behaviors are referred to the Problem Solving Team (PST) . The team determines how to address the behavior problem and strategies and/or solutions for the classroom teacher.

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day**.

At this time we do not offer extended day, tutoring, or after care services. However, a grant to provide this has been applied for.

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

Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, 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. All special populations have access to all services and programs available: free/reduced lunch, Title I, ESL, Special Education, At Risk, and counseling. Community resources (DHR, Department of Mental Health) provide necessary school supplies, food, clothing, and shelter. Students have equal access to the same free appropriate public education provided to all; the opportunity to meet the same state and performance standards to which all students are held without being stigmatized or isolated. Migrant students are identified upon enrollment and identified by SDE based on employment surveys; provided assistance in securing pertinent materials (immunization, social security cards, etc.) and served without regard to residential status. The needs are met through homeless and migrant grant funds. 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. ESL committee members determine appropriate services. Services are provided for ESL students pull-out and inclusion instruction. Parents receive school documents in English, Spanish or appropriate home language. The ESL committee review each students progress annually. If the students exits the ESL program they will be monitored for two years to ensure success. Homeless students are identified at enrollment using State Department and federal regulations and provided with support. DHR, Social Services, LEA school will contact the LEA for possible funding or other needs. Title I and community resources provide homeless students with necessary school supplies, clothes, and other necessary items. Economically Disadvantaged with low incomes, are identified through the application for free and reduced lunches and receive special considerations for needed resources. Special Education services are provided in accordance with federal and state laws. Following a referral meeting to determine the need for an evaluation, an evaluation is conducted to determine eligibility for Special Education services. The IEP team develops the IEP based on the results of the evaluations if needed. Children with disabilities have access to a variety of education programs and services available to non-disabled children. In addition, students identified with learning and/or emotional disabilities are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. Neglected and delinquent are identified by one of the following sources: DHR, Social Services, LEA Attendance Officer, parent, teacher, or administrator. The counselor and administrator identify possible needed services for Neglected and delinquent students. The counselor monitors student grades and absences and ensures that the identified students have access to additional services as needed, including food, school supplies, and clothing. The LEA works directly with the courts to ensure parental cooperation. The Core 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 ESL teacher. Students participate in the regular education program and extracurricular activities as all students do without barriers. Title 1 School-wide Diagnostic Brindlee Mountain Elementary School Additional supports are provided for these students through the Title III allocation. Efforts are made to eliminate duplication of services where appropriate. Children will have the opportunity to participate in activities that will enhance their English skills. Special education students can receive services provided through the school-wide program in addition to special education services. Homeless children and youth receive services through the school-wide program. In addition, all homeless children and youth are eligible for assistance through the district's Homeless Grant. Services provided will include provisions for education, shelter, food, medicine, educational field trips, dental and health care, transportation, clothing, and personal items. Migrant students are provided services through Migrant funds. Migrant recruiters assist families and students with needs and work closely with migrant students during the school day. During the summer, frequent home visits are made to support migrant students through tutoring, evaluation of well being, and school preparedness. Marshall County Schools does not operate an Indian Education program or N or D program. The individual school advisory committees will specifically attempt to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program by reviewing services for children in the categories listed above. All schools in the Marshall County School District are Title I schools. The migrant students are guaranteed the same equal educational opportunity as other students in our school system. The ALSDE Employment Survey is part of the student registration packet for all kindergarten and new students. The employment surveys are completed and returned for the purpose of identifying migrant students and families. The survey is then forwarded to the central office for review. The migrant recruiters/home liaison will follow-up as needed for identification. The migrant recruiter works with the ALSDE recruiter to determine Priority I and Priority II students. Criteria established by the state department will be used in determining priority. Students will be assigned priority 1 if they are failing or in danger of failing and have interrupted schooling. Priority of services is determined by evaluation the academic needs of migrant children, disruption by moves

made during the school year, and at risk of failing. As soon as the priority status is determined, each principal is given a copy for use with their students. All Migrant students identified as Priority 1 will receive additional services. The principal shares this information with the literacy coach and 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 provided staff to translate forms and material, proved help to Hispanic families by provided 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 assessments 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 program, all buses have communication radios to insure the safe transportation of students during extend-time activities.

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

Differentiated instruction is provided by a Highly Qualified Core ESL teacher who will utilize Elevation EL strategies and ARI strategies to provide high-quality instruction to ESL students along with the core reading program Journeys. Core teachers will also be utilizing strategies learned from AMSTI, i Ready Strategies and SPIRE. The ESL teacher will collaborate with classroom teachers to provide PD, individual conferences and additional modeling for differentiated instruction reading/

writing strategies. The teacher will receive goal setting, WIDA standards and Elevation EL PD as tools to improve overall instruction. IELP meetings are held with parents to discuss placement or continuation of services. Translators are available for Spanish speakers. As a district we utilize Transact to translated documents in other languages. We have access to translators via phone for languages other than Spanish.

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

At the end of the 2018-2019 academic year BMES had one fifth grade teacher transfer to a media specialist in another system. One new teacher was hired and placed in his position. This teacher has a Degree in Elementary Education and is Highly Qualified. The teacher has three years teaching experience in another system. Our Reading Specialist also took a job where she could spend more time with her children. The Reading Coach from Asbury transferred to our campus to be closer to home. She has over 25 years teaching experience.

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

BMES only has 1 classroom teacher who is non-tenured (less than 3 years experience) in Marshall County. As a staff we have a combined average 17 years of experience with 6 certified employees have 20 or more years!

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

While we do not have a high turnover rate we recruit using Teach Alabama website. In addition, administrators from the school system visit colleges that host teacher job fairs.

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

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

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

Professional development opportunities for this year include on-site Professional Development, lesson studies, modeling and co-teaching with our Reading Specialist, District School Improvement Specialist, AMSTI math coach, District math coach, Google Training, SAMUEL, Safe and Civil Schools, Lettrs, and ARI.

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

We do not have any teachers being mentored this school year. If we did they would be mentored by veteran teachers who will work alongside of them throughout the year. This is a district wide initiative.

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

Based on regular data, including Educate Alabama, student data, and school data a dialogue exist between teachers and administration based around PLPs and student needs.

Professional development is a continuous process based on teacher need and student assessment data. Data meetings are grade level to review student data is ongoing. The professional text is read together as a faculty and ideas from these texts are incorporated into daily instructional practices.

Surveys are administered to faculty and staff to get input on what PD needs they need and would be interested in attending.

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

We have yearly move up days where each grade level moves to the grade above. Second graders from BMPS also come here on that day. We plan fun activities so the students will feel comfortable the next school year. The Primary and Elementary Feeder pattern Principals and Reading Coaches work closely to ensure students have smooth transitions.

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

(N/A for Elementary Schools)

N/A

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

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

Through regular data meetings and continuous review process, BMES uses student achievement results to help monitor the effectiveness of the school wide program. We are changing state assessments from Scantron to ACAP, we will not have before and after data this year, but local assessment data is used to both track progress and identify areas of growth for all students. Regular formative and summative data is used to identify target areas for improvement. In addition, we hold vertical meetings, bi-monthly data meetings, and subject level meetings to determine needs and direction.

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

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

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

The BMES CIP/Leadership team consists of grade-level teachers from grades 3-5, the principal, special education teachers, reading specialist, counselor, community members and our Family Engagement Team. Regular evaluation and review is part of our continuous improvement. Regular meetings are held with the team and faculty to identify how current plans are meeting the needs of students and what areas need to be adjusted to increase growth. In addition, regular walkthroughs are conducted to help identify classroom needs and to help mold future goals in collaboration with

stakeholders. There is a process in place to allow interested stakeholders to make suggestions to current school goals and plans. The current continuous improvement plan is available for public review at any time at our school and on our website. Based on input from stakeholders and current student data, our school team will meet to determine what revisions need to be made.

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

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

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

The Marshall County Board of Education will coordinate and integrate educational services with the following programs and agencies. Cooperatively working together in ensuring that all plans, goals, and objectives are communicated to all staff responsible for programs' fiscal responsibility that ensures compliance with state and federal regulations. Coordination of appropriate services with Homeless in order to provide resources to families who are by definition homeless. Services may include materials, supplies, health care, and tutoring. Coordination of appropriate services with English as a Second Language by providing staff to translate forms and materials, provide help to Hispanic families by providing services, when needed and providing tutorial services for children. Coordination of services with Head Start in order to provide referrals to Marshall County Special Needs Program. Marshall County School system provides Preschool Special Needs services and Speech Language services to Marshall County students that attend Head Start and who qualify for special education. Coordination of services with Marshall County Child Nutrition Program to provide nutritional food service to the children of Marshall County. Coordination of services with Marshall County Special Education in order to meet the needs of all Marshall County Students by providing vision, hearing, speech, and academic assessment screening and testing to students referred to Special Education and by providing services to all students who qualify under Alabama Administrative Code. Coordination of services with the Marshall County Schools Migrant Program by providing additional services to families who meet the definition of "Migrant." Services provided are supplemental education, medical, academic assistance, clothing, and referral to appropriate agencies. Coordination of services with the Marshall County Schools At-Risk program by providing referrals for children who need alternative education. Coordination with Title II Professional Learning Program to assist with staff training and with other technology-based programs. Coordination with the district technology Director and other technology specialists to ensure that technology is integrated across the curriculum. Coordination with the Marshall County Continuous Improvement Leadership Team to ensure that all Title I schools have continuous monitoring and technical assistance. Administrators, staff, and parents personally involved with early childhood development, vocational development, special needs and disabilities, and student welfare are instrumental in developing the local educational master plan for instruction. A similar grouping is instrumental in the development of each school's individual school wide plan. Some Title 1 resources are used to supplement support for children with Limited English Proficiency, children with disabilities, migratory children, neglected and delinquent youth. Collaboration with home visitation, family literacy, and EL staff ensures that duplication and fragmentation is eliminated. Special services are also provided through extended day and extended year programs. Children with special needs receive supplemental assistance through Title 1 by removing any reasonable obstacles that inhibit full inclusion with Title 1 activities. This process is accomplished through consultation with non-Title 1 personnel best able to assess the needs of Title 1 children with special needs. Additional Title 1 support is made available through set aside resources for eligible children when other means of support have been exhausted. Through collaboration with special needs

programs, all buses have communication radios to insure the safe transportation of students during extend time activities.

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

Preschool programs including Parents as Teachers, First Teacher, and First Class Office of School Readiness classrooms will be implemented to support the transition of students from the programs into local elementary school programs. All preschools are partnered with one of our elementary schools in order to transition students from PreK to Kindergarten in an easy manner. The preschool students 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 in each feeder pattern. This preschool program is designed to provide students an opportunity to become familiar with their learning environment as well as receive an introduction to readiness activities. Parents are provided workshops and strategies that they can use with their own children to prepare them for the school setting. The High Scope Preschool Curriculum, a scientifically researched-based program is utilized in the preschool program. Through designated key experiences for children, teaching and parent strategies and child observation materials, the curriculum 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 research-based curriculum is developmentally appropriate and implemented with attention to needs, interests, abilities, learning styles, and developmental levels of individual children. The system also provides a full range of services to special needs children age 3-5 in both private, church-based childcare centers and other community settings. A Developmental Delayed certified teacher and Speech-Language Pathologist provide services in order to meet the needs of preschool need children in Marshall County. The Parents as Teacher preschool program through the Marshall County Home Visitation Program are also available to children who qualify for both of these programs. Both of these programs provide a developmentally appropriate approach to children aged 3 to 4. Parents of all children, particularly parents of at-risk children, have equal opportunity to enroll their children in the preschool program, including the classrooms supported by the Office of School Readiness funds. No barriers exist to enrollment in the preschool program. Marshall County Schools reach for parents, particularly parents of English Learners and all other Title 1 children by distributing fliers across Marshall County through local agencies, doctors' offices, dental offices, the Marshall County Health Department and at businesses across the county. Fliers are sent home with every student in Marshall County Schools announcing the preschool enrollment period. Fliers are translated into Spanish as well. Advertisements announcing enrollment dates are run in area newspapers and are announced on local radio stations including the Spanish-speaking radio station in our area. Preschool enrollment dates are communicated to families by our Home Visitation Program staff and are announced on our Spanish speakers Night. Translated newsletters also ensure preschool

enrollment dates are communicated in a timely manner. Marshall County Schools ensures that the enrollment process for the preschool openings supported through the State grant does not preclude parents of educationally at-risk children from enrolling their children or, if a random selection process is needed because of demand, from them being in the selection pool. Marshall County Schools uses multiple, educationally related, objective criteria to determine eligible students for a Title 1 preschool. This criterion is kept on file at the Marshall County Schools Preschool Office. Marshall County Schools ensures that Title 1 funds pay no more than the fair share of costs commensurate with the number of educationally at-risk children the LEA adds. Worksheets are maintained at the district office to ensure these funds are appropriately computed and applied at each preschool.

ACIP Assurances

Instructions:

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

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

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

- YES**
- NO
- N/A

ATTACHMENTS

Attachment Name



ACIP Signature Page

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

- YES**
- NO
- N/A

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

- YES**
- NO
- N/A

Parent and Family Engagement

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

Over the summer the leadership team invited a group of parents to be a part of our Family Engagement Team. We meet monthly. When school resumed, we held scheduled orientation meetings (August 6) for parents and students. Parents are notified of the meeting through notices sent home by teachers in English and Spanish, newspaper announcements, public postings, social media, and school website. It is held in the evening to accommodate working parents and guardians. On September 24th a Title 1 Parent Meeting was held. Topics discussed include: Continuous Improvement Plan, report cards, Title 1 Program and Budget, School-Parent Compacts, Family Nights. The leadership staff of BMES has a strong belief in the importance of parental involvement and therefore has implemented measures to offer parent meetings. Parent meetings are held at the parents' discretion. Teachers are available to meet with parents during their planning times, before and after school, and at scheduled appointments. We've involved parents in all areas of the Title 1 Program... the Compact, Budget and CIP. The committee meets and reviews all programs and helps to determine added and needed changes. BMES also hosts an annual Title One Parent Night in which the school administration presents an informative workshop explaining what it means to be a Title 1 school, how the 1% of the Title 1 funds are set aside, and the rights of parents as it relates to Title One. To promote this Parent Night BMES sends home invitations to all parents, publishes information on social media, and an automated phone call to BMES parents.

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

BMES offers various times and formats for parental involvement and meetings.

Informative meetings and parental involvement opportunities are spread throughout the calendar year and at flexible times, both during normal school hours and after-hours. Some examples of these include Open House/Orientation, parent-teacher conferences, award celebrations, data and donuts, and family reading night.

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

BMES parents and stakeholders are involved in the planning, review, and improvement of the Title program through discussion and dialogue over the course of the school year and during our annual Title 1 budgeting process. Surveys are distributed to parents to gain information and an understanding of needs.

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

Funds allocated for parental involvement are being used to increase communication with parents through daily communication. We send home monthly calendars, daily reminders and items from Attendance Matters. We purchased parental involvement materials from Parents Make the Difference and Kids are Special. The Marshall County Schools will take the following actions to involve parents in the joint development of its LEA parental involvement plan under Section 1112 of the ESEA: The Marshall County School System will: Involve parents in the development of the LEA Title 1 Plan. Parents are members of the System-Wide Advisory Council and are integral in the development of the LEA Title 1 Plan which includes the Parental Involvement Plan. Administer a Parent Needs/Evaluation survey in the fall and spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans. Information compiled is used

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

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

BMES utilizes a variety of ways to provide parents with information on student academic performance. Progress reports and report cards are sent home regularly following the calendar set forth by the Marshall County School System. Parents are informed through our annual Title One Parent Night how Title 1 funds are being used in our school and what supplemental programs and instructional support are being offered as a result of Title One funds. Parents and stakeholders are encouraged to be involved in the learning process and are given various opportunities to be involved in the decision-making process as it relates to school goals. Parents also learn about priority goals in the reading and math, how to schedule parent-teacher conferences, and what it means to be in PST. They are reminded of how they can participate in the decision related to the education of their child. An interpreter is provided at all Title 1 meetings to communicate with Spanish speaking parents. Documents are also provided in Spanish when needed. Marshall County Schools will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request and in a language the parent can understand. Every effort will be made to communicate with parents in the primary language. Additionally, parents and community members who share families primary language may be utilized to better communicate and respond to the needs of these families.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

The school-parent compact has been jointly developed by the BMES faculty, Leadership Team and our Family Involvement Team. It is reviewed regularly and updated at least annually to reflect current needs based on academic data. The school-parent compact is sent home with every student annually and parents are asked to review and sign it. These must be on file in each Homeroom Teachers Classroom. Award ceremonies are held at school to motivate and award student achievement. Parents are invited to attend all awards ceremonies. Parents are given a copy of the compact upon enrollment, Title 1 meetings. Parents are asked to sign the compacts. In addition, the students, teachers and the principal signs the compacts signifying their commitments to work together. Each teacher has the responsibility to explain the compact to the student and obtain students' signatures and house them in their classrooms for use during parent-teacher and or student-teacher conferences. All Marshall County Schools provide parents with timely information about programs under Title 1 during the Annual Title 1 Parent Meeting. Principals, Assistant Principals, teachers and reading coaches explain the curriculum in use at the school and that this curriculum is aligned to the Alabama State Courses of Study for each grade. Parents are given information about the state's adopted assessment plan including ACT, ACT Work Keys, Aspire, DIBELS, iReady, STAR, and ACAP. It is communicated during this meeting that parents are given the opportunity to request regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children. Regular Parent-Teacher conferences are held at school and preschool. Administrators and teachers are available to assist parents' needs and concerns. School climates are welcoming and nonthreatening to all parents. The school-parent compact is jointly developed at each school with parents of the children attending school. Each 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.

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

The BMES continuous improvement plan is available in different formats and locations. It can be found on our school website, in the front office, and in the principal's office. BMES parents are welcome to review and make suggestions at any time on the current CIP and we employ a form that we ask parents to complete and turn in with any suggestions and/or dissatisfaction. The form is then turned in to the administrators who will reflect and meet with parents when appropriate. In May of each year, the BMES CIP committee meets to review, evaluate, and revise its CIP. Parents have the right to give input regarding the revision of the plan. The notices also stated that after the plan is finalized and approved, and a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the CIP Leadership team. If a school within Marshall County Schools has comments or concerns from parents that the school's CIP are not satisfactory to parents, the school administrator will notify the Federal Programs Coordinator of this concern. A meeting will be scheduled at an agreed-upon time between Federal Programs Supervisor, school administrator and parent to discuss and reach a consensus about the content of the CIP.

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

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

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

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. BMES offers flexible and various opportunities for parents to partner with our school to increase involvement and student achievement. BMES also hosts an annual parent meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered and how parents have the right to be involved in their children's education. BMES also offers orientation items where parents will be given the opportunity to meet their child's teachers, learn about individual class assessments, and what role they can have in helping their child succeed in the classroom. The Marshall County Schools and parents capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described following: A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school as appropriate, in understanding topics such as the following, by undertaking the actions described in the following: The State's academic content standards. The State's student academic achievement standards. The State and local academic assessments including alternate assessments. The requirements of Part A; How to monitor their child's progress, and; How to work

with educators. The Marshall County School System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessment, and Title I requirements. Additional activities to promote improved student achievement: Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments; Assist parents in interpreting assessment results prior to and after testing; Provide parents/teacher with information that renders conferences that are more meaningful; Encourage parents to schedule periodic parent-teacher conferences. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their child's academic achievement such as literacy training, and using technology, as appropriate to foster parental involvement: The System Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds; All parent education opportunities are provided in collaboration with federal programs, local schools, and Marshall County Home Visitation Program. Parents are notified about the opportunities through advertisements in the local newspapers, website, and flyers; Marshall County Schools will, with the assistance of schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with and work with parents as equal partners, in the value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parents and schools by providing teachers with professional learning activities on how to conduct a parent-teacher conference, professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in education their children and 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. We will utilize newsletters, websites and social media to connect with families. Marshall County Schools will to the highest 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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

To ensure effective involvement of parents and to support a 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. BMES will work to ensure that all parental materials are closely aligned with our school's identified goals and are printed in English and Spanish. Throughout the year parents will be given the opportunity to discuss topics that address identified school goals. BMES will provide the following activities for the 2019-2020 academic year: Orientation/Open house, Awards Programs, Data and Donuts, Fall Festival Title 1 Parent Night, Field Days Field Trips, Family Lunch, Literacy Activities and Other programs to be announced throughout the year. 1. The

Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specially described below: A. The school district will, with the assistance of its Title 1 Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the following paragraph: The State's academic content standards; The State and local academic assessments including alternate assessments; The requirements of Part A; How to monitor their child's progress, and How to work with educators. The Marshall County Schools System in coordination with school administration will conduct in-service programs focusing upon the state content standards, student academic achievement standards, state and local assessments including alternate assessments, and Title I requirements. Additional activities to promote improved student achievement: Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments. Assist parents in interpreting assessment results prior to and after testing. Provide parent and teachers with information that render conferences that are more meaningful. Encourage parents to schedule periodic parent-teacher conferences. B. Marshall County Schools will, with the assistance of its schools provide material and training to help parents work with their children to improve their children's academic achievement, such as training, and using technology, as appropriate, to foster parental involvement by: They System-Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. All parent education opportunities are provided in collaboration with federal programs, local schools, and the Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local papers, websites, social media, and flyers. C. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools by: Providing teachers with professional development activities on how to conduct parent-teacher conferences. Professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in BMES educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members. BMES will conduct professional learning activities on how to establish and maintain respectful and productive relationships with families. We will utilize newsletters, social media, websites, and flyers to communicate with families. D. Marshall County Schools will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education for their children.

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

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

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: Shall to the greatest 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. BMES will continue to work with teachers in professional learning, faculty meetings, and grade level meetings in understanding the importance of parental involvement and that building partnerships with parents are essential. The principal will set the expectation that teachers work closely with our Family Engagement Team in planning parental involvement activities and materials that best meet our school identified goals.

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

A. The school district will, with the assistance of its Title 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 School System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternate assessments, and Title 1 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 assessments 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 using technology and foster parental development. They System-Wide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. All parent education opportunities are provided in collaboration with federal programs, local schools, and the Marshall County Home Visitation Program. Parents are notified about the opportunities through advertisements in the local papers, websites, social media, and flyers.

C. Marshall County Schools will with the assistance of its schools provide teachers with professional learning activities on how to conduct parent-teacher conferences and how to better communicate with parents, conduct professional learning to establish productive and respectful relationships with parents and families.

D. Marshall County Schools will to the extent feasible coordinate and integrate parental involvement programs and activities with Parents as Teachers and public preschool and other programs and conduct other activities that encourage and support parents in more fully participating in their 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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the

parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. The school website provides links to educational sites designed to help parents on assisting their child with computer based programs. Constant communication with parents is provided through newsletter, calendars, emails, and conferences. In addition, BMES provides parents information on various agencies who partner with BMES and are available to encourage and support active participation in educational activities. 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 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, Professional Development and Federal Programs Supervisors work collaboratively to coordinate all parent involvement activities. In addition, all local schools have parent involvement committees.

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

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

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

BMES makes multiple efforts to work with parents in meeting their requests as related to their involvement in their children's education. Parent input will be requested in order to determine ways to meet parent needs. A parent survey will be administered in the spring. Parents may also contact the school counselor, Principal and/or Reading Specialist to participate as volunteers. All parents are invited to be a part of our Family Engagement Team and are invited to attend monthly meetings. A process is in place where any parent, at anytime, can make suggestions on increasing achievement at our school. The Marshall County Schools will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below. A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this following paragraph: -The State's academic content standards; -The State's student academic achievement standards; -The State and local academic assessments including alternate assessments; -The requirements of Part A; -

How to monitor their child's progress; -How to work with educators. The Marshall County School System in coordination with school administration will conduct in-service programs, focusing upon the state content standards, student academic achievement standards, state and local assessments including alternative assessments, and Title I requirements. Additional activities to promote improved student achievement: -Provide assistance/in-service to parents to develop tutoring skills for monitoring homework and other assignments. -Assist parents in interpreting assessment results prior to and after testing. -Provide parents/teachers with information that render conferences that are more meaningful. -Encourage parents to schedule periodic parent teacher conferences. Marshall County Schools will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology appropriately to foster parental involvement by: -The systemwide advisory council which includes the Parent Advisory Council meets two times a year to discuss the effective use of the parental involvement funds. -All parent education opportunities are provided in collaboration with federal programs, local schools, 21st Century Community Learning Centers and Marshall County Home Visitation Program. Parents are notified about these opportunities through advertisements in the local newspapers, website, radio, and flyers. Marshall County Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: - Will provide teachers with professional learning activities on how to conduct a parent-teacher conference -Will conduct professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, and cultural and contextual knowledge of both parents and faculty members. -Will conduct professional learning activities on how to establish and we will maintain respectful and productive relationships with families. -Will utilize newsletters, websites, and forms of social media to communicate with families. Marshall County Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Parents as Teachers, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

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

At the present time BMES has 5 ESL students. Information on all school meeting, parent notices, etc., is sent to parents in their Native Language. In addition, a county interpreter helps to assist in verbally communicating with these parents as needed. Marshall County Schools will take the following actions to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand. Every effort will be made to communicate with parents in their primary language. Additionally, parents and community members who share family's primary language may be utilized to better communicate and respond to the needs of these families. Additionally, we recognize the unique challenges of our ELL families and hold an orientation specifically designed for their needs at each school.

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

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

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

ATTACHMENTS

Attachment Name

 [Brindlee Mountain Comprehensive Resources](#)

eProve™ strategies: Goals & Plans

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

- Yes**
- No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Signature Page	This is the signature page for the ACIP to show that the teachers, Leadership Team, Family Engagement Team and Community Members agree to the ACIP as written. They understand it is a living document and can change at any time. They also understand that they will be notified of any changes to the plan.	<ul style="list-style-type: none"> • 1
 BMES ACIP 2019-2020	Download of 2019-2020 ACIP.	<ul style="list-style-type: none"> •
 Brindlee Elementary Walk-Through 2020	Walk-through data for Brindlee Elementary 2020	<ul style="list-style-type: none"> •
 Brindlee Mountain Comprehensive Resources		<ul style="list-style-type: none"> •