



2021-2022 Brindlee Mountain High School Title I Schoolwide Diagnostic for ACIP

Title I Schoolwide Diagnostic for ACIP

Brindlee Mountain High School
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Instructions

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

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

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

Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Students, staff, and parents had the opportunity to take a survey online so it would be accessible for all stakeholders. A link was posted to the school's website. All parents were notified and participation was requested to go to the Brindlee Mountain High School website to complete the survey by following the survey link. This request was sent out to all parents via the Blackboard message system. Staff and students were asked to complete their survey during their enrichment period. A link to the survey was emailed to each staff member and student.

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

Student surveys indicate they feel that the school's expectations for "I am learning" are very high with "I am expected to be good at some things" coming in second. However, students rated their communication with adults as "I'm interested in your approach." and "I'm interested in your answer." the lowest with about 10% and 8% saying they agree with the statements. Teacher surveys indicate strengths in the area of "student learning" and "Students should ask a teacher". An area of concern on the teacher survey was teachers seemed to indicate that they feel "Hectic" and "Patient" while at school". However, as expected, the "Parental Involvement" section was rated very low. The results are limited from the Parent Survey with only thirty-four parents participating in the survey. These results show that parents seem to "agree" or "strongly agree" in relation to feeling welcomed at school. The survey indicated that 62% of the parents received a copy of both the school-parent compact and the parent /family engagement plan.

3. What conclusions were drawn from the results?

For the most part, students feel that they have normal experiences in the classroom. They rated that teachers and administrators have a fun, honest, and caring outlook for them. These things combined seem to indicate teachers prepare them for the next school year. "Concerning student expectations, "student learning" was the highest and "students learning everything was the lowest They cited memorization and independent working ability as areas of concern. The data on the parent surveys indicate that the parents feel welcome at the school but school data shows that they fail to attend events offered after school hours.

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

Student achievement data shows low achievement in math and reading with the biggest gap being between regular education students and special education students. The data shows the perception among students is that the teacher is generally respectful to them and cares about their educational goals. School programs and processes are in place to address these low areas of achievement and a character education program is being implemented during an enrichment period. Brindlee Mountain High School is a small high school located in a rural community. The enrollment is 572 students and the majority of our students live in a home with a family income below the poverty level.

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

All school goals will be aligned based on priority needs identified on the needs assessment. Brindlee Mountain High School will adjust our goals to meet the student needs and adjust professional development accordingly. 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?

Goals are set after looking into assessment data from i-Ready, ACAP, Pre-ACT, and ACT tests. Based on perception surveys, student achievement data both formative and summative, teacher qualitative data, and faculty and staff survey data current goals were formulated with action steps to help guide the school improvement process.

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

The I-Ready test is taken by special populations in order to analyze their data singularly. The Pre-ACT is taken by all tenth grade and the ACT by all eleventh grade. These data sets help us to address our individual needs as a school. -Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, 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 provided by the regular classroom teacher. Supplemental EL assistance is provided in English language acquisition by pull-out, in-class, tutoring, Sheltered English, 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. 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. The school leadership team 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 and parent programs, meetings, 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 the family's primary language may be utilized to better communicate and respond to the needs of these families.

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.

The instructional strategies and methods used to strengthen the academic program include an extra math and reading skills class for all middle school students. Teachers have been trained through PD to use the i-Ready program to facilitate individual growth for these students. An ACT prep class is offered for 10th graders. Students receive core instruction in the classroom and the students that are struggling can be pulled during academic enrichment to work in small groups on specific deficits. BMHS has a Problem Solving Team that meets regularly to address at-risk students and develop a plan to address their academic needs. Enrichment activities are also offered during this enrichment period for the students that are on

target academically. This provides them an opportunity to be involved in clubs and experiential learning.

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.)

Project Search is a separate program for Special Education students who have completed high school, these students are placed in a job training program that will afford them real-world experience and job placement once they complete the program. We have a Problem Solving Team that meets regularly to discuss and address issues with struggling students both academically and behaviorally. BMHS also has a behavioral intervention team that works with our PST to identify students struggling with behavior issues. We also have a partnership with Mountain Lakes Behavioral Healthcare and North Alabama Center for Counseling to provide counseling and mental health services to some of our students.

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

Brindlee Mountain High School provides after-school enrichment with certified teachers. This gives students the opportunity to complete school work that they may not have finished during the regular school day.

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.

The I-Ready test is taken by special populations in order to analyze their data singularly. The Pre-ACT is taken by all tenth grade and the ACT by all eleventh grade. These data sets help us to address our individual needs as a school. -Services for children with limited English Proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, foster care, and immigrant children are provided in order to increase the program's effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. The Core EL Program is provided by the regular classroom teacher and Supplemental assistance is provided in English language acquisition by pull-out, in-class, tutoring, Sheltered English, 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. 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 school leadership team 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 and parent programs, meetings, 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 the family's primary language may be utilized to better communicate and respond to the needs of these families.

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.

Any achievement results can be translated into the student's native language. IELP meetings are held with parents to discuss placement or continuation of services. Translators are available for Spanish speakers. As a district, we utilize Transact to translate documents into 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?

The turnover rate for the 2020-2021 school year was 13%.

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

At BMHS the breakdown for the experience level of teaching staff is as follows: 45% have Bachelor's degrees, 42% have Master's degrees and 13% have an Ed. S or higher. 45% of our teachers have over 10 years of teaching experience and 55% have less than 10 years of experience.

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)?

The turnover rate was average to low for the 2020-2021 academic year, the majority of those were due to retirement or promotions within the system or transfers to be closer to home. BMHS has a teacher mentoring program in place to try to encourage teachers to collaborate and support one another. The counseling staff has tried to maintain low-class sizes and distribute the workload fairly amongst teachers. When a teacher vacancy does become available, every step is taken to ensure that quality candidates are sought after and interviewed.

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

Professional development opportunities are offered at the local as well as the district level. Data meetings are held locally to analyze school data and discuss ways to address deficits in achievement. If a specific concern is raised due to assessment data, professional development opportunities are sought after to address these issues. Every year district representatives and school employees analyze data. Not only is academic data examined, but also student/teacher attendance, discipline statistics, and other important data. Once areas of strength and weakness are identified PD is organized and instruction is adjusted accordingly. We also have regular data and PST meetings where data is analyzed by grade, class, and student.

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

Professional development opportunities for this year include on-site PD, I-Ready trainers, district reading and math specialists and math coach, Edgenuity PD, Schoology, PowerSchool, Training, SAMUEL, WIDA Modules.

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.

First-year teachers are assigned a teacher mentor through the school district. Locally at BMHS, teachers are assigned to a focus group that allows veteran teachers to mentor new teachers to BMHS (Due to COVID 19 face to face mentoring will be delayed).

12. Describe how all professional development is “sustained and ongoing.” Professional development workshops are scheduled throughout the year to build upon training. 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 needs and student assessment data. Data meetings to review student data are ongoing. 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.

All 8th-grade students complete a career plan and a 4-year plan in the Kuder program. Each year this is reviewed and changes can be made to the plan. All 9th graders are will take a virtual tour of the Marshall County Technical School. They become available to attend as 10th graders so this gives them an opportunity to see what programs and shops are available. Virtual orientations and Zoom parent meetings are held to provide parents with information concerning the policies and procedures at BMHS. Teachers are available at this time to Zoom parents and students. Teachers from various grade levels meet to discuss upcoming students and any concerns that they may have concerning certain students.

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)

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.

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?

The leadership team disaggregates all the data that is used to compile the state report card and identifies areas of weakness and celebrates areas of strength. Academic programs and procedures are evaluated to see what is working and what needs to be improved upon.

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 schoolwide 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 the 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 BMHS Leadership team consists of a core content area teacher, the principal, a special education teacher, a counselor, and a parent representative. Regular evaluation and review are 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 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 are 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.

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).

Brindlee Mountain High School 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 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 are 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.

ACIP Assurances

Instructions:

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

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

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

☒ YES

☐ NO

☐ N/A

ATTACHMENTS

Attachment Name



ACIP Committee Signature Sign-in Page 2021-2022



BMHS Family and Engagement Plan 2021-2022



Parents Right-To-Know



School-Parent Compact

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))

When school resumed, we held a face-to-face Title One meeting with stakeholders. Parents are notified of the meeting by public postings, social media, our Blackboard message system, and our school website. It is held at the convenience of the parents/guardians to accommodate their work schedules. On Sept 30, 2021, 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 BMHS has a strong belief in the importance of parental involvement and therefore has implemented measures to offer parent meetings. Teachers are available to meet with parents during their planning times, before and after school, and at scheduled appointments. BMHS involves parents in all areas of the Title 1 Program. The committee meets and reviews all programs and helps to determine added and needed changes.

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.

We provided an open house for the parents and students prior to the beginning of school. Our Title I parent night was held at 5:30 pm to discuss the Title I budget and what it means to be a Title I school. All efforts are exhausted to try to provide times and opportunities for parents to be able to attend these events. BMHS 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, fundraisers, and athletic activities.

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).

We have parent representation on the Title I budget committee. They are involved in the process of deciding how Title I money will be spent each year. Parent surveys are conducted to gather information from parents/stakeholders concerning their perception of the school and its programs and policies. A Title I parent night is held to review the Title I plan and the budget. Parents are encouraged to participate in

the meeting and ask questions about any concerns they may have. 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.

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

Funds will be used for informational material such as Stamps, newsletters, brochures, community resource listings, etc... to be available to give to parents.

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))

At an annual meeting, Brindlee Mountain High School parents attend an informational assembly in which the Title I program information, the curriculum, and the types of academic assessments pertinent and specific to the academic success of a high school child is presented. Parents are given access to the Student/Parent Handbook, which provides detailed information on matters relevant to legal requirements, student behavior, academic requirements, etc. Based on home language surveys of non-English speaking parents, phone calls will be placed to determine the number that will attend, and in turn, an interpreter will be scheduled for communication purposes. Upon conclusion of the general parent assembly, break-out sessions with teachers of core subjects will be available to parents and students as they follow the student's individual daily schedule. Marshall County Schools will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request and to in a language the parent can understand. Every effort will be made to communicate with parents in the primary language. Additionally, parents and community members who share the family's 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))

Under the guidance of the Marshall County Board of Education, Brindlee Mountain High School provides annual school-parent compacts. The compact was developed by the school leadership team, which consists of school staff, parents, and a community representative. All BMHS parents are asked to sign the compacts signifying their commitment to working in partnership with the school and their child to ensure success in school. Additionally, the principal conducts a faculty meeting explaining the teacher's responsibility for student success in school. Teachers, in turn, explain the compact to the students and obtain the students' signatures, which substantiate the student's responsibility in their own school success.

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

Each year Brindlee Mountain High School's Leadership team reviews, evaluates, and revises the plan. The Leadership Team includes parents who are actively involved in the community and have a working knowledge of the daily operation of the school. During the CIP process, all parents are given several opportunities to provide input regarding the revision of the plan and may express their dissatisfaction with any aspect of the plan. After the final submission of the plan to the central office, parents have the right to contact them and may submit their concerns in writing. A response from the central office will be given as soon as possible.

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.

BMHS offers flexible and various opportunities for parents to partner with our school to increase involvement and student achievement. BMHS also hosts an annual Title 1 parent meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title 1, what services will be offered, and how parents have the right to be involved in their children's education. BMHS also offers orientation items wherein parents will be given the opportunity to meet their child's teachers, learn about individual class assessments, and what role they can have in helping their child succeed in the classroom. The Marshall County 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. 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 SystemWide Advisory Council which includes the Parent Advisory Council meets two times a year to discuss the effective use of 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 newspapers, websites, and flyers. We will utilize newsletters, websites, social media to connect with families. Marshall County Schools will to the extent feasible and appropriate coordinate and integrate parental involvement programs and activities with parents and stakeholders.

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.

The BMHS Leadership Team works diligently to ensure that all parents are provided with information that clearly identifies the school's goals and beliefs. Appointments

may be scheduled by parents through the counselor's office to discuss progress in obtaining academic standards and 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. Parents are invited to attend a variety of options at BMHS such as: (1) Development and Approval of the CIP (2) Open House/Orientation (3) Title I Parent Meeting (4) Library Book Fair (Due to COVID-19 there will be no book fair for the 2021-2022 school year). (5) Science Fair (Due to COVID-19 there will be no science fair for the 2021-2022 school year) (6) College Planning for High School (7) Email Distribution List (8) Mass Communication Phone System (09) Web page, (10) Testing Interpretation Meetings (11) Fundraisers (12) Parent-Teacher Conferences (13) Band Boosters (14) 4 Year Plan Meetings

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.

BMHS will continue to work with its teachers through in-services, Zoom faculty meetings, and 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 such as PowerSchool, ALSDE.edu, school webpage, etc.

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

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

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

The Marshall County Board of Education provides community education services that are available to BMHS parents. These services include but are not limited to, RAPP (Relatives As Parents Program), Marshall County Christmas Coalition, and Fit-Get Smart Family Health Festival.

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.

At the present time, BMHS documents pertaining to information required by parents are 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.

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

Brindlee Mountain High School makes every effort to accommodate parents with and without disabilities and special needs. BMHS is a handicapped-accessible campus. Teachers at BMHS make every attempt to schedule appointments around the needs of all parents. This includes, but is not limited to, interpreters when necessary, after/before school Zoom conferences, etc.

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

 Coordination of REsources






eProve™ strategies: Goals & Plans

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

☒ Yes

☐ No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Committee Signature Sign-in Page 2021-2022		• 1
 BMHS Family and Engagement Plan 2021-2022		• 1
 Coordination of REsources		•
 Parents Right-To-Know		• 1
 School-Parent Compact		• 1