ACIP

Brantley School

Crenshaw County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Community Characteristics

Community characteristics and demographic information were compiled from the 2010 Census for Crenshaw County in Alabama. Brantley is a small rural town located in the southern part of Crenshaw County and also serves the towns of Dozier and Glenwood. Crenshaw County's 2017 population was 13,977, which indicates a 1.0% increase since 2000. Crenshaw County has a median value of owner-occupied housing units of $70,800 with an estimate of 6,708 housing units. The Census determined that Crenshaw County has 2 person households and the median household income is $36,827. The Census also identified that 19.1% (2013) of the people are living below the poverty level in Crenshaw

County.

The racial makeup of Crenshaw County includes the following:

White 71.9%

Black, African American 24.1%

Hispanic 1.8%

Two or More Races 1.6%

Asian 1.7%

American Indian, Alaskan Native 0.5%

Native Hawaiian and Other Pacific Islander 0.1%

There are 76.7% of high school graduates living in Crenshaw County and 12.7% holding a bachelor's degree or higher.

School Characteristics

Brantley School is a member of the Crenshaw County School System and is a K4-12public school serving southern Crenshaw County. The school is designated as a "unit" school with one campus serving grades K4-12. Brantley serves students from different communities between Dozier, Brantley, Glenwood, and south of Luverne.

The campus houses seven main buildings, a playground, a field house, a football stadium, a state of the art basketball gymnasium, and baseball and softball fields. Brantley School

is classified by the Alabama High School Athletic Association as class 1A.

Faculty and Staff

Brantley School has a dedicated faculty and staff. The staff includes two administrators, two guidance counselors, one media specialist, forty one teachers, and twenty support personnel.

Student Characteristics

The present enrollment is 605 students K through 12. The enrollment has increased by fourteen students since the 2013-2014 school year. The Crenshaw County School System as a whole has a population of 2,186 students K-12.

The student population is 66.7 percent white, 28.1 percent black, 0.03 percent multi race, 0.02 percent Hispanic, and 0.003 percent Asian. 61.29 percent of the students enrolled at Brantley School are currently eligible for participation in the free and reduced lunch program for the 2017-18 school year. Brantley School is currently designated as a Title1 program school based upon the eligibility criteria for the free and reduced lunch program. The number of students enrolled in our special education programs vary each year, based upon their individual needs and targeted services.

The unique feature that we have here at Brantley School is the community investment in the school. The majority of the local community

members and faculty went to school here at Brantley. Because of this, we have a strong level of community involvement, which in turn creates a strong school culture. A unique challenge that we have here at Brantley ultimately stems from our strength. Our community is so invested in our school that sometimes there is difficulty in the decision making process aligning with the school vision. Another special challenge of the community over the last three years is the ability to accept and adapt to change.

School's Purpose

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

Statement of Purpose

Brantley School strives to provide an environment conducive to the development of each student. The purpose statement for Brantley School goes along with the purpose statement of Crenshaw County Schools "Preparing All Students for Life."

Our School's Motto

A family of friends

Our School's Mission

The mission of Brantley School is to provide a quality education that inspires all students to become lifelong learners in an increasingly diversified society.

All stakeholders were involved in the development of the school's mission, vision, and beliefs. These components are the guiding foundation for what we do here at Brantley when it comes to improving academic success for all students through quality education.

Brantley School offers a variety of programs at both the elementary and secondary grade levels. In the elementary grades the following programs and services are offered: Accelerated Reader, Kids College, scientifically research-based programs in math and reading, Physical Education, Instructional Coach, School Counselor, School Nurse, Special Needs Instruction, gifted instruction, Problem Solving Teams (PST), Progress Monitoring (Global Scholar), DIBELS, 21st Century Extended Day Program, and Reading Horizons for Tier III Intervention.

At the secondary grade levels the following programs and services are offered: Advanced Endorsement 9-11, Honor's Diploma-12, Career Technical Education clubs (FFA, FBLA), dual enrollment through LBW Community College, honor club (National Honor Society), extracurricular activities in athletics (football, volleyball, basketball, baseball, and softball), computer lab, IPADS in core classrooms, ACCESS Classes, virtual options (including Advanced Placement classes) through OdysseyWare curriculum, counseling, special needs instruction, foreign language (Spanish), yearbook, marching and concert bands, academic labs, home economics, guitar classes, Art Program, Robotics Program, Book Club, Remediation through A+ Program, ACT Prep, Tier III intervention, PST (Problem Solving Teams).

Notable Achievements and Areas of Improvement

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

During the last three years Brantley School has made some very notable achievements in the areas of academics and athletics as well, the list of these achievement includes but is not limited to:

-Creating a 1 to 1 iPad initiative where every student 8th-12th grade has an iPad made available to them

-The implementation of CCRS standards throughout our school

-2015 Graduation rate was 95%

-2012 State Champions in Football

-2013 State Champions in Girls Basketball

-2013 State Runner ups in Boys Basketball

-2014 State Champions in Girls Basketball and Softball

-2015 State Champions in Softball

-2015 State Runners Up in Baseball

-2016 State Champions in Softball

-FFA Parliamentary Procedure team won first place in state competition

-HOSA student placed top 10 in the nation for biomedical photography through the HOSA program

-Began a construction project in August of 2014 to build a new gymnasium, completed new gymnasium August 2015

-Began a Career Tech program offering classes in HOSA, Mechanics, and Welding

- Implemented an Instructional Framework

-Dual Enrollment offered during the school day in 2016

-Guitar Classes offered through an adjunct teacher in 2016

-2017 State Runners Up in Softball

-Band achieved superior ratings at both band competions

-Brantley student Cameron Cattrett elected as State FFA president

-6 Seniors at Brantley bench marked in all four subject areas of the ACT

Although Brantley School has identified all of these areas as strengths, we are most proud of the career tech and dual enrollment options that students have the ability to participate in. These programs ensure that students are both college and career ready when the time comes for them to graduate from Brantley School. It also gives them the ability to "test" certain professions in order to make better choices on careers in the future.

Some areas that we will continue to strive for improvement in for the next three years are:

-Continue with implementation of CCRS standards and strategies through strategic teaching training

-Strengthen Instructional Framework

-Expand our 1 to 1 technology initiative through 7th grade

-Continue to expand Career Tech opportunities

- Continue to add an array of electives for students to gain experience through.

-Improve parental involvement in student academic achievement/strengthen PTO

Additional Information

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

It is our belief that we in Crenshaw County Schools have the desire for and encourage high expectations of both teachers and students. Reform efforts already in progress will be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. Specific reform strategies include the implementation of the following:

- Four Pillars of Excellence (System-Level)

    Pillar One: Curriculum, Assessment, and Instruction

    Pillar Two: Finance and Federal Programs

    Pillar Three: Maintenance and Operations

    Pillar Four: Human Resources

- Four Pillars of Success (School-Level)

    Pillar One: Instructional Framework

    Pillar Two: Strategic Teaching

    Pillar Three: Strengthening Parental Involvement in Academics

    Pillar Four: Virtual Academy

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Brantley School's leadership team encouraged a variety of stakeholders to take part in the development of their continuous improvement plan. Administrators, Faculty, Staff, community members, and students came together to provide insight into what their thoughts and expectations were for Brantley. Stakeholders had an open line of communication with school officials regarding ideas and thoughts. They were made aware of meetings by phone conversations, emails, or personal invitations. Meetings were held after school hours in order to accommodate work schedules.

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

The following is a list of stakeholders that played an important role in creating Brantley School's continuous improvement plan. The responsibilities of each individual member varies according to their titles. Administration/Central Office Staff schedules meetings, acts as the liaison between the leadership team and other stakeholders, and inputs/implements the ACIP. The teachers provide input from an instructional standpoint. They provide ideas, data on students, and help to implement the ACIP. Parents and students also play an important role by giving us input on the perception of the school from the community. They provide ideas on how to increase parent involvement, provide feedback from the student body on ideas with curriculum, and help us to narrow down what areas we need to focus on improving. Their names and duties are as follows:

Dr. Boyd English, Superintendent
Ashley Catrett, Career Tech Coordinator
Carolyn Broaden, Federal Programs/Curriculum and Assessment Coordinator 3-12
Sherry Sport, Special Education Coordinator/Curriculum and Assessment K-2
Kevin Messick, Technology Coordinator
Dodd Hawthorne, Transportation and Maintenance
Kris Odom, Principal
Marcus Taylor, Assistant Principal
Michelle Barrow, Instructional Coach
Lee Grosenbach, Science Teacher
Shelley Davis, Special Education Teacher
Leondra Lowery, Counseler
Debbie Hall, High School Guidance Counselor
A. Z. Burnett, ISS Aide/After-School Supervisor
Meredith Beck, Math Teacher
Nathan Lowe, Social Science Teacher
Jeanane Branum, Kindergarten Teacher
Tracey Layton, English Teacher

Leanne Tew, English Teacher

Becky Richardson, Math Teacher

Emily Sims, Student

Cameron Cattrett

Kendal Staley, Student

Haley Kilcrease, Parent

Jasmine Dorsey, Parent

Jill Blackmon, Parent

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

All stakeholders were encouraged to review Brantley School's final continuous improvement plan. It was made available for review at PTO meetings, open house functions, the Title I Parent Meeting, and on the school web page. Copies of the ACIP will also be available in the front office for community stakeholders to have. Brantley's school improvement plan is an ever evolving document so stakeholders are encouraged to review, and provide feedback to staff and administration, as frequently as possible.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Attached is the ASPIRE data for grades 3-8 at Brantley School. It includes a comprehensive report by students, a report by teachers, and an overall summary of students who are in need of support, close, and ready. Also attached is the ACT data for the graduating class of 2016.	2017 Crenshaw County ASPIRE Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

Areas of Notable Achievement

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

Areas that are above the expected levels of performance are as follows:

ASPIRE DATA:

Third grade math scored 74% proficient which was a 23% increase.

8th grade reading had an 8% increase from 2016

Third grade reading was at 35% proficient

Fifth grade reading was at 34%

ACT DATA:

7% of students scored Benchmark or higher in all four subject areas.

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

ASPIRE:

Third grade reading students in 2015-2016 school year increased their readiness percentage from 18 to 35% as fourth graders.

Fifth grade reading students in 2015-2016 school year increased their readiness percentage from 30% to 42% as sixth graders.

Seventh grade reading students in 2015-2016 school year increased their readiness percentage from 33% to 46% as eighth graders.

Fifth grade math students in 2015-2016 school year increased their readiness percentage from 31% to 59% as sixth graders

ACT:

All four areas- English, Math, Reading, and Science- are showing a positive trend in performance. Student scores have increased each year over the past four years.

Reading scores increased 1.6 points over the last two years.

Which area(s) indicate the overall highest performance?

The areas that indicate the overall highest performance are:

ASPIRE: Reading

ACT: English

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

ASPIRE:

Female students at Brantley School show a trend towards increasing performance in all subject areas.

Economically disadvantaged students at BHS show a trend of increasing performance in reading and math.

ACT:

White students at Brantley School increased their overall score by .5 point from seniors of 2015-2016 to seniors of 2016-2017.

African American students at Brantley School increased their overall score by 1.5 points from seniors of 2015-2016 to seniors of 2016-2017.

Between which subgroups is the achievement gap closing?

ASPIRE:

Fifth grade students have an achievement gap that is closing from 5th grade to 6th grade in reading and math

ACT:
White students have an achievement gap that is closing according to the three year trend data (2014-15: 17.8; 2015-16: 18.5; 2016-117: 19.0).

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

Sixth grade math and reading has shown growth and a higher level of proficiency through other data sources, including Global Scholar.

Third grade math has shown growth and a higher level of proficiency through other data resources, as well.

Areas in Need of Improvement

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

The areas that are below the expected levels of performance are:

ASPIRE:

Reading grades 5, 7, and 10
Math grades 5, 7, 8, and 10

ACT:
English, Math, Reading, and Science were below the average state score with English decreasing the gap significantly.

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

The areas that show a negative trend in performance are:

ASPIRE:

2015/2016 third grade math to 2016/2017 fourth grade math
2015/16 fourth grade reading to 2016/2017 fifth grade reading
2015/16 sixth grade math to 2016/17 seventh grade math
2015/16 sixth grade reading to 2016/17 seventh grade reading

ACT:
No areas of the ACT show a negative trend in performance. All four areas have shown positive trends, according to the three year trend data.

Which area(s) indicate the overall lowest performance?

Areas of overall lowest performance are:

ASPIRE: Fourth Grade Reading; Fifth Grade Reading; Seventh Grade Math; Tenth Grade Math

Fifth, Seventh, and Tenth Grade Science

ACT: Math

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

The subgroups that show a trend toward decreasing performance are:

ASPIRE:

No subgroups show a trend toward decreasing performance.

ACT:

No subgroups show a trend toward decreasing performance- all subgroups are showing growth in their overall composite score, according to trend data.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is closing for all subgroups that participate in taking the ACT, according to trend data.

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

Seventh grade reading and math are consistent at being a weak area according to both the ASPIRE and Global Scholar data.

Report Summary

Scores By Section

Section Score

Evaluative Criteria and Rubrics — 3.5
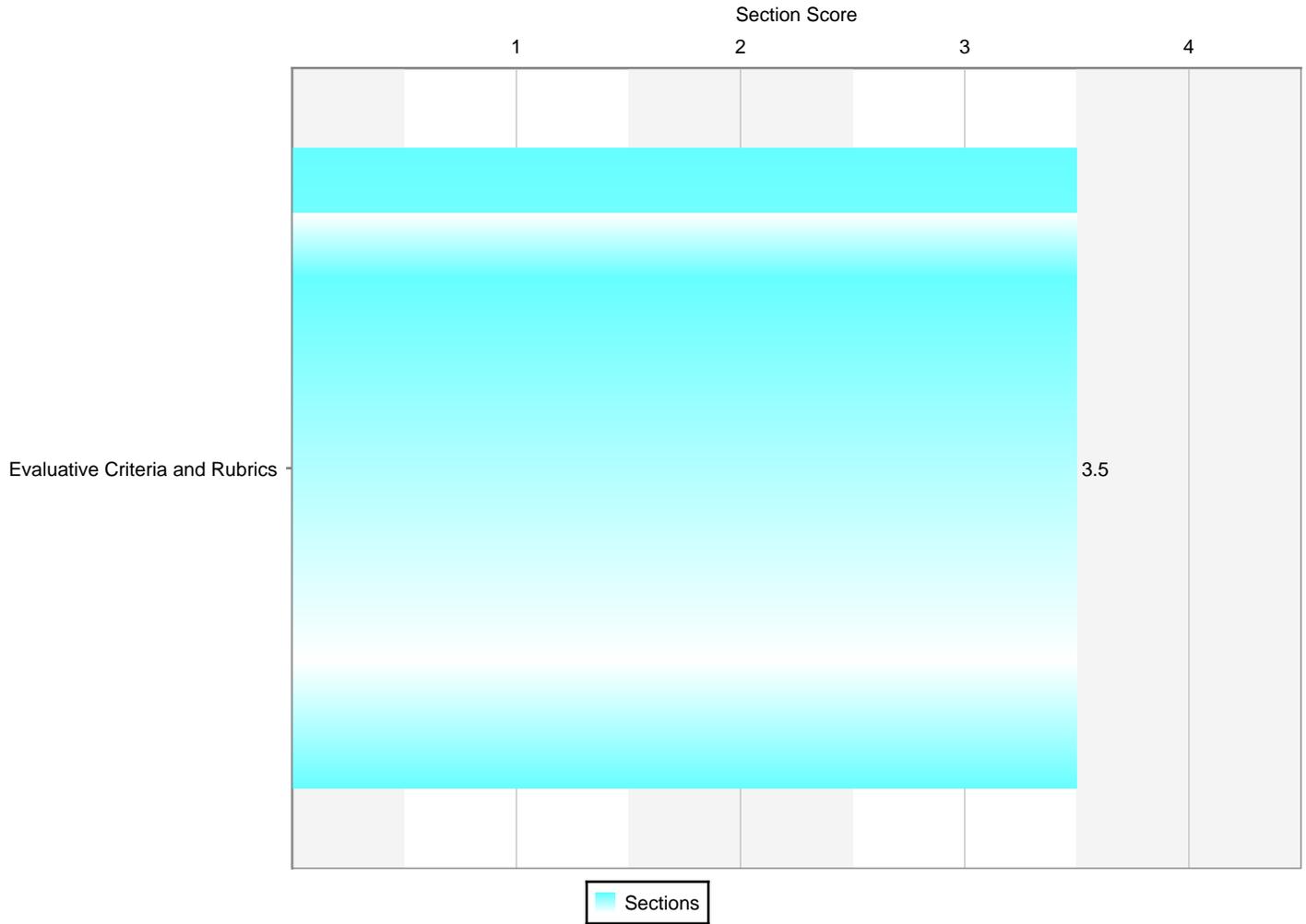
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Professional Learning Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		2017-2018 Discrimination Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kris Odom - Principal at Brantley School 8879 North Main Street Brantley, AL 36009 334-527-8879	2017-2018 Discrimination Policy

Label	Assurance	Response	Comment	Attachment
4.	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		Parent Involvement Policy

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

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	A system of targeted small group instruction will be developed to support at-risk students by increasing rigor and engagement by implementing New York Engage, AMSTI strategies, and resources aligned to CCRS.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	Brantley School will increase participation in a staff mentoring program.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
3	Students in grades K-3 will be reading on grade level by the end of their 3rd grade year.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	Student Advisor/Advisee Program – SALT – will be implemented.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: A system of targeted small group instruction will be developed to support at-risk students by increasing rigor and engagement by implementing New York Engage, AMSTI strategies, and resources aligned to CCRS.

Measurable Objective 1:

95% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in Reading by 05/18/2018 as measured by students reading on grade level.

Strategy 1:

Professional Development - Teachers will provide explicit instruction in small groups. Three tiers of instruction will be taught daily. Phonics skills and comprehension components will be taught daily. Additional tier small group instruction will be provided daily to students not mastering skills. Data, formative assessment, weekly grades, and progress monitoring will be utilized for tailoring instruction. Evidence: walk throughs, teacher reflections, scored student work samples, observations, student support binders

Category: Develop/Implement Professional Learning and Support

Status	Progress Notes	Created On	Created By
N/A	Teachers at Brantley school participate in AMSTI training to help improve instruction given in the classroom.	February 06, 2018	Marcus Taylor

Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction. Teachers will reflect on lessons afterward and analyze student work. Teachers will refine their own understanding of implementing small group instruction. Academic Opportunity Classes will focus on student support, remediation, enrichmnent and academic advisement Evidence: Walk throughs, Teachers reflections, Scored Student Work Samples, Observations, Student support Binders	Academic Support Program	08/14/2017	05/11/2018	$0	No Funding Required	Core Teachers Supported by Instructional Coaches and Administrators

Status	Progress Notes	Created On	Created By
In Progress	Teachers include tier II instruction into their daily schedule.	March 12, 2018	Marcus Taylor

Goal 2: Brantley School will increase participation in a staff mentoring program.

Status	Progress Notes	Created On	Created By
N/A	The Crenshaw County Mentoring Program was implemented for the 2016-2017 school year in order to focus on providing more support to new to the profession/new to the school system teachers. Mentors and mentees participated in training on July 24, 2016 where the new teachers met their mentors and were able to learn what would be required of them for each role. July 25, 2017 was the advisory meeting where the person over the mentoring program at the local schools was trained on how to run an effective program. Monthly mentoring logs were turned in by the mentor/mentee in order to keep track of activities/topics that were discussed throughout the course of the month. These logs were turned in to the advisor of the program for documentation for the months of September-May. The program was reviewed after completion, and we feel that the new teachers benefited greatly from this. They were able to form relationships with their mentors and felt more comfortable asking questions/collaborating with the mentor throughout the course of the school year.	June 12, 2017	Brittany Smith

Measurable Objective 1:

collaborate to provide new teachers mentoring and support in order to increase teacher capacity and to retain effective teachers by 05/25/2018 as measured by professional development sign-in sheets, mentoring logs, staff rosters, and classroom observations.

Strategy 1:

Mentoring Professional Development - Mentors will be provided with professional development to teach them how to grow capacity in teachers new to the profession.

Mentors will also attend professional development along side their mentees to provide support and guidance. They will keep mentoring logs to document their

interaction with new teachers.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Teacher Mentoring Program

Activity - Mentor/Mentee Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors received training on procedural process. They have also attended professional development activities with their mentee to provide further opportunities to support them.	Academic Support Program, Professional Learning	08/07/2017	05/25/2018	$0	No Funding Required	Federal Programs Director Administrators Teachers

Activity - Mentor Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentors will keep logs that document how they have supported the teacher that they are mentoring.	Professional Learning	08/07/2017	05/27/2018	$0	No Funding Required	Federal Programs Director Administrators Teachers

Status	Progress Notes			Created On	Created By
In Progress	Mentor Teachers turn in mentor sheets every month that detail meetings and skills improved upon.			February 06, 2018	Marcus Taylor

Goal 3: Students in grades K-3 will be reading on grade level by the end of their 3rd grade year.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency in reading in Reading by 03/12/2018 as measured by Classroom observations.

Strategy 1:

Strategic Teaching/Instructional Framework Professional Development - Establish consistent professional development training for each grade level for establishing and implementing research based instructional best practices to increase student academic success in all content areas.

Category: Develop/Implement Professional Learning and Support

Activity - Strategic Teaching/Instructional Framework Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Instructional coaches, Rhonda Ayers and Brittany Smith, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement instructional framework. | Academic Support Program | 08/14/2017 | 05/11/2018 | $0 | No Funding Required | Instructional Coaches, Teachers, and Administrators |

Goal 4: Student Advisor/Advisee Program – SALT – will be implemented.

Measurable Objective 1:

100% of All Students will increase student growth socially and academically through a student advisory program in Practical Living by 05/25/2018 as measured by Monthly attendance rosters will provide verification of student participation, and year-end surveys will provide feedback from student and parents/guardians to indicate perceived effectiveness of the SALT program.

Strategy 1:

Student Advisor/Advisee Program – SALT – will be implemented. - In compliance with the statewide initiative, our new advisor/advisee program is designed to provide

each student with someone to provide advice in decisions related to personal and educational goals. Our program – SALT (Student Advisory Life Team) – is intended

to improve the school climate. A series of monthly lesson plans have been developed to utilize school wide with adjustments in place based on age level of students.

Lessons address topics pertinent to creating positive self-image, practicing tolerance, and dealing with other more sensitive issues.

Category: Develop/Implement Student and School Culture Program

Status	Progress Notes	Created On	Created By
N/A	Salt meetings are held monthly at Brantley School. All SALT leaders are provided materials to lead an effective advisory meeting with students.	February 06, 2018	Marcus Taylor

Activity - Implementation of Student Advisor/Advisee Initiative (SALT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a designated date each month for SALT teams to meet school wide. Teams were developed heterogeneously and students were assigned to adults other than the teachers with whom they have their daily schedules. Teachers received informational training during in-service prior to the beginning of the 2017-2018 school year.	Behavioral Support Program	08/07/2017	05/25/2018	$0	No Funding Required	Administrators, Instructional Staff, Support Staff

Status	Progress Notes	Created On	Created By
In Progress	Once a month students break into their salt groups to discuss key issues with each other and the their salt leader. The Schedule is as follows: September - Child Abuse October - Colleges/Careers/Interests November - Citizenship/Patriotism/Service December - Suicide January - Academic Goal Setting February - Healthy Relationships March - Test Taking Skills and Practices April - Student Success Stories May - Program Review/Evaluations/Suggestions	March 12, 2018	Marcus Taylor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentor Logs	Mentors will keep logs that document how they have supported the teacher that they are mentoring.	Professional Learning	08/07/2017	05/27/2018	$0	Federal Programs Director Administrators Teachers
Implementation of Student Advisor/Advisee Initiative (SALT	There is a designated date each month for SALT teams to meet school wide. Teams were developed heterogeneously and students were assigned to adults other than the teachers with whom they have their daily schedules. Teachers received informational training during in-service prior to the beginning of the 2017-2018 school year.	Behavioral Support Program	08/07/2017	05/25/2018	$0	Administrators, Instructional Staff, Support Staff
Strategic Teaching/Instructional Framework Professional Development	Instructional coaches, Rhonda Ayers and Brittany Smith, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement instructional framework.	Academic Support Program	08/14/2017	05/11/2018	$0	Instructional Coaches, Teachers, and Administrators
Small Groups	Teachers will provide small group instruction. Teachers will reflect on lessons afterward and analyze student work. Teachers will refine their own understanding of implementing small group instruction. Academic Opportunity Classes will focus on student support, remediation, enrichmnent and academic advisement Evidence: Walk throughs, Teachers reflections, Scored Student Work Samples, Observations, Student support Binders	Academic Support Program	08/14/2017	05/11/2018	$0	Core Teachers Supported by Instructional Coaches and Administrators
Mentor/Mentee Professional Development	Mentors received training on procedural process. They have also attended professional development activities with their mentee to provide further opportunities to support them.	Academic Support Program, Professional Learning	08/07/2017	05/25/2018	$0	Federal Programs Director Administrators Teachers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Areas of overall highest levels of satisfaction include:

1. Students feel they are safe at school. (Section F1 Elementary school student inventory)

2. Teachers feel students in their class have formal opportunities to develop positive relationships with their peers and/or adults. (Section C14 Teacher Inventory)

3. Students feel they have the materials, supplies and technology they need to be successful in school. (Section F2 Middle and High Student Inventory)

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

Their were considerable gains in overall stakeholder satisfaction according to surveys given. Parent surveys showed a satisfaction improvement from an average of 1.67 to an average of 3.44. Staff satisfaction increased from 3.34 to 4.25 and high school students went form an average of 3.35 to an average of 3.5.

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

Stakeholders all agree with the community support that is ever present at Brantley School. They also express a feeling of safety at Brantley School.

Areas in Need of Improvement

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

The lowest levels of overall satisfaction are:

1. I have ample resources (material, fiscal and personnel) to assist me in meeting the needs of my students. (E3 Teacher Inventory)

2. I explore different careers. (C3 Elementary School Student Inventory)

3. I use the the services of the counseling office. (C2 High School Student Inventory)

4. My teachers ask my family to come to school activities.

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

Survey data shows a decline in satisfaction among Elementary students, scores went from a 3.85 to a 2.79.

What are the implications for these stakeholder perceptions?

Based on stakeholder surveys, it is evident that stakeholders are satisfied with the community support that is given to Brantley School; yet, the school suffers due to the limited resources that are in place to help increase academic progress. This is proven in the data from our stakeholder survey, staff survey, and student surveys.

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

The findings that have always been consistent in our data is the lack of financial resources/materials that are available in order to help improve academics and facilities at Brantley School.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.5
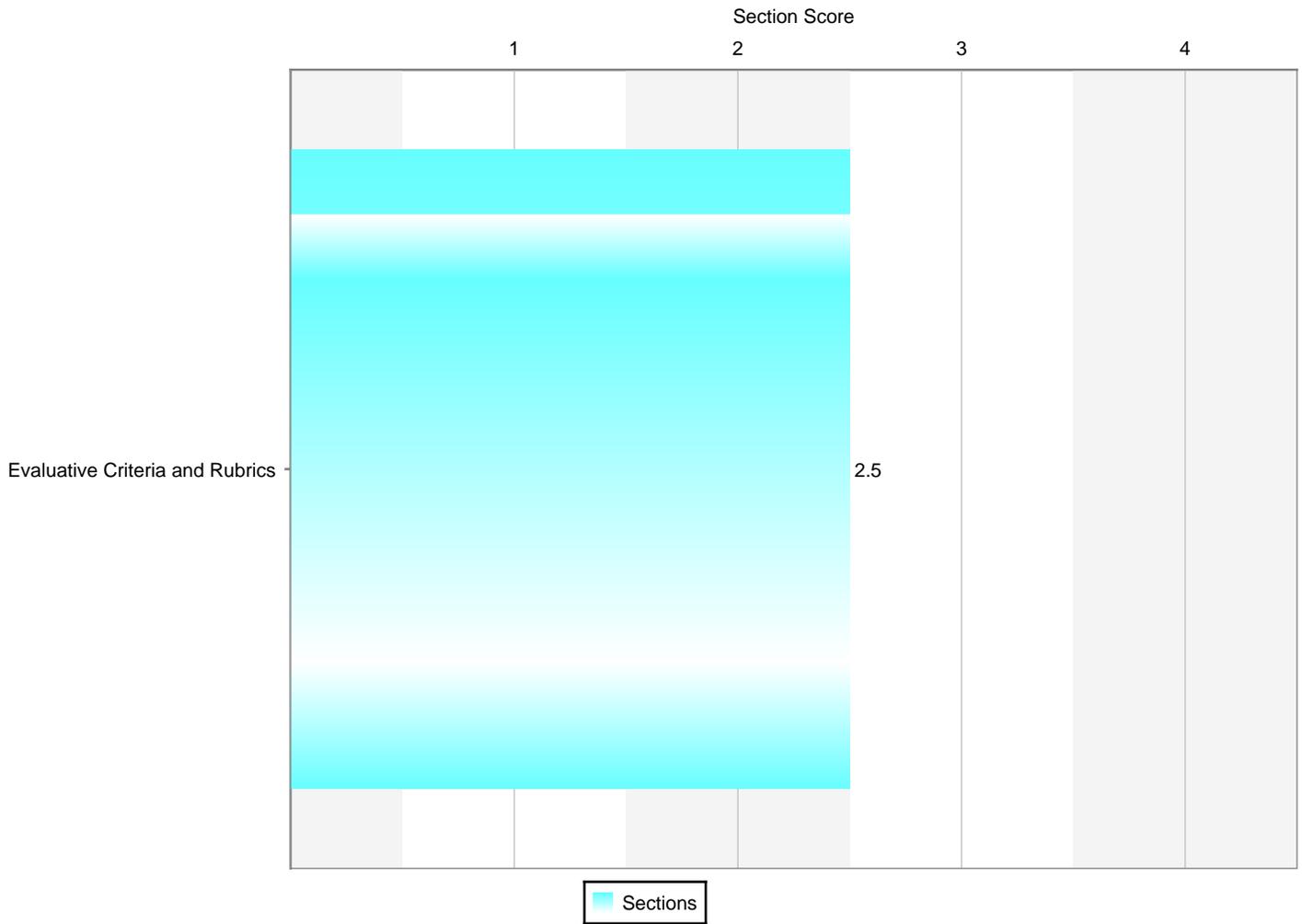
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The comprehensive needs assessment began with a summer work retreat where administrators, instructional coaches, central office staff, and media specialists from each school in the county came together to discuss what areas we need to improve on as a county and as a school. We formed our leadership team for the 2017-2018 school year at that time, and set our first meeting. We discussed our needs in faculty meetings, parent nights, and during our leadership team meetings. We utilized our ASPIRE, ACT, and Global Scholar data from the 2016-2017 school year in order to identify target areas of improvement. We also conducted online stakeholder surveys, which included input from teachers, students, parents, and community members on areas they thought were in need of improving. Throughout this process, we created goals and began to implement those goals within the first month of the school year.

What were the results of the comprehensive needs assessment?

Based on the comprehensive needs assessment, it is evident that Brantley School needs improvement in math, science. Our students have consistently scored below average in grades 3-11 in areas of math and science. Our leadership team, along with our faculty and parents, have felt that this has been a weakness for a few years now. We have formed a plan in order to improve this area of learning. we have changed the math curriculum in grades K-8 to New York Engage. New York Engage is aligned with the state standards and also increases rigor. The Science CCRS standards have increased in rigor, as well, which has caused the AMSTI Science kits to be redesigned in order to better fit the needs of the students. We plan weekly, conduct frequent observations, and gather data to make adjustments to the instruction.

What conclusions were drawn from the results?

We decided that teachers should be provided intense professional development on the instructional framework and strategic teaching strategies. We hope that through these training's, teachers will begin to implement these tools in their everyday lessons which will benefit our students. Students success begins with good teaching practices. We have also designed and put into effect a solid plan that is described in question two.

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

At Brantley School it is our goal to ensure that all of our students are successfully prepared for the transition to college, technical school and/or work force. We provide additional tutoring through our after school program funded through a 21st Century Grant. We are also finding ways to better the instruction the students are given through requiring an instructional framework and implementing strategic teaching strategies. This does no cost anything: yet, it can help to strengthen our academic programs. Grade 7-8 have moved to traditional middle school scheduling and grades 9-12 are on a block schedule, which has also allowed us to add academic programs that we have never had before during our academic block. Students are able to participate in robotics, book clubs, and even receive remediation or acceleration of skills during this time. We need to improve relationships with all stakeholders by addressing the results of the stakeholder surveys and keeping them informed of the changes we are making in order to correct the problems mentioned from the data.

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

Our school goals are directly related to the results of our needs assessment. One major focus this year is implementing CAI Nights (Curriculum, Assessment, and Instruction Nights). We are focusing on increasing parental involvement in our academic programs, and we feel that having these CAI parent nights will help parents stay informed and receive support in order to confidently help their children. We also feel that these CAI nights will allow parents to become more comfortable in getting involved with the academic aspect of their child's life. The continuous implementation of an instructional framework and strategic teaching strategies goal is also connect to our needs assessment due to a major issue being that students are not receiving enough support in the area of academics, which shows in our testing data. We felt that these issues begin in the beginning stages of the planning process, and that the best way to increase test scores would be to train teachers on best teaching strategies and on how to plan and execute a lesson using the instructional framework. We are continuing to use the Alabama Mentor Program and feel that it is helping build confident in our new teachers during their first few years in the classroom. Our goals directly relate to the needs mentioned in our stakeholder survey because they were all designed to help to improve academics at Brantley School.

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

Our academic goals are all data driven. We use longitudinal data from the ASPIRE, ACT, as well as Global Scholar test. We also used our WIDA-ACCESS data in order to establish a target area for our EL students. By incorporating data from various assessments we can evaluate our needs more precisely, which helps us in creating our goals.

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

The goal addresses the needs of the whole school population by providing the CAI Nights for parents of students grades K-12. Creating a way to get the parent more involved with academics, a better understanding of the curriculum, and having access to resources will only benefit the student in the long run. The strategic teaching framework goal addresses the needs of the would school population because all teachers, grades K-12, are being trained in these areas and are expected to implement them in their lessons every day. We hope that all students, especially those that are disadvantaged, will thrive form the establishment of an instructional framework and the daily use of strategic teaching strategies in their classes. The EL goal addresses the needs of children who are disadvantaged by allowing our teachers to become better equipped to serve our EL population. Through the implementation of SDAIE and the overall strengthening of the Alabama Mentor Program will help our new teachers gain confidence in their teaching abilities by being assigned a veteran mentor teacher for their first three years in the profession. We feel that this will ultimately help all students because the teachers will plan, review data, and make adjustments to their instruction weekly during their mentoring meetings.

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

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Student Advisor/Advisee Program – SALT – will be implemented.

Measurable Objective 1:

100% of All Students will increase student growth socially and academically through a student advisory program in Practical Living by 05/25/2018 as measured by Monthly attendance rosters will provide verification of student participation, and year-end surveys will provide feedback from student and parents/guardians to indicate perceived effectiveness of the SALT program.

Strategy1:

Student Advisor/Advisee Program – SALT – will be implemented. - In compliance with the statewide initiative, our new advisor/advisee program is designed to provide each student with someone to provide advice in decisions related to personal and educational goals. Our program – SALT (Student Advisory Life Team) – is intended to improve the school climate. A series of monthly lesson plans have been developed to utilize school wide with adjustments in place based on age level of students. Lessons address topics pertinent to creating positive self-image, practicing tolerance, and dealing with other more sensitive issues.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Implementation of Student Advisor/Advisee Initiative (SALT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a designated date each month for SALT teams to meet school wide. Teams were developed heterogeneously and students were assigned to adults other than the teachers with whom they have their daily schedules. Teachers received informational training during in-service prior to the beginning of the 2017-2018 school year.	Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, Instructional Staff, Support Staff

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.

Goal 1:

A system of targeted small group instruction will be developed to support students at-risk.

Measurable Objective 1:

95% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in Reading by 05/18/2018 as measured by students reading on grade level.

Strategy1:

Professional Development - Teachers will provide explicit instruction in small groups. Three tiers of instruction will be taught daily. Phonics skills and comprehension components will be taught daily. Additional tier small group instruction will be provided daily to students not mastering skills. Data, formative assessment, weekly grades, and progress monitoring will be utilized for tailoring instruction. Evidence: walk throughs, teacher reflections, scored student work samples, observations, student support binders

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction. Teachers will reflect on lessons afterward and analyze student work. Teachers will refine their own understanding of implementing small group instruction. Academic Opportunity Classes will focus on student support, remediation, enrichmnent and academic advisement Evidence: Walk throughs, Teachers reflections, Scored Student Work Samples, Observations, Student support Binders	Academic Support Program	08/14/2017	05/11/2018	$0 - No Funding Required	Core Teachers Supported by Instructional Coaches and Administrators

Goal 2:

Students in grades K-3 will be reading on grade level by the end of their 3rd grade year.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency in reading in Reading by 03/12/2018 as measured by Classroom observations.

Strategy1:

Strategic Teaching/Instructional Framework Professional Development - Establish consistent professional development training for each grade level for establishing and implementing research based instructional best practices to increase student academic success in all content areas.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Strategic Teaching/Instructional Framework Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches, Rhonda Ayers and Brittany Smith, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement instructional framework.	Academic Support Program	09/18/2017	03/12/2018	$0 - No Funding Required	Instructional Coaches, Teachers, and Administrators

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.)

Goal 1:

A system of targeted small group instruction will be developed to support students at-risk.

Measurable Objective 1:

95% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in Reading by 05/18/2018 as measured by students reading on grade level.

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Professional Development - Teachers will provide explicit instruction in small groups. Three tiers of instruction will be taught daily. Phonics skills and comprehension components will be taught daily. Additional tier small group instruction will be provided daily to students not mastering skills. Data, formative assessment, weekly grades, and progress monitoring will be utilized for tailoring instruction. Evidence: walk throughs, teacher reflections, scored student work samples, observations, student support binders
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Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction. Teachers will reflect on lessons afterward and analyze student work. Teachers will refine their own understanding of implementing small group instruction. Academic Opportunity Classes will focus on student support, remediation, enrichmnent and academic advisement Evidence: Walk throughs, Teachers reflections, Scored Student Work Samples, Observations, Student support Binders	Academic Support Program	08/14/2017	05/11/2018	$0 - No Funding Required	Core Teachers Supported by Instructional Coaches and Administrators

Goal 2:

Brantley School will create an academic support program through the implementation of the vocal academy, which will increase the amount of students' participation and enrollment to the performing arts, which was at 15% for the 2014-2015 school year,

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior in vocal arts and music appreciation in Art & Humanities by 05/26/2016 as measured by the increase in the number of students exposed to the musical arts to show a 10% increase from a baseline of 15% of the student population to 25% of the student population by May 2016..

Strategy1:

Vocal Academy/Kids Vocal Academy - We will offer more opportunities for students to learn about the art of music through the implementation of the vocal academy. The seventh through twelfth grade students will have the opportunity to take the class as an elective or during academic block, and the kindergarten through sixth grade students will take part in the "Kids Vocal Academy" classes throughout the school year.

Category:

Research Cited: Americans for the Arts (2005), "New Harris Poll Reveals That 93% of Americans Believe That the Arts Are Vital to Providing a Well-Rounded Education," News Release, http://www.artsusa.org.

Catterall, James S. (2002), "Involvement in the Arts and Success in Secondary School." In R. Deasy (Ed.), Critical Links: Learning in the Arts and Student Achievement and Social Development, Washington, DC: AEP.

Activity - Vocal Academy Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students learn how to read sheet music, rhythmic patterns, how to play instruments, and sing. Students will also have the opportunity to perform in showcases for their peers and community members.	Academic Support Program	08/17/2015	05/26/2016	$25000 - General Fund $58000 - State Funds	Jim Head- Vocal Academy teacher Caleb Palmer- Music Appreciation/Band Director School Leadership Team

Goal 3:

Students in grades K-3 will be reading on grade level by the end of their 3rd grade year.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency in reading in Reading by 03/12/2018 as measured by Classroom observations.

Strategy1:

Strategic Teaching/Instructional Framework Professional Development - Establish consistent professional development training for each grade level for establishing and implementing research based instructional best practices to increase student academic success in all content areas.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Strategic Teaching/Instructional Framework Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches, Rhonda Ayers and Brittany Smith, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement instructional framework.	Academic Support Program	09/18/2017	03/12/2018	$0 - No Funding Required	Instructional Coaches, Teachers, and Administrators

Goal 4:

Student Advisor/Advisee Program – SALT – will be implemented.

Measurable Objective 1:

100% of All Students will increase student growth socially and academically through a student advisory program in Practical Living by 05/25/2018 as measured by Monthly attendance rosters will provide verification of student participation, and year-end surveys will provide feedback from student and parents/guardians to indicate perceived effectiveness of the SALT program.

Strategy1:

Student Advisor/Advisee Program – SALT – will be implemented. - In compliance with the statewide initiative, our new advisor/advisee program is designed to provide each student with someone to provide advice in decisions related to personal and educational goals. Our program – SALT (Student Advisory Life Team) – is intended to improve the school climate. A series of monthly lesson plans have been developed to utilize school wide with adjustments in place based on age level of students. Lessons address topics pertinent to creating positive self-image, practicing tolerance, and dealing with other more sensitive issues.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Implementation of Student Advisor/Advisee Initiative (SALT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a designated date each month for SALT teams to meet school wide. Teams were developed heterogeneously and students were assigned to adults other than the teachers with whom they have their daily schedules. Teachers received informational training during in-service prior to the beginning of the 2017-2018 school year.	Behavioral Support Program	08/07/2017	05/25/2018	$0 - No Funding Required	Administrators, Instructional Staff, Support Staff

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

A system of targeted small group instruction will be developed to support students at-risk.

Measurable Objective 1:

95% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in Reading by 05/18/2018 as measured by students reading on grade level.

Strategy1:

Professional Development - Teachers will provide explicit instruction in small groups. Three tiers of instruction will be taught daily. Phonics skills and comprehension components will be taught daily. Additional tier small group instruction will be provided daily to students not mastering skills. Data, formative assessment, weekly grades, and progress monitoring will be utilized for tailoring instruction. Evidence: walk throughs, teacher reflections, scored student work samples, observations, student support binders
Category: Develop/Implement Professional Learning and Support
Research Cited:

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction. Teachers will reflect on lessons afterward and analyze student work. Teachers will refine their own understanding of implementing small group instruction. Academic Opportunity Classes will focus on student support, remediation, enrichmnent and academic advisement Evidence: Walk throughs, Teachers reflections, Scored Student Work Samples, Observations, Student support Binders	Academic Support Program	08/14/2017	05/11/2018	$0 - No Funding Required	Core Teachers Supported by Instructional Coaches and Administrators

Goal 2:

Brantley School will create an academic support program through the implementation of the vocal academy, which will increase the amount of students' participation and enrollment to the performing arts, which was at 15% for the 2014-2015 school year,

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior in vocal arts and music appreciation in Art & Humanities by 05/26/2016 as measured by the increase in the number of students exposed to the musical arts to show a 10% increase from a baseline of 15% of the student population to 25% of the student population by May 2016..

Strategy1:

Vocal Academy/Kids Vocal Academy - We will offer more opportunities for students to learn about the art of music through the implementation of the vocal academy. The seventh through twelfth grade students will have the opportunity to take the class as an elective or during academic block, and the kindergarten through sixth grade students will take part in the "Kids Vocal Academy" classes throughout the school year.

Category:

Research Cited: Americans for the Arts (2005), "New Harris Poll Reveals That 93% of Americans Believe That the Arts Are Vital to Providing a Well-Rounded Education," News Release, http://www.artsusa.org.

Catterall, James S. (2002), "Involvement in the Arts and Success in Secondary School." In R. Deasy (Ed.), Critical Links: Learning in the Arts and Student Achievement and Social Development, Washington, DC: AEP.

Activity - Vocal Academy Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students learn how to read sheet music, rhythmic patterns, how to play instruments, and sing. Students will also have the opportunity to perform in showcases for their peers and community members.	Academic Support Program	08/17/2015	05/26/2016	$58000 - State Funds $25000 - General Fund	Jim Head- Vocal Academy teacher Caleb Palmer- Music Appreciation/Band Director School Leadership Team

Goal 3:

English Language Learners at Brantley School will increase their WIDA-Access score by .5 by the end of the 2015-2016 school year.

Measurable Objective 1:

A total of 3 English Learners students will demonstrate student proficiency (pass rate) in writing on the WIDA-ACCESS test by increasing their score by .5 points. in Writing by 04/30/2016 as measured by comparing the 2015 WIDA scores to 2016 test scores. .

Strategy1:

ELL SDAIE Program/ELL Blitz - SDAIE stands for Specifically Designed Academic Instruction for English Language Learners. Our teachers will implement this strategy by using their strategic teaching practices and aligning them with our ELL program. These strategies should strengthen the ELL students' English language skills and bridge the gap between interferences between home language and English vocabulary. The ELL Blitz is a strategy that is implemented prior to testing. It is designed to give students practice in targeted testing areas based on their weakest area identified from the previous school year.

Category:

Research Cited: http://people.ucsc.edu/~ktellez/sdaie-easy.pdf

Activity - Teacher Training on Samuel 1 and SDAIE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach and administrators will train on Samuel 1 and SDAIE. They will turn around the training to all teachers at Brantley School. Teachers will implement SDAIE teaching practices in all lessons and activities in order to better support our ELL students and help them to achieve their goal set in writing.	Academic Support Program	10/01/2015	04/30/2016	$0 - No Funding Required	Instructional Coach, Administrators, Teachers

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.

For K students who are first enrolling will take the WIDA-WAPT screener which is a basic English proficiency screener. The results will be shared with parents in an I-ELP meeting in which the school translator will translate the information and scores as given to the parents. For elementary and high school grades, results of any achievement test can be interpreted by the translator in parent meetings or transcribed and sent home.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

The Superintendent is the single point of contact to work with teachers and with Brantley School staff on highly qualified issues. Brantley School will ensure that teachers receive support and assistance related to content knowledge and teaching skills needed for the teaching assignment. This includes teacher mentoring and quality professional development. Teachers effectively address identified academic needs by aligning their lessons with instructional framework. They use strategic teaching strategies throughout each lesson and make sure to implement Tier I and Tier II strategies with the appropriate students.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

2014-2015: 2 new staff members

2015-2016: 4 new staff members

2016-2017: 4 new staff members

2017-2018: 4 new staff members

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

The majority of the key teaching and learning positions most faculty members have a minimum of 10 years teaching experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Brantley School has an extremely low turnover rate: however, we have implemented the Alabama Mentor Program to help support our new teachers throughout their first three years of teaching.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

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

Brantley School has meetings with data to determine the path we need to take when choosing our professional development. Data is also used to assess what curriculum resources are working for the students as well as which resources are not. Using data also helps in making a determination on changing curriculum resources and the amount of professional development needed for those resources.

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

Teachers:
Strategic Teaching
Instructional Framework
ARI Comprehension Toolkit
Identifying dyslexic students
Science CCRS standards
EL Refresher Course
A+ training
Reading Horizons Training
Technology In Motion Training - Mr. Buddy Weldon
CKLA - Core Knowledge Language Arts
New York Engage Math

Principals:
Science CCRS
Identifying Dyslexic Students
Assistant Principal Leadership Conference
A+ Training
Reading Horizons Training
AMSTI- Interpreting Data and Using to Drive Instruction

Parents:
CAI Nights

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

New teachers will successfully complete new teacher orientation provided by the LEA. They will also participate in the Alabama Mentor Program where mentors (veteran teachers) will be assigned a new teacher to meet with weekly. The mentor/mentees will be held

accountable by turning in monthly mentoring logs to the assistant principal. The will also be required to complete a needs assessment.

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

All professional development activities are sustained and ongoing because they are broken into segments where teachers/administrators will get trained in one part during each session. The sessions have been scheduled throughout the course of the 2017-2018 school year. Teachers are to take what they have learned from each session and begin to apply it in their lessons. Administrators will observe teachers and look for the tools they have been trained on being implemented in their lessons. After evaluating what areas have been mastered/need improvement, we will go back and adjust the remaining sessions to fit the needs of the teachers.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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.

Goal 1:

Students in grades K-3 will be reading on grade level by the end of their 3rd grade year.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency in reading in Reading by 03/12/2018 as measured by Classroom observations.

Strategy1:

Strategic Teaching/Instructional Framework Professional Development - Establish consistent professional development training for each grade level for establishing and implementing research based instructional best practices to increase student academic success in all content areas.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Strategic Teaching/Instructional Framework Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional coaches, Rhonda Ayers and Brittany Smith, will conduct professional development monthly on strategic teaching best practices and the most effective way to implement instructional framework.	Academic Support Program	09/18/2017	03/12/2018	$0 - No Funding Required	Instructional Coaches, Teachers, and Administrators

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

The main strategy that is mentioned in the school wide plan that assists students in transitioning from one grade level to the next is the strategic teaching/instructional framework strategy. We have implemented these strategies in all grades (K-12). Because of this, transitioning from grade to grade will be made much easier due to the presentation of our lessons being the same with all grade levels. The essential question, opening, work session, and closing that come along with an instructional framework will allow predictability to form in students. Although it may look different according to the grade, students will become familiar with the layout of a well-planned lesson. Our goal is to have this become second nature to our students so that our teachers can make the transition to the role of facilitator and our students become more engaged in what they are learning at all levels. Brantley School is a unit school with K4-12th grade students on one campus. For incoming Kindergarten students the school provides a preregistration date where student and parents can meet with the instructional coach and kindergarten teachers. The guidance counselor for the high school along with school administrators conducts a parent/student meeting during the summer months with incoming 9th graders concerning course offerings. These are some other ways that our school supports and assists students in transitioning from K4 to Kindergarten and middle grades to high school.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

The leadership team reviews the data as soon as it is given to us from the state department. We identify the at risk students by organizing the data into categories. After this process is complete, we speak with the teachers from the previous grade in order to gain a clearer picture of what areas of difficulty we are dealing with. The PST team will meet to analyze the data, evaluate the history of the child, and discuss Tier II intervention strategies that have been beneficial/have not helped move the child to better understanding the standards. The at-risk students who have not shown growth through Tier I and Tier II instruction will be placed in Tier 3 intervention. This remediation is small so that students can receive small group or 1:1 instruction.

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

If there is ever a child that we feel needs help right away, the PST team will schedule a meeting immediately and address the issue. We hold PST meetings once every 4 1/2 weeks (after each progress report and report card has been released). This year, we have continues a Tier III program called Reading Horizons. It is being used in grades K-6 and deals with the phonics/fluency portion of reading. At the secondary level, academic block has been embedded into the block schedule. Teachers, parents, and even students can request to receive additional support in any subject area during the academic block. Teachers are able to work one on one or in a small group setting with the students and the A+ Program is also utilized at this time to help customize the remediation time for each individual student.

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.

Through the 21st Century grant, students are able to receive needed support daily from highly-qualified staff members beyond the regular school day through the after school program.

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

We are able to address challenges for each of these groups by following the same procedures. We follow the plans that the county has in place for identifying the students that need services, providing them with the services, and continuously monitoring them to make sure that we are providing them with the most beneficial services. We also have a Problem Solving Team, who is very active in identifying and addressing the unique challenges that all students may have while enrolled at Brantley School. Students are also provided opportunities for remediation, intervention, and/or acceleration during our daily Academic Block.

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.

Our PST is used to address the unique challenges that all students may have while enrolled at Brantley School. For example, if a teacher observes or identifies a student having difficulty learning, the student may be referred to PST for identification of barriers to learning (academic, behavioral, disabilities, speech, or language). Based on the team's analysis, intervention strategies and intense instruction is recommended for the student. Students are also provided opportunities for remediation, intervention, and/or acceleration during our daily Academic Block.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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.

State, Federal, and local program funds are used to improve the academic achievement of the disadvantaged. These funds are spent on salaries, classroom supplies, technology, and professional development.

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

The director of federal programs collaborates and coordinates federal funds with district administration, building principals, and other involved staff. Allowable uses of funds are discussed and all expenditures must be aligned with the identified goals listed in the school's ACIP

Component 10: Evaluation (Sec.1114(b)(3)):

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

In order to review the implementation of our school wide plan the faculty and staff participate in monthly faculty meetings. Out leadership team discusses the steps of our school wide plan with faculty and what evidence should be seen. After reviewing the entire plan with the leadership team and with our faculty, we then share it with parents, community stakeholders and anyone else who would like to look over the plan.

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?

Our leadership team reviews all data and organizes it in a way that is friendly. We share this data with teachers at faculty meetings. Departments and grade levels then meet, along with the administrators and instructional coach, to discuss and analyze the results of the ASPIRE, ACT, and Global Scholar data. Then these departments review teaching strategies and make changes to their method of instruction in order to increase academic achievement.

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?

As a faculty we analyze the ASPIRE data and reflect on our strengths and weaknesses as a school. From this data we revise our action plan steps and our areas of focus by dis aggregating the assessment data, non-proficient groups can be determined. If any of our students who are furthest from achieving standards show some sort of growth, even if it is over time, we feel that the school wide program has been effective.

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 ACIP team meets monthly to revise our school wide plan. We make changes based on feed back from faculty, data from assessments and classroom observations. We also have copies of the ACIP that we keep in the office for any parents and community stakeholders to as a member of the leadership team for a conference, and we go from there in order to review the issues with the plan and make changes if needed.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	33.54

Provide the number of classroom teachers.

33.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1697379.0

Total   1,697,379.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	77139.0

Total   77,139.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	61760.0

Total   61,760.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	83392.0

Total   83,392.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53246.0

Total   53,246.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total 0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	8046.0

Total   8,046.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2950.0

Total   2,950.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	16034.0

Total   16,034.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1158.0

Total   1,158.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	129135.77

Provide a brief explanation and breakdown of expenses.

Salaries and benefits for classroom teachers	$125,585.00
Instructional Materials	$263.06
Parental Involvement	$1,483.71
Substitutes	$1,804.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	125000.0

Provide a brief explanation and a breakdown of expenses.

NA

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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))

Brantley School Faculty and Staff work collaboratively with key stakeholders to develop a school wide improvement plan. Each department has a responsibility for the development as well as the implementation of the plan. Teachers analyzed assessment data to identify the strengths and weakness of our school. Departments focused on unwrapping CCRS standards to determine gaps in instruction. The Leadership Team wrote the goals, the strategies, and the action steps to address the concerns of all stakeholders. The PTO Officers worked with school officials to schedule PTO meetings and special events for the upcoming school year. PTO Officers addressed the audience about their vision and commitment to meeting the goals of our school wide plan. We also held an annual parent meeting with a Question and Answer segment where parents could ask questions concerning scheduling, academics, remediation opportunities, and to give suggestions to the administrators on how to better meet their needs. We held our annual Title I Meeting where parents' rights were explained, the ACIP was available for parents to receive a copy of, and other resources were provided for our parents in order to help them better understand what their rights are as parents.

Describe: 1) 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; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

We will have a four quarterly meeting format that we will follow for parent meetings. Each nine weeks, a PTO meeting will be held where parents can voice their concerns, give input/ideas, and schedule meetings with their child's teacher. These meetings will be held on weekdays after work hours for the convenience of the parents. Title I parents have many opportunities to be involved in the decision-making of Brantley School. Three parents serve as members of our Leadership Team. Their job is to talk to other parents in the community and to relay their thoughts and ideas to the rest of the leadership team. We also have a Federal Programs Stakeholders Committee at the county level where Brantley parents serve/help make decisions. We give parents the opportunity to participate in the decision-making process during the annual Title I Parent Meeting, as well as through the quarterly PTO meetings.

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))

Parents are given information in through parent call outs(in native language), if there are parents who do no speak English as their native language a translator is provided to verbally translate ass written documents or oral conversations. Important information is also shared through the electronic sign located in the front of the school by Hwy 331. Teachers give weekly updates through classroom newsletters and their personal pages on the school website. Any programs that are under Title I are reviewed at the annual Title I parent meeting. A

description and explanation of the curriculum in use is given through individual teacher syllabus and the Brantley School Handbook. Teachers also individually address the academic assessments used in their classrooms. School wide assessments are discussed in parent meetings throughout the year. There are also letters sent home throughout the year that addresses what the assessment is, what it tests for, and how a parent can properly read the results. Brantley School has an open door policy when it comes to parents being involved with their child's academic success. They are able to meet with teachers/administrators before school, during the teachers planning, and after school hours.

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))

Brantley School sends home a School-Compact on the first day of school. Administrators, teachers, parents, and students sign the compact. The compact is a good faith contract between the school and home. The intent is that everyone will do his or her part to meet the needs on the student. One copy of the form is kept at home by the parent. The compact is returned to the student's homeroom where it is kept on file by their teacher. Title I parents help to review and update this document annually through the parent representatives that serve on our Leadership Team and their input that is given at the quarterly parent meetings.

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

Parents are welcomed and encouraged to submit written or verbal comments to any member of the Leadership Team at any time. We will address these comments/concerns at the next scheduled Leadership Team meeting, and work to make improvements to the area of concern.

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. (Describe)

Brantley School has an annual Title I meeting that reviews the requirements of Title I with the parents. State academic content standards and State student academic achievement standards are reviewed through PTA and Leadership Team meetings. On the district and school websites, links are sit up for parents to access more resources on these topics at their convenience. At all PTA meetings, there is an opportunity for parents to schedule a conference with a teachers to review student progress. PTA also has an annual meeting where the majority of the time is devoted to helping parents review and read ASPIRE results, so that they have a better understanding of the weaknesses/strengths of their child. There is also an annual Parent/Teacher Conference Day where parents can come into the school and

meet with the teachers. As mentioned in a previous answer, Brantley School has an open door policy and parents are encouraged to be as involved as they want to be in their child's education.

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 in parental involvement.)

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

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

Brantley School provides materials, such as chrome books, for students to use in school and at home. Kindergarten has an annual Literacy Night where parents learn the expectations of our Kindergarten program and make resources that they can use with their child at home in order to better develop their reading skills. We also have CAI nights, where parents are able to come to the school and see a lesson demonstrated in a subject area that their child is struggling with. There will be resources provided for the parents by the teachers, as well. PTO holds an annual ASPIRE Data Meeting where we review results with the parents o they can better understand the weaknesses/strengths of their child. At Open House, we provide parents with log-in information for our Information Now home portal. Parents are able to go into this portal and check on their child's grades from the convenience work or home.

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 in parental involvement.)

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

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

Our teachers, office personnel, and other school staff completely understand the value of contributions of parents in the schools. They are held accountable by having a parent contact log, where they are to document every time they contact a parent, good or bad. They are asked to make positive contact with each students' parent throughout the course of the school year in order to establish a good working relationship with parents. This year, we have established a countywide mentoring program based off of the Alabama Mentoring Program. We feel the need to implement a program for our male students where strong male figures in the community volunteer to come to school in order to form a relationship with certain young men in our school. Currently, we have an annual BHS Bulldog Pride Day, which is a campus clean-up day. People in the community come out to help get our school ready to open each year. It is a time where all community stakeholders come together to achieve a common goal for the betterment of the school.

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 in parental involvement.)

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

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

Our after school program, which is a federal program we have here at Brantley School, has a parent involvement program called "Lights On After School." This program encourages parents to attend events put on by the students that participate in the after school program. Parents are able to be involved with their child's schoolwork, as well as other areas that are addressed in the program.

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 in parental involvement.)

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

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

We are able to use an automatic translating device when we use the call-out phone system. Crenshaw County Schools also supplies a translator (Cynthia Lopez) if we need to have face-to-face verbal communication with the ELL parents. She is also available to call and translate written documents over the phone. We also have annual parent EL meetings for students who still qualify for EL services where we review the students' test scores and set goals with the teachers for the students to work towards. We have an extremely low amount of ELL parents here at Brantley School, so these resources are sufficient enough to support the parents that we have here.

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 Brantley School, we have two sets of ELL parents. Both families speak Spanish as their first language, so we are able to utilize the services of our countywide translator, Mrs. Cynthia Rios, along with the automatic translator for school call-outs. The facilities where the Leadership Team holds its meetings are all handicap accessible.