



## **ACIP**

# Brent Elementary School

## Bibb County Board of Education

Dr. Mechelle Hollifield, Principal  
160 4th Street  
Brent, AL 35034

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Student Performance Diagnostic**

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	16
Report Summary.....	17

## **2017-2018 ACIP Assurances**

Introduction ..... 19

ACIP Assurances ..... 20

**Professional Development Plan Goals 2017-2018**

Overview ..... 23

Goals Summary ..... 24

    Goal 1: All students at Brent Elementary School will become more proficient in mathematics. .... 25

    Goal 2: All students at Brent Elementary School will become more proficient readers. .... 27

    Goal 3: ALL ELL students will become proficient in reading. .... 30

Activity Summary by Funding Source ..... 32

**Stakeholder Feedback Diagnostic**

Introduction ..... 38

Stakeholder Feedback Data ..... 39

Evaluative Criteria and Rubrics ..... 40

Areas of Notable Achievement ..... 41

Areas in Need of Improvement ..... 43

Report Summary ..... 44

**2017-2018 Title I Schoolwide Diagnostic**

Introduction ..... 46

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) ..... 47

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) ..... 50

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)) ..... 68

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 69

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 70

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 71

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 73

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 74

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 75

Component 10: Evaluation (Sec.1114(b)(3))..... 76

**2017-2018 Coordination of Resources - Comprehensive Budget**

Introduction..... 78

FTE Teacher Units..... 79

Administrator Units..... 80

Assistant Principal..... 81

Counselor..... 82

Librarian..... 83

Career and Technical Education Administrator..... 84

Career and Technical Education Counselor..... 85

Technology..... 86

Professional Development..... 87

EL Teachers..... 88

Instructional Supplies..... 89

Library Enhancement..... 90

Title I..... 91

Title II..... 92

Title III..... 93

Title IV..... 94

Title V..... 95

Career and Technical Education-Perkins IV..... 96

Career and Technical Education-Perkins IV..... 97

Other..... 98

Local Funds..... 99

**2017-2018 Parent and Family Engagement**

Introduction..... 101

Parent and Family Engagement..... 102

# **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?**

Brent Elementary School (BES) is located in Bibb County in Central Alabama within the city of Brent. BES contains Pre-K through fourth grades and houses 608 students (54% boys/46% girls). Daily student attendance averages 94%. In addition, Brent Elementary School employees 63 faculty and staff members. The Brent Elementary faculty reflects a high level of education and training. All BES teachers are highly qualified. BES has a large percentage of faculty with higher degrees (21 teachers have a Masters Degree, 4 teachers have an Ed.S, the principal has an Ed.D, 1 teacher is National Board Certified, and 1 teacher is currently pursuing a higher degree).

Bibb County is located within a 75 mile radius of several metropolitan areas including Tuscaloosa, Birmingham and Montgomery. Bibb County includes natural resources such as, the Cahaba River, Talladega National Forest and the Oakmulgee and Cahaba Wildlife management areas.

The school stands within the city of Brent. According to the 2012 census, the city of Brent has a total population of 4,947. This includes the population of the Bibb County Correctional Facility. The racial make-up of Brent was 45.1% White, 53.5% African American and 2.1% Hispanic. The unemployment rate of the city was 14.9%. The Average Median Worker income was \$21,410.

The student demographic information reflects several notable facts. Seventy-eight percent (78%) of the students are receiving free or reduced lunches. The student breakdown includes: 17 Pre-K students, 121 kindergarten students, 113 first graders, 115 second graders, 136 third graders, 139 fourth graders, and 1 5th grade student. Of the students above, 40% are African American, 54% white, and 6% other. The poverty rate of the area and lack of industry is a local concern. The lack of local tax revenue is also a concern for the county school system.



## 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.**

### Mission Statement

The mission of Brent Elementary School is to present students with varied experiences that will promote learning and facilitate growth in all curriculum areas. The faculty and staff of Brent Elementary School strive to meet the individual needs of the students by providing each child with the tools necessary so optimal learning will occur. Our ultimate goal is to ensure that all students, through meaningful opportunities, will reach their potential.

### Statement of Beliefs

Each student is a valued individual with unique social, emotional, physical, and intellectual needs.

A safe environment promotes learning.

A positive relationship between students and staff will enhance a student's self-esteem.

All students can learn and should have meaningful opportunities and a variety of instructional approaches to accommodate all learning styles.

Communication and support between the school and home is essential and all parents and guardians should actively participate in their child's education.

All students must be provided with challenging, "hands on" experiences to prepare them for today's world.

The faculty and staff should model the socially acceptable behaviors and habits we expect students to exhibit.

Respect and loyalty for community, state and country should be instilled in all students.

Cultural diversity promotes understanding and respect for people of different cultures and ways of life.

The school strives to nurture the whole child through offering a variety of programs including: physical education, music, counseling, art appreciation, Talented and Gifted Education (TAG) and special education. Learning for all students is emphasized at Brent Elementary. A challenging hands-on curriculum is providing following the Alabama Mathematics, Science and Technology Initiatives, (AMSTI) as well as, the Alabama Reading Initiative (ARI) creating a variety of instructional approaches to accommodate all learning styles.

Communication between school and home is considered an essential aspect of Brent Elementary. Respect and Loyalty for community, state and country are instilled through counseling sessions, music class and special programs such as Veterans Day.

## 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 few years, Brent Elementary has undergone notable improvements in the areas of reading and mathematics instruction. The BES faculty has refined teaching skills with the partnership of local, district and regional specialists.

The BES faculty has improved in reading instruction in several ways. First, teachers worked with Regional ARI Coach, as well as, the local Reading Coach, to develop model classrooms emphasizing the use of Making Meaning and Comprehension Toolkit. Comprehension Toolkit and Making Meaning programs will continue to be utilized during the 2017-2018 school year. Second, an emphasis has been placed on phonics instruction during the 2016-2017 school year and will continue during the 2017-2018 school year. The Saxon Phonics and Spelling program was implemented in grades K-2 in 2016-2017. In August 2017, third grade will also begin utilizing this program. Third, teachers have also focused on teaching academic vocabulary as well as instructing at a higher Webb's Depth of Knowledge level. Finally, the most rewarding and valuable achievement has been a renewed emphasis in the area of small group reading instruction. The BES faculty has taken the initiative to implement a "Walk-to-Read" model for small group reading instruction. During one hour of established reading block, first, second and third grade students transition to an assigned reading teacher designated to instruct the students' individual levels. During this hour, intense and focused instruction take place targeting the student's reading level, strengths and weaknesses. All available resources are utilized during Walk-to-Read, both instructional materials and personnel.

In the area of mathematics, the teachers of Brent Elementary have taken part in extensive training through the Alabama Mathematics, Science and Technology Initiative. During the first summer, teachers spent two full weeks learning the Math Investigations and Science programs. During the second year, teachers participated in job embedded professional development in mathematics to be able to teach in all math units. During the 2013-2014 school year, the teachers participated in Number Talks workshops to strengthen mathematical dialogue. During the 2015-2016 school year, teachers focused on number fluency. In 2016-2017, teachers began a pilot of the Engage New York mathematics program. This program has proven to increase rigor while teaching the Alabama Course of Study standards. In addition, teachers incorporate counting collections, skip counting and numerous manipulative activities into the mathematics classrooms to boost foundation skill level. The Engage New York mathematics program will be implemented again in the 2017-2018 school year.

## **Additional Information**

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

Brent Elementary School is a rural community school. The faculty and staff of the school believe in nurturing the whole child. In addition to academics, the teachers are concerned with each child's social/emotional well being and make an effort to meet specific individual needs as they arise. One unique characteristic of the BES faculty is the degree to which they care about the students and families they serve. The generosity of our staff has provided for the essential needs of families, including clothing, food or aid with utilities. It is a privilege to work at such a caring school where teachers demonstrate what it means to build a caring community.

# **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.**

Each year the principal at BES invites all parents to take part in the development of our Continuous Improvement Plan. Parents that were interested were added to the stakeholder roster. Also, the principal sends out invitations inviting parents to participate in our continuous improvement meetings. Parents that respond are also added to the stakeholder roster. Many stakeholders hold leadership positions on other committees and/or volunteer in our school. The local bank president and mayor also serve as stakeholders. Teachers that hold leadership positions are also part of the team. Several meetings are held during the year during and after school to meet the needs of all stakeholders.

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

The following are all equal active members of the school leadership team:

Mechelle Hollifield- Principal, Jason Leach- AP, Connie Johnson -Counselor, Melissa Dearman- Reading Coach/TI chair, Marla Suttle -Fed Prog, Chandra Minor-Building Test Coordinator, Amy Freeman & Bethany Coady- RTI, Candi Adams-Kindergarten, Monica Watkins-1st, Ginger Raposo- 2nd, Petra Hunter- 3, Bethany Coady/Nicole Donner- 4, Hannah McGee-Sp Ed, Nicole Donner & Leanna Stephens-ELL, Janet Jackson-intervention aide, Misti Burkes, Ashlie Cash, Latisha Murphy, Shontel Cutts, Ashley Clark, Willie Dunn -Business and Dennis Stripling- Mayor.

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

At the beginning of each year, the school improvement plan is submitted to the parents at an Annual Title I Parent Meeting. Throughout the school year, Brent Elementary conducts several Continuous Improvement meetings at various times during the day. Some meetings are held after school while others are held during the day. Parents are given the opportunity to reply in writing with questions, concerns and comments at any meeting or any time during the school year. Also, parents are invited to participate in plan writing and revisions several times a year. An update of the plan's progress is also given at PTO meetings. Parents are given the opportunity to study the plan and submit questions and concerns/comments at any point during the year and at meetings. In addition, the school also sends out parent surveys once a year. The results of the surveys are compiled and used to rewrite and strengthen the plan for the next year.

# 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	ACT Aspire Results Attached	ACT Aspire 2017 Subject Proficiency by Grade

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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 demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

The highest area of performance is fourth grade math according to the Spring 2017 administration of the ACT Aspire. The fourth grade ranked at the 35th percentile nationally in the area of mathematics.

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

Current data does not depict a strong positive trend in any area. In the past, a consistent performance level was reflected in the fourth grade mathematics data. According to 2014 ACT Aspire data, 45% of the students were in the ready range according to subject proficiency. In 2015, there was a small decrease reflecting 38% of the students in the ready range. 2016 data is consistent with 2015 showing 38% of the students in the ready range. The 2017 data reflected 35% of the students scoring in the ready or above range.

### Which area(s) indicate the overall highest performance?

The highest area of performance is fourth grade math according to the Spring 2017 administration of the ACT Aspire. The fourth grade ranked at the 35th percentile nationally in the area of mathematics.

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

ACT Aspire data indicates a slight increase in the subgroup of fourth grade African American students in the area of subject proficiency reading. In 2014 14% of African American 4th graders were in the Ready range according to Subject Proficiency in Reading. By 2015, 16% were ready and in 2016, 19% of the fourth grade African American students reported ready. 2017 data reflected a decrease in scores which may be characteristic of the particular group tested.

### Between which subgroups is the achievement gap closing?

2016 ACT Aspire data reflects an achievement gap reduction in the area of 4th grade reading according to subject proficiency. During the 2014 administration, there was a 28 percentage point difference between African American students and their Caucasian classmates. In 2015, the gap reduced to 16 percentage points and by the 2016 administration it had further reduced to a 10 percentage point difference. 2017 reflected an increase in achievement gap with this group which may be characteristic of this particular group.

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

The above report findings are consistent with other data sources. 2016 Scantron Performance Series Assessment reported 40 % of the 4th grade math students scoring in the average or above average range.

## Areas in Need of Improvement

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

The percent of students ready in 3rd grade reading according to subject proficiency scores was below the level of expectation. Only 17% of the students in the 3rd grade scored in the ready range in reading according to the Subject Proficiency report of the 2017 ACT Aspire. Since we had the regional reading coach and school reading coach working diligently along side the teachers, it was projected that the increase would have been greater than 3%.

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

A negative trend in data is reflected in the 3rd grade reading subject proficiency scores. In 2013 19% of the students were classified as ready. In 2014, 21% of the students classified as ready. In 2016, only 14% classified as ready. A slight upward 17% was scored Ready in 2017, but over all still a negative trend.

### Which area(s) indicate the overall lowest performance?

The overall lowest performance was 3rd grade reading according to subject proficiency scores. According to the 2017 administration of the ACT Aspire, only 14% of the students in the 3rd grade scored in the ready range.

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

ACT Aspire data indicates a decrease in the subgroup of fourth grade Caucasian students in the area of reading according to the subject proficiency report. In 2014, 42% of Caucasian 3rd grade students were in the Ready range according to the subject Proficiency Report in Reading. By 2015, 32% were ready and in 2016, 29% of fourth grade Caucasian students reported ready. By 2017, only 24% reported ready.

### Between which subgroups is the achievement gap becoming greater?

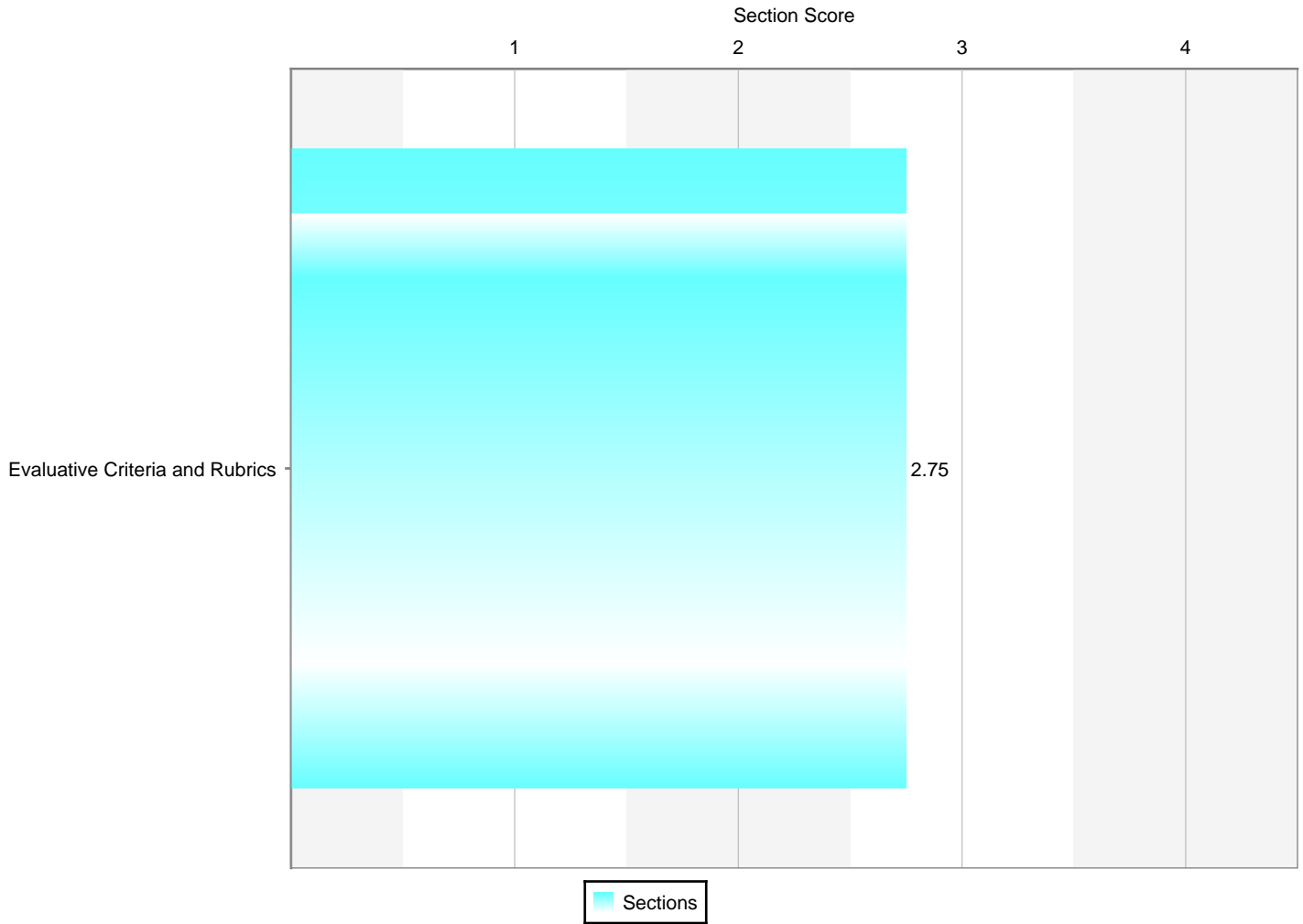
2017 ACT Aspire data does not reflect an increase in achievement gap in any area according reported in the demographic report.

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

During the 2016-2017 school year, Scantron Performance Series Assessment scores also reflected a large number of students scoring below grade level in reading. Scantron Performance Series Assessment reported 78% of the 3rd grade reading students scoring in the low average or below average range and 84% of the 4th grade reading students scoring in the low average or below average range .

## Report Summary

### Scores By Section



# **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	The following are all equal active members of the school leadership team: Mechelle Hollifield- P, Jason Leach- AP, Connie Johnson - Counselor, Melissa Dearman- TI chair/Reading Coach, Emily Blake-Media, Marla Suttle -Fed Prog, Amy Freeman & Bethany Coady- RTI, Candi Adams-Kindergarten, Monica Watkins-1st, Ginger Raposo-2nd, Petra Hunter- 3rd, Summer Wirnsberger- 4th, Hannah McGee-Sp Ed, Nicole Donner & Leanna Stephens- ELL, Janet Jackson-intervention aide,, Willie Dunn- Child Care/Commerce, Dennis Stripling- Mayor, Misty Burkes-parent, Ashley Cash parent, Ashley Clark-parent	2017-2018 BES Instructional 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	School adheres to the laws governing : Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, ElliottLarsen prohibits discrimination against religion.	

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	The Bibb County Board of Education has designated an employee to coordinate efforts to comply with and carry out nondiscrimination responsibilities. Dr. James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-9881	NonDescr2017-18

**ACIP**

Brent Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		BESParental InvolvPlan 17-18

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		BEScompact17-18

# Professional Development Plan Goals 2017-2018

## **Overview**

### **Plan Name**

Professional Development Plan Goals 2017-2018

### **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	All students at Brent Elementary School will become more proficient in mathematics.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$15075
2	All students at Brent Elementary School will become more proficient readers.	Objectives: 1 Strategies: 3 Activities: 17	Academic	\$14840974
3	ALL ELL students will become proficient in reading.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$0

## Goal 1: All students at Brent Elementary School will become more proficient in mathematics.

### Measurable Objective 1:

75% of First, Second, Third and Fourth grade students will increase student growth by obtaining Individual Growth Goals in Mathematics by 05/18/2018 as measured by Scantron Performance Assessment.

### Strategy 1:

Evaluation and Alignment of Mathematics Curriculum - 1) Teachers will administer the Scantron Performance Assessment at the Beginning and End of the Year.  
2) Teachers will participate in workshops and grade level meetings to analyze data, discuss progress and plan intervention strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Scantron Performance Assessment -Beginning & End of the year	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the Scantron Performance Assessment at the Beginning/Middle/ End of the Year, analyze data received from assessment, and plan interventions to meet the needs of students.	Direct Instruction	08/09/2017	05/18/2018	\$1875	District Funding	All Faculty members teaching mathematics content
Activity - Grade Level Meetings & Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in workshops and grade level meetings geared toward analyzing Scantron Performance, discussing progress and planning intervention strategies.	Academic Support Program	08/09/2017	05/18/2018	\$0	No Funding Required	BES Administration and Teachers
Activity - Number Talks PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Veteran teachers will mentor novice teachers during the school year. Third & Fourth grade teachers will participate in a professional learning community based on Number Talks: Fractions, Decimals, and Percentages by Sherry Perrish.	Professional Learning	08/09/2017	05/18/2018	\$1000	State Funds	Consultant Administration Teachers

### Strategy 2:

Implementing a Constructivist Approach - Teachers will implement the EngageNY mathematics program in alignment with the mathematics pacing guide/calendar throughout the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - AMSTI Philosophy, Activities and Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Brent Elementary School

Teachers will utilize math manipulatives, EngageNY, and Alabama Mathematics, Science, and Technology Initiative (AMSTI) methods, counting collections, number fluency and skip counting to enhance student engagement every day during the school year.	Direct Instruction	08/09/2017	05/18/2018	\$6200	Title I Part A, District Funding	Classroom Teachers
---	--------------------	------------	------------	--------	----------------------------------	--------------------

Activity - Math Support Through Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Compass Learning as an individual instruction tool during the school year.	Technology	08/09/2017	05/18/2018	\$0	No Funding Required	Teachers and BES Administration

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Number Talks will be utilized in all classrooms during specific Number Talks lessons and during problem solving discussions.	Direct Instruction	08/09/2017	05/18/2018	\$0	No Funding Required	BES Administration . Teachers

**Strategy 3:**

Brain Friendly Strategies - Teachers will use advances in neuroscience to enhance classroom engagement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Activity - Implementation and Sharing of Brain Friendly Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include brain friendly strategies through music, art appreciation, and movement to enhance mathematical reasoning and number fluency from September 2017 through May 2018. Teachers will share Brain Friendly strategies and activities during faculty meetings.	Direct Instruction	08/09/2017	05/18/2018	\$5000	General Fund	Teachers BES Administration

**Strategy 4:**

Growth Mindset Emphasis - The strategy will include professional learning in the area of growth mindset. It will aide teachers in building a growth conscience mentality in our students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dweck's Mindset: The New Psychology of Success

Hewlett Foundation's Whitepaper on Academic Mindsets

Paul Tough's How Children Succeed: Grit, Curiosity, and the Hidden Power of Character

GettingSmart.com on Innovation Mindset

Nisbett's Intelligence and How to Get it: Why Schools and Cultures

Activity - Growth Mindset PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Teachers will participate in year long professional learning community.	Academic Support Program, Professional Learning	08/09/2017	05/18/2018	\$1000	State Funds	Administrator Teachers
---	---	------------	------------	--------	-------------	------------------------

Activity - Growth Mindset Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will document evidence related to growth mindset. This will include visuals, direct instruction. and casual conversations.	Direct Instruction, Academic Support Program, Professional Learning	08/09/2017	05/09/2018	\$0	No Funding Required	Administration

**Goal 2: All students at Brent Elementary School will become more proficient readers.**

**Measurable Objective 1:**

75% of First, Second, Third and Fourth grade students will increase student growth by obtaining individual Growth Goals in Reading by 05/18/2018 as measured by Scantron Performance Assessment .

**Strategy 1:**

Utilize State/Local Assessments - Teachers will utilize state/local assessments in order to monitor progress toward goals and to plan instruction.

Category:

Research Cited: ARI

Activity - Data Analysis-Scantron Performance Assessment & DIBELS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First through fourth grade teachers/Instructional Coach/ Administrators will identify at-risk students reflected by Spring 2018 by administering Scantron Performance Series and studying data gained. Teachers/Instructional Coach/ Administrators will identify at-risk students by administering DIBELS Next and studying data gained.	Academic Support Program	08/09/2017	05/18/2018	\$2700	District Funding, State Funds	Teachers and BES Administration

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor and plan interventions for students indicated to be at-risk.	Direct Instruction	08/09/2017	05/18/2018	\$0	No Funding Required	Instructional Coach and Teachers



**ACIP**

Brent Elementary School

Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Fountas and Pinnell reading benchmark twice a year.	Academic Support Program	08/09/2017	05/18/2018	\$0	No Funding Required	Teachers

Activity - Scantron Performance Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First through fourth grade teachers will administer the Scantron Performance Assessment 3 times a year beginning/middle/end. Teachers will participate in meetings/workshops to analyze data and make curricular adjustments. Students will be recognized for their performance during a grade level honor roll program.	Direct Instruction, Academic Support Program	08/09/2017	05/18/2018	\$1770	Title I Schoolwide	Teachers and Administrators

**Strategy 2:**

Quality Tier I Reading Instruction Emphasis - Teachers will provide 90 minutes of reading instruction daily.

Category:

Activity - Research-Based Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize research-based reading strategies daily to teach the five components of reading(Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension), Making Meaning, Harcourt, Saxon Phonics, Read Well, NAEP Lessons, The Daily Five and Comprehension Toolkit.	Direct Instruction	08/09/2017	05/18/2018	\$0	No Funding Required	Teachers

Activity - Daily Opportunities for Appropriate Leveled Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily opportunities for students to read/reread appropriately leveled text at school and at home.	Direct Instruction	08/09/2017	05/18/2018	\$0	No Funding Required	Teachers

Activity - Technology & Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Compass Learning and LEXIA during the 2017-2018 academic year. An instructional aide will work with students using the LEXIA program.	Technology	08/09/2017	05/18/2018	\$27951	Title I Schoolwide	Teachers and Instructional Aide

Activity - Comprehension Emphasis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Specialist will provide professional development in the area of reading comprehension. Close reads and Making Meaning/Comprehension Toolkit will be the strategies utilized. Teachers will also visit other classrooms to observe making meaning, direct instruction and other comprehension techniques.	Professional Learning	08/09/2017	05/18/2018	\$200	Title I Schoolwide	Melissa Dearman

**ACIP**

Brent Elementary School

Activity - Strengthening Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will examine small group and whole group instruction focusing on Academic vocabulary, close reading and other techniques increasing rigor with non-fiction. Teachers will also work to strengthen the quality of center experiences.	Academic Support Program	08/09/2017	05/18/2018	\$0	No Funding Required	Teachers & Instructional Coach
Activity - Integrating Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will strengthen the quality of their classroom discussions/questioning and activities by examining the Webb's Depth of Knowledge and using it as a guide to develop more effective lessons and assessments.	Direct Instruction, Academic Support Program	08/09/2017	05/18/2018	\$1600	State Funds	Teachers Administrator s
Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate art, music and movement as a means of enhancing brain friendly lessons.	Direct Instruction, Academic Support Program	08/09/2017	05/18/2018	\$1000	Title I School Improvement (ISI)	Teachers Administration Consultants
Activity - Saxon Phonics Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Saxon Phonics Reading Program in the classroom.	Academic Support Program	08/09/2017	05/18/2018	\$3800	Title I Schoolwide	Teachers
Activity - Walk-to-Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First, second and third grade students will be placed in reading classes for direct instruction small groups that target their individual reading level. The teachers will develop intensive small group lessons and activity centers.	Direct Instruction	08/09/2017	05/18/2018	\$0	No Funding Required	Teachers, Administrator s, Reading Coach
Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The BES Reading Specialist will collaborate/assist/support teachers on a daily basis in order to improve reading fluency and comprehension.	Academic Support Program	08/09/2017	05/18/2018	\$0	No Funding Required	Teachers Reading Coach
Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The BES Reading Specialist will provide targeted intervention to struggling students daily to improve reading skills.	Academic Support Program	08/09/2017	05/18/2018	\$436	General Fund	Reading Coach Teachers

**Strategy 3:**

Additional Intervention - Identified students at risk will be pulled for additional intervention.

Category:

Research Cited: Original ARI Intervention Model

Activity - Reading Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will provide Tier III Intervention for first-fourth grades students at risk utilizing the new Fountas and Pinnell Reading Intervention Program.	Academic Support Program	08/09/2017	05/18/2018	\$0	Title I Schoolwide	Reading Teacher
Activity - Lower Teacher-Student Ratio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher-student ratio will be lowered with additional classroom teachers to provide additional support to students at-risk.	Class Size Reduction	08/09/2017	05/18/2018	\$14801517	Title I Schoolwide	Administrator

**Goal 3: ALL ELL students will become proficient in reading.****Measurable Objective 1:**

50% of English Learners students will demonstrate a proficiency by increasing by .5 in Reading by 05/18/2018 as measured by Access.

**Strategy 1:**

Additional Support - A district tutor will meet weekly with ELL students not making proficiency. A reading tutor will meet with students 3-5 times a week.

Category:

Research Cited: ARI

Activity - District Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A District tutor will be assigned to ELL students to provide additional support.	Academic Support Program	08/09/2017	05/18/2018	\$0	No Funding Required	Tutor
Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher will provide additional intervention for ELL students not making proficiency.	Academic Support Program	08/09/2017	05/18/2018	\$0	No Funding Required	Teacher
Activity - Reading Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Brent Elementary School

A reading tutor will provide Tier III intervention to ELL students not making proficiency.	Tutoring	08/09/2017	05/18/2018	\$0	No Funding Required	Tutor
<b>Activity - Instructional Aide Support</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
An instructional aide will pull ELL students not making proficiency for LEXIA intervention.	Technology, Academic Support Program	08/09/2017	05/18/2018	\$0	No Funding Required	Instructional Aide

**Strategy 2:**

ELL Team - ELL students not making proficiency will be examine by BES ELL Team. Recommendations for strategies and additional support will be made. Student progress will be monitored.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Lexia

<b>Activity - Periodic Review</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school ELL Team will monitor the progress of ELL students	Academic Support Program	08/09/2017	05/18/2018	\$0	No Funding Required	ELL Team Teacher

## 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
Grade Level Meetings & Workshops	Teachers will participate in workshops and grade level meetings geared toward analyzing Scantron Performance, discussing progress and planning intervention strategies.	Academic Support Program	08/09/2017	05/18/2018	\$0	BES Administration and Teachers
Number Talks	Number Talks will be utilized in all classrooms during specific Number Talks lessons and during problem solving discussions.	Direct Instruction	08/09/2017	05/18/2018	\$0	BES Administration Teachers
Fountas and Pinnell	Teachers will administer Fountas and Pinnell reading benchmark twice a year.	Academic Support Program	08/09/2017	05/18/2018	\$0	Teachers
Reading Tutor	A reading tutor will provide Tier III intervention to ELL students not making proficiency.	Tutoring	08/09/2017	05/18/2018	\$0	Tutor
Math Support Through Technology Integration	Teachers will utilize Compass Learning as an individual instruction tool during the school year.	Technology	08/09/2017	05/18/2018	\$0	Teachers and BES Administration
Classroom Intervention	Classroom teacher will provide additional intervention for ELL students not making proficiency.	Academic Support Program	08/09/2017	05/18/2018	\$0	Teacher
Progress Monitoring	Teachers will progress monitor and plan interventions for students indicated to be at-risk.	Direct Instruction	08/09/2017	05/18/2018	\$0	Instructional Coach and Teachers
Periodic Review	The school ELL Team will monitor the progress of ELL students	Academic Support Program	08/09/2017	05/18/2018	\$0	ELL Team Teacher
Growth Mindset Observations	Administration will document evidence related to growth mindset. This will include visuals, direct instruction. and casual conversations.	Direct Instruction, Academic Support Program, Professional Learning	08/09/2017	05/09/2018	\$0	Administration
District Tutor	A District tutor will be assigned to ELL students to provide additional support.	Academic Support Program	08/09/2017	05/18/2018	\$0	Tutor

**ACIP**

Brent Elementary School

Walk-to-Read	First, second and third grade students will be placed in reading classes for direct instruction small groups that target their individual reading level. The teachers will develop intensive small group lessons and activity centers.	Direct Instruction	08/09/2017	05/18/2018	\$0	Teachers, Administrator s, Reading Coach
Strengthening Small Group	Teachers will examine small group and whole group instruction focusing on Academic vocabulary, close reading and other techniques increasing rigor with non-fiction. Teachers will also work to strengthen the quality of center experiences.	Academic Support Program	08/09/2017	05/18/2018	\$0	Teachers & Instructional Coach
Daily Opportunities for Appropriate Leveled Text	Teachers will provide daily opportunities for students to read/reread appropriately leveled text at school and at home.	Direct Instruction	08/09/2017	05/18/2018	\$0	Teachers
Research-Based Reading Strategies	Teachers will utilize research-based reading strategies daily to teach the five components of reading(Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension), Making Meaning, Harcourt, Saxon Phonics, Read Well, NAEP Lessons, The Daily Five and Comprehension Toolkit.	Direct Instruction	08/09/2017	05/18/2018	\$0	Teachers
Teacher Coaching	The BES Reading Specialist will collaborate/assist/support teachers on a daily basis in order to improve reading fluency and comprehension.	Academic Support Program	08/09/2017	05/18/2018	\$0	Teachers Reading Coach
Instructional Aide Support	An instructional aide will pull ELL students not making proficiency for LEXIA intervention.	Technology, Academic Support Program	08/09/2017	05/18/2018	\$0	Instructional Aide
<b>Total</b>					<b>\$0</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis-Scantron Performance Assessment & DIBELS	First through fourth grade teachers/Instructional Coach/ Administrators will identify at-risk students reflected by Spring 2018 by administering Scantron Performance Series and studying data gained. Teachers/Instructional Coach/ Administrators will identify at-risk students by administering DIBELS Next and studying data gained.	Academic Support Program	08/09/2017	05/18/2018	\$2100	Teachers and BES Administration
Scantron Performance Assessment -Beginning & End of the year	Teachers will administer the Scantron Performance Assessment at the Beginning/Middle/ End of the Year, analyze data received from assessment, and plan interventions to meet the needs of students.	Direct Instruction	08/09/2017	05/18/2018	\$1875	All Faculty members teaching mathematics content
AMSTI Philosophy, Activities and Manipulatives	Teachers will utilize math manipulatives, EngageNY, and Alabama Mathematics, Science, and Technology Initiative ( AMSTI) methods, counting collections, number fluency and skip counting to enhance student engagement every day during the school year.	Direct Instruction	08/09/2017	05/18/2018	\$3200	Classroom Teachers

<b>Total</b>	<b>\$7175</b>
--------------	---------------

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation and Sharing of Brain Friendly Startegies	Teachers will include brain friendly strategies through music, art appreciation, and movement to enhance mathematical reasoning and number fluency from September 2017 through May 2018. Teachers will share Brain Friendly strategies and activities during faculty meetings.	Direct Instruction	08/09/2017	05/18/2018	\$5000	Teachers BES Administration
Targeted Intervention	The BES Reading Specialist will provide targeted intervention to struggling students daily to improve reading skills.	Academic Support Program	08/09/2017	05/18/2018	\$436	Reading Coach Teachers
<b>Total</b>					<b>\$5436</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AMSTI Philosophy, Activities and Manipulatives	Teachers will utilize math manipulatives, EngageNY, and Alabama Mathematics, Science, and Technology Initiative (AMSTI) methods, counting collections, number fluency and skip counting to enhance student engagement every day during the school year.	Direct Instruction	08/09/2017	05/18/2018	\$3000	Classroom Teachers
<b>Total</b>					<b>\$3000</b>	

**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brain Friendly Strategies	All teachers will incorporate art, music and movement as a means of enhancing brain friendly lessons.	Direct Instruction, Academic Support Program	08/09/2017	05/18/2018	\$1000	Teachers Administration Consultants
<b>Total</b>					<b>\$1000</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology & Intervention	Teachers will use Compass Learning and LEXIA during the 2017-2018 academic year. An instructional aide will work with students using the LEXIA program.	Technology	08/09/2017	05/18/2018	\$27951	Teachers and Instructional Aide

**ACIP**

Brent Elementary School

Lower Teacher-Student Ratio	The teacher-student ratio will be lowered with additional classroom teachers to provide additional support to students at-risk.	Class Size Reduction	08/09/2017	05/18/2018	\$14801517	Administrator
Reading Teacher	Certified teachers will provide Tier III Intervention for first-fourth grades students at risk utilizing the new Fountas and Pinnell Reading Intervention Program.	Academic Support Program	08/09/2017	05/18/2018	\$0	Reading Teacher
Saxon Phonics Reading Program	Teachers will implement the Saxon Phonics Reading Program in the classroom.	Academic Support Program	08/09/2017	05/18/2018	\$3800	Teachers
Scantron Performance Assessment	First through fourth grade teachers will administer the Scantron Performance Assessment 3 times a year beginning/middle/end. Teachers will participate in meetings/workshops to analyze data and make curricular adjustments. Students will be recognized for their performance during a grade level honor roll program.	Direct Instruction, Academic Support Program	08/09/2017	05/18/2018	\$1770	Teachers and Administrators
Comprehension Emphasis	Reading Specialist will provide professional development in the area of reading comprehension. Close reads and Making Meaning/Comprehension Toolkit will be the strategies utilized. Teachers will also visit other classrooms to observe making meaning, direct instruction and other comprehension techniques.	Professional Learning	08/09/2017	05/18/2018	\$200	Melissa Dearman
<b>Total</b>					<b>\$14835238</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis-Scantron Performance Assessment & DIBELS	First through fourth grade teachers/Instructional Coach/Administrators will identify at-risk students reflected by Spring 2018 by administering Scantron Performance Series and studying data gained. Teachers/Instructional Coach/Administrators will identify at-risk students by administering DIBELS Next and studying data gained.	Academic Support Program	08/09/2017	05/18/2018	\$600	Teachers and BES Administration
Number Talks PLC	Veteran teachers will mentor novice teachers during the school year. Third & Fourth grade teachers will participate in a professional learning community based on Number Talks: Fractions, Decimals, and Percentages by Sherry Perrish.	Professional Learning	08/09/2017	05/18/2018	\$1000	Consultant Administration Teachers
Integrating Webb's Depth of Knowledge	Teachers will strengthen the quality of their classroom discussions/questioning and activities by examining the Webb's Depth of Knowledge and using it as a guide to develop more effective lessons and assessments.	Direct Instruction, Academic Support Program	08/09/2017	05/18/2018	\$1600	Teachers Administrators
Growth Mindset PLC	Teachers will participate in year long professional learning community.	Academic Support Program, Professional Learning	08/09/2017	05/18/2018	\$1000	Administrator Teachers



**Total**

\$4200

# 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		2016-2017 Parent Surveys

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## Areas of Notable Achievement

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

There were several areas of strength according to Spring 2017 parent surveys. The following denotes strengths in each major area:

#### Academics and Learning

1. Parents are happy with their child's learning opportunities.
2. Parents feel like their children get help from the teacher when needed.
3. Parents believe the homework their child's teacher assigns is realistic.
4. The homework my child's teacher assigns is relevant to his/her learning.
5. Parents feel as they understand academic goals, report cards and test scores.

#### School Culture and Climate

1. Parents state that they feel welcome at their child's school.
2. Parents feel like their child's has a trusting relationship with staff at school.
3. Parents feel like learning is the primary focus at my child's school.
4. Parents/ Guardians are invited to be involved with the education of their children here.
5. Parents feel like they would feel comfortable working in their child's classroom.
6. Parents feel that the teachers are interested in their child's progress.

#### School to Home Communications

1. Parents are very satisfied with the information sent home on Tuesday folders.
2. Parents were strongly satisfied with the communication from their child's teacher.
3. Parents also felt that the conference schedule was realistic with their work schedule.
4. Parents Reflect that they are able to get in contact with their child's teacher.

#### Additional Service

1. Parents were overall satisfied with the facilities provided for learning.

#### Student Surveys Reflect:

1. Students feel safe at school.
2. Students state that they feel respect from their teachers.
3. Students say they feel like they are being treated fairly at their school.

#### Teacher Surveys Reflect:

1. Teachers state that BES maintains a caring learning environment.
2. Teachers state that decisions are based on data and adjusted as needed.
3. Teachers state that BES uses data to meet the individual needs of students.

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

Stakeholder reflected a positive climate focus on student learning. Parents were satisfied with the communication from their child's teacher. Parents were happy with child's learning opportunities. Parents felt like the learning was the focus at their child's school.

Teachers are most satisfied with 2 areas (1) that BES has created a climate in which decisions are based on data, monitored by leadership and adjusted as needed and (2) that BES focuses improvement efforts on the use of benchmark data and implementation of non-mastery plans to meet individual student needs.

Students are most satisfied with 4 areas (1) my teacher treats me with respect, (2) I have lots of friends, (3) my parents believe I can do well, and (4) my family wants me to do well.

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

Parent, teacher and student surveys all reflect a general climate of respect.

Student open ended surveys reflect a feeling of belonging, being treated fairly and being cared about by teachers, administrators and other school personnel. This opinion is share by teachers and parents as well.

Student open ended surveys reflect a like for math and science. I feel like this is reflective of the teachers using data to meet individual needs while implementing the Alabama Science, Technology and Mathematics Initiative.

## Areas in Need of Improvement

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

There were several areas of need according to Spring 2017 parent surveys. The following denotes an area of concern in one of the major areas and was reflected by a lower response score:

1. Do you know what it means to be a Title I school, and what your rights are?
2. Do you know how you can be involved in school planning/review committees?

Teacher surveys reflect several areas of concern.

1. Teachers reflect more dissatisfaction and neutrality with the statement, "My school has created an environment in which parents participate in activities that enhance student learning and foster positive school climate."

Students main area of concern include is that 23% of the students say they have been bullied all the time or often.

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

Parents reflected an increased dissatisfaction of not knowing how/when to volunteer at their child's school.

Teachers also reflect that parents are not involved in the school and their child's education as much as they would like.

### What are the implications for these stakeholder perceptions?

The school does not have a specific volunteer program for recruiting parents to volunteer. Parents are invited to attend PTO where parent involvement is discussed and encouraged for specific projects/activities. Future steps BES could take would to develop a parent involvement program, encourage parents to volunteer and appoint a parent committee to get others on board and involved.

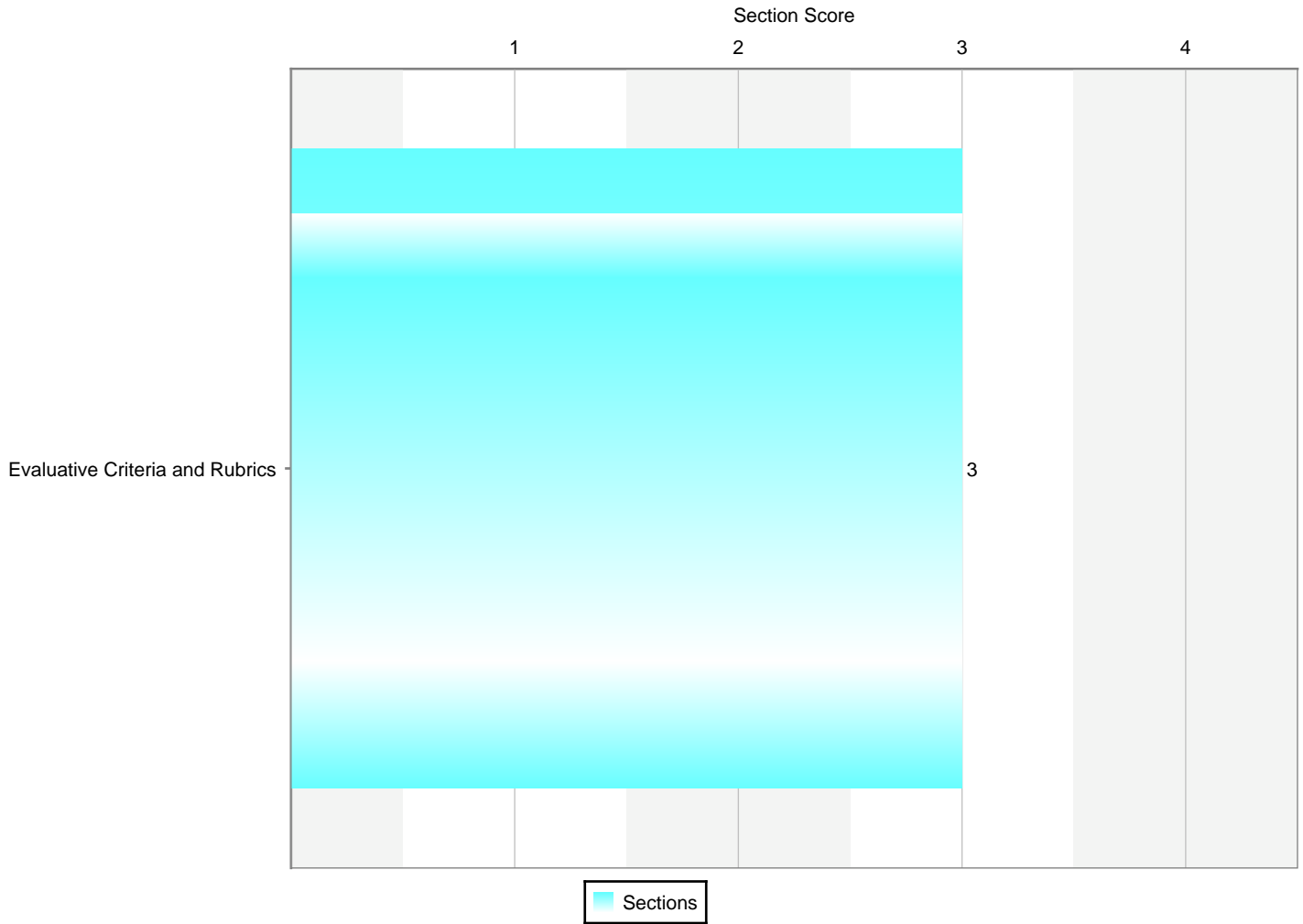
### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

In general, both parents and teachers were concerned with the lack of parent involvement.



## Report Summary

### Scores By Section



# 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 Continuous Improvement Instructional Leadership Team in collaboration with faculty, parents, and stakeholders met on several occasions to examine data from 2016-2017 and planned for 2017-2018. These meetings included discussions of state academic assessment data, including DIBELS, Global Scholars and survey data. Additionally, discussions of student data and improvement goals among faculty and staff occurred during grade level and faculty meetings. The CIP Instructional Leadership Team members met during the planning process to review and discuss the strengths and weaknesses of the instructional program. Data from the 2016-2017 school year was reviewed in order to determine goals and identify any gaps in the instructional

### What were the results of the comprehensive needs assessment?

#### Mathematics:

We did not make our measurable objective of 80 % of Third and Fourth grade students demonstrating a proficiency by increasing 20 percentage points or more in Mathematics by 5/5/17 as measured by ACT Aspire Interim.

Spring 2017 ACT Aspire Periodic Assessment Data 25% of 3rd graders and 19% of 4th graders increased by 20 points or more between fall and spring ACT Interim administrations.

#### Spring 2017 Scantron Performance Series Assessment

- 60% of first grade students demonstrated proficiency (scoring in the above average and high/low average range) in Mathematics as measured by the spring 2017 administration of the Performance Series Assessment.
- 60% of second grade students demonstrated proficiency (scoring in the above average and high/low average range) in Mathematics as measured by the spring 2017 administration of the Performance Series Assessment.
- 47% of third grade students demonstrated proficiency (scoring in the above average and high/low average range) in Mathematics as measured by the spring 2017 administration of the Performance Series Assessment.
- 41% of fourth grade students demonstrated proficiency (scoring in the above average and high/low average range) in Mathematics as measured by the spring 2017 administration of the Performance Series Assessment.

#### Reading:

We did not make our measurable objective of 80 % of Third and Fourth grade students demonstrating a proficiency by increasing 20 percentage points in Reading by 5/5/17 as measured by ACT Aspire Interim.

#### Spring 2017 ACT Aspire Periodic Assessment Data

33% of 3rd graders and 17% of 4th graders increased by 20 points or more between fall and spring ACT Interim administrations.

#### Spring 2017 Scantron Performance Series Assessment.

- 45% of kindergarten grade students demonstrated proficiency (scoring in the above average and high/low average range) in Math as measured by the spring 2017 administration of the Performance Series Assessment.

- 52% of first grade students demonstrated proficiency (scoring in the above average and high/low average range) in Math as measured by the spring 2017 administration of the Performance Series Assessment.
- 58% of second grade students demonstrated proficiency (scoring in the above average and high/low average range) in Math as measured by the spring 2017 administration of the Performance Series Assessment.
- 45% of third grade students demonstrated proficiency (scoring in the above average and high/low average range) in Math as measured by the spring 2017 administration of the Performance Series Assessment.
- 40% of fourth grade students demonstrated proficiency (scoring in the above average and high/low average range) in Math as measured by the spring 2017 administration of the Performance Series Assessment.

There were several areas of strengths according to Spring 2017 parent surveys.

The following denotes strengths in each major area: Academics and Learning

1. Parents are happy with their child's learning opportunities.
2. Parents feel like their children get help from the teacher when needed.
3. Parents believe the homework their child's teacher assigns is realistic.
4. The homework my child's teacher assigns is relevant to his/her learning.

School Culture and Climate

1. Parents feel like their child's has a trusting relationship with staff at school.
2. Parents feel like learning is the primary focus at my child's school.
3. Parents/ Guardians are invited to be involved with the education of their children here.
4. Parents feel like they would feel comfortable working in their child's classroom.

School to Home Communications

1. Parents are very satisfied with the information sent home on Tuesday folders. (second highest ranking)
  2. Parents were strongly satisfied with the communication from their child's teacher. (highest ranking)
  3. Parents also felt that the conference schedule was realistic with their work schedule.
- Additional Service 1. Parents were overall satisfied with the facilities provided for learning.
3. What conclusions were drawn from the results.

### **What conclusions were drawn from the results?**

Rigorous reading goals need to be continued until all grade levels meet the current program goals. BES will continue to implement a 90 minute reading block. First, Second and Third grade classes will implement a form of Walk to Read. Grouping those students for an hour that need more intensive reading instruction. Unlimited Lexia license will be purchased so that teachers can utilize the program throughout the school day as a means of additional instruction. Students will also be able to use the program after school hours and through the summer months. The Reading Coach will provide professional development in the area of small group instruction to strengthen Tier 1 program. The reading coach will be assigned to work intensively with primary teachers to strengthen Tier I instruction and provide intervention. Reading has been noted as an area of weakness and several plans have been made to address this area. A Reading teacher will be assigned to deliver intensive lessons to the students in first and second grade targeting the phonetic principles. In addition, Saxon Phonics curriculum will be purchased and extended to third and fourth grade to continue our phonics progression and guide instruction. A reading tutor will be hired to work with third and fourth grade students in the area of comprehension.

Teachers will continue attended job embedded Alabama Math, Science and Technology Initiative (AMSTI) Number Talks training to learn more effective methods of instruction. During the 2017-2018 school year teachers will attend professional development in the area of mathematics. Third and fourth grade teachers will participate in a book study of Math Talks: Fractions, Decimals, and Percentages by Sherry Parrish.

Math consultant will work closely with mathematics teachers at each grade level to analyze data, examine research based strategies, plan for instruction and model lessons.

A math tutor will be hired to work with third and fourth grade students in need of additional support.

Teachers will implement Everyday Counts Calendar Math to target weak areas detected in curriculum as reflected in the spring of Performance Series Assessment.

Teachers will continue training in the area of neuroscience and learning. The brain-based training will target the implementation of transferable life skills and processes.

Faculty will participate in a Professional Learning Community book study of the Growth mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve by Annie Brock and Heather Hundley.

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

Parent, teacher and student surveys were analyzed to conclude perception. Overall, BES was found to be a caring friendly school where academics was the focus.

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

School goals include improvement in the area of reading and mathematics which are both areas in which BES did not meet established goals

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

Measuring and analysis of multiple data sources reflect a need in both areas of mathematics and reading

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

Our goals reflect a desire for all students to improve in the areas of reading and mathematics, thus, addressing the whole school population.

## 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:**

All students at Brent Elementary School will become more proficient in mathematics.

**Measurable Objective 1:**

75% of First, Second, Third and Fourth grade students will increase student growth by obtaining Individual Growth Goals in Mathematics by 05/18/2018 as measured by Scantron Performance Assessment.

**Strategy1:**

Evaluation and Alignment of Mathematics Curriculum - 1) Teachers will administer the Scantron Performance Assessment at the Beginning and End of the Year.

2) Teachers will participate in workshops and grade level meetings to analyze data, discuss progress and plan intervention strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Scantron Performance Assessment -Beginning & End of the year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Scantron Performance Assessment at the Beginning/Middle/ End of the Year, analyze data received from assessment, and plan interventions to meet the needs of students.	Direct Instruction	08/09/2017	05/18/2018	\$1875 - District Funding	All Faculty members teaching mathematics content

Activity - Number Talks PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Veteran teachers will mentor novice teachers during the school year. Third & Fourth grade teachers will participate in a professional learning community based on Number Talks: Fractions, Decimals, and Percentages by Sherry Perrish.	Professional Learning	08/09/2017	05/18/2018	\$1000 - State Funds	Consultant Administration Teachers

Activity - Grade Level Meetings & Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in workshops and grade level meetings geared toward analyzing Scantron Performance, discussing progress and planning intervention strategies.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	BES Administration and Teachers

**Strategy2:**

Growth Mindset Emphasis - The strategy will include professional learning in the area of growth mindset. It will aide teachers in building a growth conscience mentality in our students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dweck's Mindset: The New Psychology of Success

Hewlett Foundation's Whitepaper on Academic Mindsets

Paul Tough's How Children Succeed: Grit, Curiosity, and the Hidden Power of Character

GettingSmart.com on Innovation Mindset

Nisbett's Intelligence and How to Get it: Why Schools and Cultures

Activity - Growth Mindset Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will document evidence related to growth mindset. This will include visuals, direct instruction. and casual conversations.	Academic Support Program Direct Instruction Professional Learning	08/09/2017	05/09/2018	\$0 - No Funding Required	Administration

Activity - Growth Mindset PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in year long professional learning community.	Professional Learning Academic Support Program	08/09/2017	05/18/2018	\$1000 - State Funds	Administrator Teachers

**Strategy3:**

Implementing a Constructivist Approach - Teachers will implement the EngageNY mathematics program in alignment with the mathematics pacing guide/calendar throughout the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Number Talks will be utilized in all classrooms during specific Number Talks lessons and during problem solving discussions.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	BES Administration. Teachers

Activity - AMSTI Philosophy, Activities and Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives, EngageNY, and Alabama Mathematics, Science, and Technology Initiative ( AMSTI) methods, counting collections, number fluency and skip counting to enhance student engagement every day during the school year.	Direct Instruction	08/09/2017	05/18/2018	\$3200 - District Funding \$3000 - Title I Part A	Classroom Teachers



Activity - Math Support Through Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Compass Learning as an individual instruction tool during the school year.	Technology	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers and BES Administration

**Strategy4:**

Brain Friendly Strategies - Teachers will use advances in neuroscience to enhance classroom engagement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation and Sharing of Brain Friendly Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include brain friendly strategies through music, art appreciation, and movement to enhance mathematical reasoning and number fluency from September 2017 through May 2018. Teachers will share Brain Friendly strategies and activities during faculty meetings.	Direct Instruction	08/09/2017	05/18/2018	\$5000 - General Fund	Teachers BES Administration

**Goal 2:**

All students at Brent Elementary School will become more proficient readers.

**Measurable Objective 1:**

75% of First, Second, Third and Fourth grade students will increase student growth by obtaining individual Growth Goals in Reading by 05/18/2018 as measured by Scantron Performance Assessment .

**Strategy1:**

Utilize State/Local Assessments - Teachers will utilize state/local assessments in order to monitor progress toward goals and to plan instruction.

Category:

Research Cited: ARI

Activity - Data Analysis-Scantron Performance Assessment & DIBELS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First through fourth grade teachers/Instructional Coach/ Administrators will identify at-risk students reflected by Spring 2018 by administering Scantron Performance Series and studying data gained. Teachers/Instructional Coach/ Administrators will identify at-risk students by administering DIBELS Next and studying data gained.	Academic Support Program	08/09/2017	05/18/2018	\$2100 - District Funding \$600 - State Funds	Teachers and BES Administration

**ACIP**

Brent Elementary School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor and plan interventions for students indicated to be at-risk.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Instructional Coach and Teachers

Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Fountas and Pinnell reading benchmark twice a year.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers

Activity - Scantron Performance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First through fourth grade teachers will administer the Scantron Performance Assessment 3 times a year beginning/middle/end. Teachers will participate in meetings/workshops to analyze data and make curricular adjustments. Students will be recognized for their performance during a grade level honor roll program.	Direct Instruction Academic Support Program	08/09/2017	05/18/2018	\$1770 - Title I Schoolwide	Teachers and Administrators

**Strategy2:**

Quality Tier I Reading Instruction Empasis - Teachers will provide 90 minutes of reading instruction daily.

Category:

Research Cited:

Activity - Research-Based Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize research-based reading strategies daily to teach the five components of reading(Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension), Making Meaning, Harcourt, Saxon Phonics, Read Well, NAEP Lessons, The Daily Five and Comprehension Toolkit.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers

Activity - Daily Opportunities for Appropriate Leveled Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily opportunities for students to read/reread appropriately leveled text at school and at home.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers

Activity - Walk-to-Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First, second and third grade students will be placed in reading classes for direct instruction small groups that target their individual reading level. The teachers will develop intensive small group lessons and activity centers.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers, Administrators, Reading Coach

**ACIP**

Brent Elementary School

Activity - Saxon Phonics Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Saxon Phonics Reading Program in the classroom.	Academic Support Program	08/09/2017	05/18/2018	\$3800 - Title I Schoolwide	Teachers

Activity - Strengthening Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine small group and whole group instruction focusing on Academic vocabulary, close reading and other techniques increasing rigor with non-fiction. Teachers will also work to strengthen the quality of center experiences.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers & Instructional Coach

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BES Reading Specialist will collaborate/assist/support teachers on a daily basis in order to improve reading fluency and comprehension.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers Reading Coach

Activity - Comprehension Emphasis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide professional development in the area of reading comprehension. Close reads and Making Meaning/Comprehension Toolkit will be the strategies utilized. Teachers will also visit other classrooms to observe making meaning, direct instruction and other comprehension techniques.	Professional Learning	08/09/2017	05/18/2018	\$200 - Title I Schoolwide	Melissa Dearman

Activity - Technology & Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Compass Learning and LEXIA during the 2017-2018 academic year. An instructional aide will work with students using the LEXIA program.	Technology	08/09/2017	05/18/2018	\$27951 - Title I Schoolwide	Teachers and Instructional Aide

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate art, music and movement as a means of enhancing brain friendly lessons.	Direct Instruction Academic Support Program	08/09/2017	05/18/2018	\$1000 - Title I School Improvement (ISI)	Teachers Administration Consultants

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BES Reading Specialist will provide targeted intervention to struggling students daily to improve reading skills.	Academic Support Program	08/09/2017	05/18/2018	\$436 - General Fund	Reading Coach Teachers

**ACIP**

Brent Elementary School

Activity - Integrating Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will strengthen the quality of their classroom discussions/questioning and activities by examining the Webb's Depth of Knowledge and using it as a guide to develop more effective lessons and assessments.	Academic Support Program Direct Instruction	08/09/2017	05/18/2018	\$1600 - State Funds	Teachers Administrators

**Strategy3:**

Additional Intervention - Identified students at risk will be pulled for additional intervention.

Category:

Research Cited: Original ARI Intervention Model

Activity - Lower Teacher-Student Ratio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher-student ratio will be lowered with additional classroom teachers to provide additional support to students at-risk.	Class Size Reduction	08/09/2017	05/18/2018	\$14801517 - Title I Schoolwide	Administrator

Activity - Reading Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will provide Tier III Intervention for first-fourth grades students at risk utilizing the new Fountas and Pinnell Reading Intervention Program.	Academic Support Program	08/09/2017	05/18/2018	\$0 - Title I Schoolwide	Reading Teacher

**Goal 3:**

ALL ELL students will become proficient in reading.

**Measurable Objective 1:**

50% of English Learners students will demonstrate a proficiency by increasing by .5 in Reading by 05/18/2018 as measured by Access.

**Strategy1:**

Additional Support - A district tutor will meet weekly with ELL students not making proficiency. A reading tutor will meet with students 3-5 times a week.

Category:

Research Cited: ARI

Activity - Reading Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading tutor will provide Tier III intervention to ELL students not making proficiency.	Tutoring	08/09/2017	05/18/2018	\$0 - No Funding Required	Tutor

**ACIP**

Brent Elementary School

Activity - Instructional Aide Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional aide will pull ELL students not making proficiency for LEXIA intervention.	Technology Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Instructional Aide

Activity - District Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District tutor will be assigned to ELL students to provide additional support.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Tutor

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will provide additional intervention for ELL students not making proficiency.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teacher

**Strategy2:**

ELL Team - ELL students not making proficiency will be examine by BES ELL Team. Recommendations for strategies and additional support will be made. Student progress will be monitored.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Lexia

Activity - Periodic Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school ELL Team will monitor the progress of ELL students	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	ELL Team Teacher

**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:**

All students at Brent Elementary School will become more proficient in mathematics.

**Measurable Objective 1:**

75% of First, Second, Third and Fourth grade students will increase student growth by obtaining Individual Growth Goals in Mathematics by 05/18/2018 as measured by Scantron Performance Assessment.

**Strategy1:**

**ACIP**

Brent Elementary School

Implementing a Constructivist Approach - Teachers will implement the EngageNY mathematics program in alignment with the mathematics pacing guide/calendar throughout the year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Number Talks will be utilized in all classrooms during specific Number Talks lessons and during problem solving discussions.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	BES Administration. Teachers

Activity - Math Support Through Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Compass Learning as an individual instruction tool during the school year.	Technology	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers and BES Administration

Activity - AMSTI Philosophy, Activities and Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize math manipulatives, EngageNY, and Alabama Mathematics, Science, and Technology Initiative ( AMSTI) methods, counting collections, number fluency and skip counting to enhance student engagement every day during the school year.	Direct Instruction	08/09/2017	05/18/2018	\$3200 - District Funding \$3000 - Title I Part A	Classroom Teachers

**Strategy2:**

Growth Mindset Emphasis - The strategy will include professional learning in the area of growth mindset. It will aide teachers in building a growth conscience mentality in our students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dweck's Mindset: The New Psychology of Success

Hewlett Foundation's Whitepaper on Academic Mindsets

Paul Tough's How Children Succeed: Grit, Curiosity, and the Hidden Power of Character

GettingSmart.com on Innovation Mindset

Nisbett's Intelligence and How to Get it: Why Schools and Cultures

Activity - Growth Mindset PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in year long professional learning community.	Professional Learning Academic Support Program	08/09/2017	05/18/2018	\$1000 - State Funds	Administrator Teachers

**ACIP**

Brent Elementary School

Activity - Growth Mindset Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will document evidence related to growth mindset. This will include visuals, direct instruction, and casual conversations.	Academic Support Program Professional Learning Direct Instruction	08/09/2017	05/09/2018	\$0 - No Funding Required	Administration

**Strategy3:**

Evaluation and Alignment of Mathematics Curriculum - 1) Teachers will administer the Scantron Performance Assessment at the Beginning and End of the Year.

2) Teachers will participate in workshops and grade level meetings to analyze data, discuss progress and plan intervention strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Scantron Performance Assessment -Beginning & End of the year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Scantron Performance Assessment at the Beginning/Middle/ End of the Year, analyze data received from assessment, and plan interventions to meet the needs of students.	Direct Instruction	08/09/2017	05/18/2018	\$1875 - District Funding	All Faculty members teaching mathematics content

Activity - Number Talks PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Veteran teachers will mentor novice teachers during the school year. Third & Fourth grade teachers will participate in a professional learning community based on Number Talks: Fractions, Decimals, and Percentages by Sherry Perrish.	Professional Learning	08/09/2017	05/18/2018	\$1000 - State Funds	Consultant Administration Teachers

Activity - Grade Level Meetings & Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in workshops and grade level meetings geared toward analyzing Scantron Performance, discussing progress and planning intervention strategies.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	BES Administration and Teachers

**Strategy4:**

Brain Friendly Strategies - Teachers will use advances in neuroscience to enhance classroom engagement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

**ACIP**

Brent Elementary School

Activity - Implementation and Sharing of Brain Friendly Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include brain friendly strategies through music, art appreciation, and movement to enhance mathematical reasoning and number fluency from September 2017 through May 2018. Teachers will share Brain Friendly strategies and activities during faculty meetings.	Direct Instruction	08/09/2017	05/18/2018	\$5000 - General Fund	Teachers BES Administration

**Goal 2:**

All students at Brent Elementary School will become more proficient readers.

**Measurable Objective 1:**

75% of First, Second, Third and Fourth grade students will increase student growth by obtaining individual Growth Goals in Reading by 05/18/2018 as measured by Scantron Performance Assessment .

**Strategy1:**

Additional Intervention - Identified students at risk will be pulled for additional intervention.

Category:

Research Cited: Original ARI Intervention Model

Activity - Reading Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will provide Tier III Intervention for first-fourth grades students at risk utilizing the new Fountas and Pinnell Reading Intervention Program.	Academic Support Program	08/09/2017	05/18/2018	\$0 - Title I Schoolwide	Reading Teacher

Activity - Lower Teacher-Student Ratio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher-student ratio will be lowered with additional classroom teachers to provide additional support to students at-risk.	Class Size Reduction	08/09/2017	05/18/2018	\$14801517 - Title I Schoolwide	Administrator

**Strategy2:**

Utilize State/Local Assessments - Teachers will utilize state/local assessments in order to monitor progress toward goals and to plan instruction.

Category:

Research Cited: ARI

Activity - Fountas and Pinnell	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Fountas and Pinnell reading benchmark twice a year.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers



Activity - Data Analysis-Scantron Performance Assessment & DIBELS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First through fourth grade teachers/Instructional Coach/ Administrators will identify at-risk students reflected by Spring 2018 by administering Scantron Performance Series and studying data gained. Teachers/Instructional Coach/ Administrators will identify at-risk students by administering DIBELS Next and studying data gained.	Academic Support Program	08/09/2017	05/18/2018	\$600 - State Funds \$2100 - District Funding	Teachers and BES Administration

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor and plan interventions for students indicated to be at-risk.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Instructional Coach and Teachers

Activity - Scantron Performance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First through fourth grade teachers will administer the Scantron Performance Assessment 3 times a year beginning/middle/end. Teachers will participate in meetings/workshops to analyze data and make curricular adjustments. Students will be recognized for their performance during a grade level honor roll program.	Direct Instruction Academic Support Program	08/09/2017	05/18/2018	\$1770 - Title I Schoolwide	Teachers and Administrators

**Strategy3:**

Quality Tier I Reading Instruction Emphasis - Teachers will provide 90 minutes of reading instruction daily.

Category:

Research Cited:

Activity - Teacher Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BES Reading Specialist will collaborate/assist/support teachers on a daily basis in order to improve reading fluency and comprehension.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers Reading Coach

Activity - Technology & Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Compass Learning and LEXIA during the 2017-2018 academic year. An instructional aide will work with students using the LEXIA program.	Technology	08/09/2017	05/18/2018	\$27951 - Title I Schoolwide	Teachers and Instructional Aide

**ACIP**

Brent Elementary School

Activity - Comprehension Emphasis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Specialist will provide professional development in the area of reading comprehension. Close reads and Making Meaning/Comprehension Toolkit will be the strategies utilized. Teachers will also visit other classrooms to observe making meaning, direct instruction and other comprehension techniques.	Professional Learning	08/09/2017	05/18/2018	\$200 - Title I Schoolwide	Melissa Dearman

Activity - Research-Based Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize research-based reading strategies daily to teach the five components of reading(Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension), Making Meaning, Harcourt, Saxon Phonics, Read Well, NAEP Lessons, The Daily Five and Comprehension Toolkit.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BES Reading Specialist will provide targeted intervention to struggling students daily to improve reading skills.	Academic Support Program	08/09/2017	05/18/2018	\$436 - General Fund	Reading Coach Teachers

Activity - Brain Friendly Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate art, music and movement as a means of enhancing brain friendly lessons.	Academic Support Program Direct Instruction	08/09/2017	05/18/2018	\$1000 - Title I School Improvement (ISI)	Teachers Administration Consultants

Activity - Walk-to-Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First, second and third grade students will be placed in reading classes for direct instruction small groups that target their individual reading level. The teachers will develop intensive small group lessons and activity centers.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers, Administrators, Reading Coach

Activity - Integrating Webb's Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will strengthen the quality of their classroom discussions/questioning and activities by examining the Webb's Depth of Knowledge and using it as a guide to develop more effective lessons and assessments.	Direct Instruction Academic Support Program	08/09/2017	05/18/2018	\$1600 - State Funds	Teachers Administrators

**ACIP**

Brent Elementary School

Activity - Strengthening Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine small group and whole group instruction focusing on Academic vocabulary, close reading and other techniques increasing rigor with non-fiction. Teachers will also work to strengthen the quality of center experiences.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers & Instructional Coach

Activity - Saxon Phonics Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Saxon Phonics Reading Program in the classroom.	Academic Support Program	08/09/2017	05/18/2018	\$3800 - Title I Schoolwide	Teachers

Activity - Daily Opportunities for Appropriate Leveled Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily opportunities for students to read/reread appropriately leveled text at school and at home.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers

**Goal 3:**

ALL ELL students will become proficient in reading.

**Measurable Objective 1:**

50% of English Learners students will demonstrate a proficiency by increasing by .5 in Reading by 05/18/2018 as measured by Access.

**Strategy1:**

Additional Support - A district tutor will meet weekly with ELL students not making proficiency. A reading tutor will meet with students 3-5 times a week.

Category:

Research Cited: ARI

Activity - Reading Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading tutor will provide Tier III intervention to ELL students not making proficiency.	Tutoring	08/09/2017	05/18/2018	\$0 - No Funding Required	Tutor

Activity - District Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District tutor will be assigned to ELL students to provide additional support.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Tutor

**ACIP**

Brent Elementary School

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will provide additional intervention for ELL students not making proficiency.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teacher

Activity - Instructional Aide Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional aide will pull ELL students not making proficiency for LEXIA intervention.	Technology Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Instructional Aide

**Strategy2:**

ELL Team - ELL students not making proficiency will be examine by BES ELL Team. Recommendations for strategies and additional support will be made. Student progress will be monitored.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Lexia

Activity - Periodic Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school ELL Team will monitor the progress of ELL students	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	ELL Team Teacher

**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:**

All students at Brent Elementary School will become more proficient in mathematics.

**Measurable Objective 1:**

SY 2017-2018

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

**ACIP**

Brent Elementary School

75% of First, Second, Third and Fourth grade students will increase student growth by obtaining Individual Growth Goals in Mathematics by 05/18/2018 as measured by Scantron Performance Assessment.

**Strategy1:**

Growth Mindset Emphasis - The strategy will include professional learning in the area of growth mindset. It will aide teachers in building a growth conscience mentality in our students.

Category: Develop/Implement Professional Learning and Support

Research Cited: Dweck's Mindset: The New Psychology of Success

Hewlett Foundation's Whitepaper on Academic Mindsets

Paul Tough's How Children Succeed: Grit, Curiosity, and the Hidden Power of Character

GettingSmart.com on Innovation Mindset

Nisbett's Intelligence and How to Get it: Why Schools and Cultures

Activity - Growth Mindset Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will document evidence related to growth mindset. This will include visuals, direct instruction. and casual conversations.	Direct Instruction Professional Learning Academic Support Program	08/09/2017	05/09/2018	\$0 - No Funding Required	Administration

Activity - Growth Mindset PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in year long professional learning community.	Academic Support Program Professional Learning	08/09/2017	05/18/2018	\$1000 - State Funds	Administrator Teachers

**Strategy2:**

Brain Friendly Strategies - Teachers will use advances in neuroscience to enhance classroom engagement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited:

Activity - Implementation and Sharing of Brain Friendly Startegies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include brain friendly strategies through music, art appreciation, and movement to enhance mathematical reasoning and number fluency from September 2017 through May 2018. Teachers will share Brain Friendly strategies and activities during faculty meetings.	Direct Instruction	08/09/2017	05/18/2018	\$5000 - General Fund	Teachers BES Administration

**Goal 2:**

All students at Brent Elementary School will become more proficient readers.

**Measurable Objective 1:**

75% of First, Second, Third and Fourth grade students will increase student growth by obtaining individual Growth Goals in Reading by 05/18/2018 as measured by Scantron Performance Assessment .

**Strategy1:**

Quality Tier I Reading Instruction Emphasis - Teachers will provide 90 minutes of reading instruction daily.

Category:

Research Cited:

Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The BES Reading Specialist will provide targeted intervention to struggling students daily to improve reading skills.	Academic Support Program	08/09/2017	05/18/2018	\$436 - General Fund	Reading Coach Teachers

Activity - Saxon Phonics Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Saxon Phonics Reading Program in the classroom.	Academic Support Program	08/09/2017	05/18/2018	\$3800 - Title I Schoolwide	Teachers

Activity - Walk-to-Read	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First, second and third grade students will be placed in reading classes for direct instruction small groups that target their individual reading level. The teachers will develop intensive small group lessons and activity centers.	Direct Instruction	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers, Administrators, Reading Coach

Activity - Strengthening Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will examine small group and whole group instruction focusing on Academic vocabulary, close reading and other techniques increasing rigor with non-fiction. Teachers will also work to strengthen the quality of center experiences.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teachers & Instructional Coach

**Strategy2:**

Additional Intervention - Identified students at risk will be pulled for additional intervention.

Category:

Research Cited: Original ARI Intervention Model

**ACIP**

Brent Elementary School

Activity - Lower Teacher-Student Ratio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher-student ratio will be lowered with additional classroom teachers to provide additional support to students at-risk.	Class Size Reduction	08/09/2017	05/18/2018	\$14801517 - Title I Schoolwide	Administrator

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

ALL ELL students will become proficient in reading.

**Measurable Objective 1:**

50% of English Learners students will demonstrate a proficiency by increasing by .5 in Reading by 05/18/2018 as measured by Access.

**Strategy1:**

Additional Support - A district tutor will meet weekly with ELL students not making proficiency. A reading tutor will meet with students 3-5 times a week.

Category:

Research Cited: ARI

Activity - Classroom Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teacher will provide additional intervention for ELL students not making proficiency.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Teacher

Activity - District Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A District tutor will be assigned to ELL students to provide additional support.	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Tutor

Activity - Instructional Aide Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional aide will pull ELL students not making proficiency for LEXIA intervention.	Technology Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	Instructional Aide

Activity - Reading Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A reading tutor will provide Tier III intervention to ELL students not making proficiency.	Tutoring	08/09/2017	05/18/2018	\$0 - No Funding Required	Tutor

**Strategy2:**

ELL Team - ELL students not making proficiency will be examine by BES ELL Team. Recommendations for strategies and additional support will be made. Student progress will be monitored.

Category: Develop/Implement Learning Supports

Research Cited: ARI, Lexia

Activity - Periodic Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school ELL Team will monitor the progress of ELL students	Academic Support Program	08/09/2017	05/18/2018	\$0 - No Funding Required	ELL Team Teacher

**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.**

We meet with parents of ELL students and explain assessment results during ELP meetings.



**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 BES interview process is a team approach. Since BES takes a large number of practicum students from a variety of local universities and colleges, many students gain an interview seat by displaying exceptional qualities during undergraduate experiences. As interviews take place, those with experiences closely related to the area of need and notable resumes are selected. Teachers are highly trained as they join the BES faculty and are continuously trained through our mentor program, coaching cycles and workshop experiences. Teachers are assigned according to need and number. We strive to keep lower number of students in the younger classes. We also place teachers in high area of need.

## **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?**

BES had a 4% teacher turnover rate during the summer of 2017.

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

The average years of service is 13 years.

**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).**

There is not a high turn over rate a Brent Elemenarty School.

## **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.**

Data Meeting to Interpret Data

ARI Coaching Cycle

Professional Learning Community based on the book

The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve by Annie Brock and Heather Hundley

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

Professional learning Opportunities are available by participating in PLC and a variety of workshops. These include reading, technology, and mathematics.

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

The teachers are assigned a mentor on the same grade level to help provide support during the school year. These teachers are invited to district meeting prior to school starting. This meeting provides information concerning the school district and suggestions for a good start of the school year. During this meeting, new teachers are introduced to mentors and provided time to discuss questions and concerns. During the school year, mentors meet with novice teachers to grasp a better understanding of curriculum and technical issues.

The school system also provides new teachers with sessions aimed at strengthening skills and knowledge during the first year of teaching. Topics addressed include New Hire/Mentor Training, Special Education and ELL students, Classroom Specific Technology, Assessments & Testing, What Great Teachers Do Differently 17 Things That Matter Most and Planning to End Well.

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

Professional development opportunities are sustained and continued through the support of the district and state level initiatives

**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:**

BES will provide a smooth transition for all students.

**Measurable Objective 1:**

collaborate to ensure a smooth transition by 08/23/2017 as measured by observed grade level transitions..

**Strategy1:**

Middle School Transition - Teachers will work with Centreville Middle School to ensure a smooth transition.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - BES/CMS Transitional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade teachers from BES will meet with fifth grade teachers from CMS to discuss pertinent information concerning the upcoming class.	Academic Support Program	05/02/2016	05/20/2016	\$0 - No Funding Required	BES ans CMS Administration, Fourth Grade Teachers and Fifth Grade Teachers

Activity - CMS Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students from BES will travel to CMS during the spring. They will meet fifth grade teachers and administration during this visit and tour the campus.	Academic Support Program	05/01/2018	05/17/2018	\$0 - No Funding Required	BES Administration and Fourth Grade Teachers

**Strategy2:**

Grade Level Transition Meetings - Grade level teachers will meet with teachers of next grade level to provide information concerning the incoming class. Teachers will share general information, strategies that have worked and group dynamics information.

Category: Develop/Implement Learning Supports

Research Cited:

**ACIP**

Brent Elementary School

Activity - Grade Level Transitional Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade Level Teachers will meet during the spring with teachers of the next grade level. They will provide useful information concerning the incoming class. Fourth grade teachers will meet with CMS teachers.	Academic Support Program	05/01/2018	05/24/2018	\$0 - No Funding Required	BES Administration and Teachers

**Strategy3:**

Positive PreK and Kindergarten Transition - BES teachers and administration will work together with parents to ensure a smooth transition into public school.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - PreK Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BES will begin a PreK Program in order to prepare children for Kindergarten.	Academic Support Program	08/09/2017	05/24/2018	\$120000 - State Funds	Certified teacher and Auxiliary Teacher

Activity - Kindergarten Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BES will provide Open House for the students and parents before the opening of school. Students and parents will be able to drop by and meet the teacher and visit the classroom during the assigned time.	Academic Support Program	08/01/2017	08/13/2017	\$0 - No Funding Required	BES Administration and Kindergarten Teachers

Activity - Kindergarten Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to make the kindergarten year a positive experience for children, a registration will be held during the spring. At this registration parents fill out appropriate registration material, will be given material to help prepare their child for kindergarten, and will be given information about upcoming workshops. At this registration, the students will meet kindergarten teachers and be given initial hearing/vision/academic screenings.	Academic Support Program	03/01/2017	04/30/2018	\$0 - No Funding Required	BES Administration and Kindergarten Teachers

**Narrative:**

Transitional meetings take place between schools as students progress from one school to the next. Fourth grade teachers also send comprehensive data to the middle school.

## 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?**

Teachers meet as a school and in grade levels to examine, analyze and discuss results of statewide testing.

## **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?**

Students not making proficient levels are identified. Teachers develop a plan of intervention for the students that do not make proficient levels.

**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?**

Teachers provide intervention in the classroom for students not proficient at grade level. All teachers meet with small groups during reading and math instruction to help meet the needs of students. The school also provides assistance through our Lexia Lab, reading tutors and Walk-to -Read Program

**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.**

The school has an 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.**

All students including Migrant, English Language Learners, Economically, Disadvantaged, Special Education, Neglect and/or Delinquent and Homeless Students are assessed and needs are addressed. Some of these students may require assistance outside the regular education classroom while other needs are met within the classroom

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

n/a

**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.**

All financial resources and programs are targeted at improving the achievement of schoolwide goals.

**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 school's child nutrition program is aimed at developing healthy students and follows all state guidelines.



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

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

The school administrators and teachers use a locally developed walk-through document to assess the level of program implementation. The school uses assessment data and surveys to evaluate the effectiveness of the school wide program.

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

The school uses assessment data identified in the goals to evaluate the results achieved by the schoolwide program

### **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?**

Teachers and building administrators look at the students as a whole and individually.

### **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?**

Teachers and administration have the opportunity to make suggestions as a result of the analyzed data

# **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.	38.24

Provide the number of classroom teachers.

38.24

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1917379.0

Total

1,917,379.00

### Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	91081.0

Total

91,081.00

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	62442.0

Total

62,442.00

### Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	52232.0

Total

52,232.00

## 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.	60233.0

Total

60,233.00



### 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 Administrators.

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.	8829.0

Total

8,829.00

### 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.	3237.0

Total

3,237.00

## EL Teachers

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

Provide the number of EL Teachers.

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.	17594.0

Total

17,594.00

### 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.	1271.0

Total

1,271.00

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	180309.41

**Provide a brief explanation and breakdown of expenses.**

BES 0040

INSTRUCTION-TEACHER 79,215.00  
INSTRUCTION-OTHER CERTI 15,600.00  
INSTRUCTION-INSTRUCTIONAL AIDE 19,752.00  
INSTRUCTION-STATE INSURANCE 29,376.00  
INSTRUCTION-STATE RETIREMENT 12,114.00  
INSTRUCTION-SOCIAL SECURITY 6,510.00  
INSTRUCTION-FEDERAL MEDICARE 1,524.00  
INSTRUCTION-EQUIP MAINT AGREE 2,740.00  
INSTRUCTION-OTHER PURCHASED SERV 5,704.92  
INSTRUCTION-STUDENT CLASSRM SUPP 2,923.88  
OTHER STUDENT SUPP, OTHER INST SUPPLIES 2,231.24  
INSTRUCTION-STAFF/DEV SERVI-SUBS 700.00  
INSTRUCTION-STAFF/DEV SERVI-STIPENDS 466.00  
INSTRUCTION-STAFF/DEV SERVI-STATE SOCSEC 68.00  
INSTRUCTION-STAFF/DEV SERVI-FEDERAL MEDICARE 16.00  
INSTRUCTION-STAFF/DEV SERVI-OTHER TRAVEL TRAINING 700.00  
INSTRUCTION-STAFF/DEV SERVI-MAGAZINES/PERIODICAL 568.37  
INSTRUCTION-STAFF/DEV SERVI-REGISTRATION FEES 100.00



**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

Not applicable.

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

Not applicable.

**Title IV**

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

Not applicable.

**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.**

Not applicable.

### 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.**

Not applicable.

### 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.

Not applicable.

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

Provide a brief explanation and breakdown of expenses.

Not applicable.

**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.**

Not applicable.

## Local Funds

Label	Question	Value
1.	Provide the total	277726.0

**Provide a brief explanation and breakdown of expenses.**

Examples of Local Funds:

Concessions/ Revenue-\$10,000.00

Commissions-\$8,160.00

Fundraisers-\$35,300.00

Sales-\$6,900.00

Donations-\$5,320.00



# 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))**

The school had an Annual Title I meeting for parents. This meeting is advertised in several ways- notes home, call out, marque and school website. The school's participation in Title I, Title I requirements, 1% set-aside and the right of parents involved is discussed during the meeting. Parents also receive a handout. The meeting is planned for August 28, 2017.

During this meeting parents are encouraged to participate in the planning, review, and improvement of the school-wide program.

**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))**

During the year several working meetings are held. During these meetings the current improvement plan is examined. These include two during the day on Parent Day visitation days and one after school. Parent Involvement money is used to purchase materials for parent notifications. It is also used to purchase materials and awards given out on Parent Involvement and assigned days. In addition to parent meetings, parents are encouraged to fill out a parent input form any time they have concerns or suggestions concerning school programs.

**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 made aware of assessments through a variety of ways including PTO and fliers home. Assessment meetings are also available during parent visitation days where the parents can learning more about assessments. These meetings are also advertised in advance by parent letters. Assessment results are sent home to the parents in the fall.

**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))**

Parents and teachers have input to the revisions of the school compact during the spring each year. Input is requested during a parent meeting and faculty meeting. After annual revisions are made, copies of the compact are distributed to each home at the beginning of the school year. The principal, teacher, parent and student read and sign the compact. During the school year, the compacts are used during conferences to remind all participants of the agreement made.

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

The office has copies of a parent input form. Parents are encouraged to complete this form during meeting or any time during the year. These forms allow the parents to make suggestions for improvement or just state dissatisfaction with a policy or plan.

**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)**

Brent Elementary holds parent visitation days. On these days parent have a variety of meetings they may choose to attend. Workshops sessions such as understanding the Investigations math curriculum. BES also holds a math night for parents that have questions but cannot attend during the day.

**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)**

Teachers use PTO, parent conferences and Parent Visitation meetings as an avenue to encourage the parents to come to the teacher with questions. BES teachers encourage parents to come in and let the teachers support the parent one-on-one with questions and materials. Teachers are eager to explain the curriculum and provide materials the parents can use with their students at 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)**

Teachers use PTO, parent conferences and Parent Visitation meetings as an avenue to encourage the parents to come to the teacher with questions. BES teachers encourage parents to come in and let the teachers support the parent one-on-one with questions and materials.

Teachers are eager to explain the curriculum and provide materials the parents can use with their students at home.

PTO encourages and offers voluntary services during the year. They encourage parents to get involved and teachers also invite parents into the classroom. Brent Elementary has an open door policy and parents can visit and observe classes being taught at any time.

**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)**

Parents are invited to Parent Visitations days during the fall and winter. Parent are encourage to attend workshops, visit the classroom and eat with their child.

**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)**

Parent programs and meetings are advertised to parents by notices home, the school marque and the one call now system.

**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))**

Parent letters are sent out in the primary home language whenever available. Our ELL Committee Chair translates pertinent school documents to send home. The Bibb County board of educations provides many mass forms in Spanish, as well as, English.